

PA Academic Standards for Health **&** **National Health Education Standards**

I. PA Academic Standards for Health

10.1. Concepts of Health

10.1.12. GRADE 12 - Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

A. Evaluate factors that impact growth and development during adulthood and late adulthood.

- acute and chronic illness
- communicable and non-communicable disease
- health status
- relationships (e.g., marriage, divorce, loss)
- career choice
- aging process
- retirement

B. Evaluate factors that impact the body systems and apply protective/preventive strategies.

- fitness level
- environment (e.g., pollutants, available health care)
- health status (e.g., physical, mental, social)
- nutrition

C. Analyze factors that impact nutritional choices of adults.

- cost
- food preparation (e.g., time, skills)
- consumer skills (e.g., understanding food labels, evaluating fads)
- nutritional knowledge
- changes in nutritional requirements (e.g., age, physical activity level)

D. Evaluate issues relating to the use/non-use of drugs.

- psychology of addiction
- social impact (e.g., cost, relationships)
- chemical use and fetal development
- laws relating to alcohol, tobacco and chemical substances
- impact on the individual
- impact on the community

E. Identify and analyze factors that influence the prevention and control of health problems.

- research
- medical advances
- technology
- government policies/regulations

10.2. Healthful Living

10.2.12. GRADE 12 Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

A. Evaluate health care products and services that impact adult health practices.

B. Assess factors that impact adult health consumer choices.

- access to health information
- access to health care
- cost

- safety
- C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.
- D. Examine and apply a decision-making process to the development of short and long-term health goals.
- E. Analyze the interrelationship between environmental factors and community health.
- public health policies and laws/health promotion and disease prevention
 - individual choices/maintenance of environment
 - recreational opportunities/ health status

10.3. Safety and Injury Prevention

10.3.12. GRADE 12 - Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

A. Assess the personal and legal consequences of unsafe practices in the home, school or community.

- loss of personal freedom
- personal injury
- loss of income
- impact on others
- loss of motor vehicle operator's license

B. Analyze and apply strategies for the management of injuries.

- CPR
- advanced first aid

C. Analyze the impact of violence on the victim and surrounding community.

D. Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.

II. National Health Education Standards

HEALTH EDUCATION STANDARD 1 – *Students will comprehend concepts related to health promotion and disease prevention to enhance health.*

Rationale

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

9-12:

- 1.12.1 predict how healthy behaviors can impact health status.
- 1.12.2. describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.3. analyze how environment and personal health are interrelated.
- 1.12.4. analyze how genetics and family history can impact personal health.
- 1.12.5. propose ways to reduce or prevent injuries and health problems.
- 1.12.6. analyze the relationship between access to health care and health status.
- 1.12.7. compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 1.12.8. analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.
- 1.12.9. analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

HEALTH EDUCATION STANDARD 2 – *Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.*

Rationale

Health is impacted by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms.

9-12:

- 2.12.1 analyze how family influences the health of individuals.
- 2.12.2. analyze how culture supports and challenges health beliefs, practices and behaviors.
- 2.12.3. analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4. evaluate how the school and community can impact personal health practice and behaviors.
- 2.12.5. evaluate the effect of media on personal and family health.
- 2.12.6. evaluate the impact of technology on personal, family and community health.
- 2.12.7. analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8. analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9. analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.12.10. analyze how public health policies and government regulations can influence health promotion and disease prevention.

HEALTH EDUCATION STANDARD 3 – *Students will demonstrate the ability to access valid information and products and services to enhance health.*

Rationale

Accessing valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Applying the skills of analysis, comparison and evaluation of health resources empowers students to achieve health literacy.

9-12

- 3.12.1. evaluate the validity of health information, products and services.
- 3.12.2. utilize resources from home, school and community that provide valid health information.
- 3.12.3. determine the accessibility of products and services that enhance health.
- 3.12.4. determine when professional health services may be required.
- 3.12.5. access valid and reliable health products and services.

HEALTH EDUCATION STANDARD 4 – *Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*

Rationale

Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interaction and reducing or avoiding conflict.

9-12

- 4.12.1. utilize skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2. demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3. demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others.
- 4.12.4. demonstrate how to ask for and offer assistance to enhance the health of self and others.

HEALTH EDUCATION STANDARD 5 – *Students will demonstrate the ability to use decision-making skills to enhance health.*

Rationale

Decision-making skills are needed in order to identify, implement and sustain health-enhancing behaviors. This standard includes the essential steps needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve quality of life.

9-12

- 5.12.1. examine barriers that can hinder healthy decision making.
- 5.12.2. determine the value of applying a thoughtful decision-making process in health related situations.
- 5.12.3. justify when individual or collaborative decision making is appropriate.

- 5.12.4. generate alternatives to health- related issues or problems.
- 5.12.5. predict the potential short and long-term impact of each alternative on self and others.
- 5.12.6. defend the healthy choice when making decisions.
- 5.12.7. evaluate the effectiveness of health- related decisions.

HEALTH EDUCATION STANDARD 6 – *Students will demonstrate the ability to use goal-setting skills to enhance health.*

Rationale

Goal-setting skills are essential to help students identify, adopt and maintain healthy behaviors. This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

9-12

- 6.12.1. assess personal health practices and overall health status.
- 6.12.2. develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.12.3. implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4. formulate an effective long-term personal health plan.

HEALTH EDUCATION STANDARD 7 – *Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

Rationale

Research confirms that practicing health enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk taking behaviors. This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors.

9-12

- 7.12.1. analyze the role of individual responsibility for enhancing health.
- 7.12.2. demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3. demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

HEALTH EDUCATION STANDARD 8 – *Students will demonstrate the ability to advocate for personal, family and community health.*

Rationale

Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors.

9-12

- 8.12.1. utilize accurate peer and societal norms to formulate a health-enhancing message.
- 8.12.2. demonstrate how to influence and support others to make positive health choices.
- 8.12.3. work cooperatively as an advocate for improving personal, family and community health.
- 8.12.4. adapt health messages and communication techniques to a specific target audience.