

Health Education Voluntary State Curriculum

Rationale Statement for Individual Standards

Standard 1 Mental and Emotional Health

Promoting social and emotional skills reduces violence and aggression among children and leads to higher academic achievement and an improved ability to function in schools and in the workplace. Students who feel secure and respected can better apply themselves to learning. Students develop the skills to manage their emotions, resolve conflicts nonviolently, and make responsible decisions. The objectives in mental and emotional health engage children in learning about the effects of harassment and bullying based on social standing, ethnic origin, or sexual orientation.

Standard 2 Alcohol, Tobacco and Other Drugs

Drug abuse is a prevalent negative force in youth culture. Therefore, young people must be a priority target for efforts to prevent and reduce drug use. Schools are a unique and important setting for drug prevention efforts because the factors related to drug abuse are most effectively addressed through a comprehensive and sustained approach. Which includes the comprehensive health education curriculum, school drug policy, and physical and psychological health services. A coordinated approach to the school health model components equips young people with the knowledge, attitudes, and skills to prevent drug abuse. Drug abuse prevention through effective health education is critical to reduce the enormously negative consequences of drug abuse upon society as a whole.

Standard 3 Personal and Consumer Health

Health is influenced by a variety of factors in our society. The ability to analyze, evaluate, and interpret the influence of culture, media, and technology on health is important in a rapidly changing world. As a health literate consumer, an individual must have skills in accessing valid health information and health-promoting products and services that support personal, family, and community health. Students learn about accepting responsibility for personal health decisions and practices and working with others to maintain a healthy environment as a conscientious and productive citizen.

Standard 4 Family Life and Human Sexuality

Family relationships have a strong influence on comprehensive wellness. Healthy families provide support and help youngsters develop values and skills to become successful members of society. Students gain knowledge about the significance of the family and its influence on individuals and society. They learn skills to support the family, balance work and family life, be an effective parent, and nurture the development of children. Students learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development.

Standard 5 Safety and Injury Prevention

Unintentional injury remains the number one killer of children and young people. Safety and Injury Prevention includes those aspects most often related to risky and dangerous behaviors that can have negative life-long consequences on health. The objectives in Safety and Injury Prevention provide a means for young people to assess the factors that contribute to intentional and unintentional injury, avoid risky behaviors and develop skills to lead healthier lives. Students have the opportunity to recognize, avoid and report situations that include verbal, physical, and emotional abuse.

Students examine how they make decisions and weigh the probable consequences of their actions. Students consider risk behaviors in their personal lives, including the need to take risks such as standing up for one's opinion and the need to avoid other risks associated with dangerous situations or actions. The purpose is to inform students so they may apply and defend health-enhancing decisions.

Standard 6 Nutrition and Fitness

Our nation continues to be burdened by preventable illness, injury, and disability. Healthy lifestyle choices of sound nutritional practices and physical activity reduce the occurrence of chronic diseases, including heart disease, stroke and cancer.

In today's society, children and teens are assuming greater responsibility for their own day-to-day lives. Their growing independence and increasing social life, school activities, athletics, and demands on personal time strongly influence their nutrition and fitness practices. In many families, teens assume a major role in food selection, preparation, safety, and storage. Our society's complex retail food system and multitude of nutrition and fitness claims are difficult to navigate. Nutrition and Fitness education gives students a strong foundation of knowledge, skills, and attitudes to build positive practices promoting lifelong wellness.

Standard 7 Disease Prevention and Control

Knowledge about the interrelationship of behavior and health, interactions within the human body, and the prevention of diseases and other health problems is basic to personal wellness. Early detection and early treatment of diseases can prevent or delay adverse outcomes. Learning about disease prevention concepts enables students to become health-literate, self-directed learners, and establishes a foundation for leading healthy and productive lives. Disease Prevention and Control focuses on factors contributing to chronic, degenerative, and communicable diseases, genetic factors, methods for detection, and strategies for prevention.