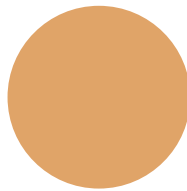




HEALTH

Utah State Board of Education
250 East 500 South
Salt Lake City, Utah 84114-4200

Molly Hart, EdD
State Superintendent of
Public Instruction



JUNE 2026



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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>

History of the Core Standards

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.



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2/2019

The 2019 Utah State Board of Education approved the Health Core Standards in 2019.



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01/2025

The 2025 Utah State Board of Education approved two new standards in April 2026.

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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.

KINDERGARTEN

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

In kindergarten, Health Education is the introduction to healthy behaviors. Students will begin learning information in four 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. Students with strong protective factors are less likely to develop mental illness or substance use disorders. Students will begin building strong protective factors to support their health and wellness in school.
- **Mental and Emotional Health (MEH)** teaches students how to advocate for the mental and emotional health of self and others. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand.
- **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 the importance of food choices and how to properly fuel the body.
- **Human Development (HD)** teaches students how their body changes throughout their lifespan, and how to care for and protect their bodies in a way that is developmentally and age appropriate. The focus will be hygiene and appropriate touch.

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

Students will learn characteristics of a safe and healthy relationship.

- **Standard K.HF.1:** Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.
- **Standard K.HF.2:** Describe how to make friends and be a good friend.
- **Standard K.HF.3:** Communicate respectfully with others.

Strand 2: MENTAL AND EMOTIONAL HEALTH (MEH)

Students will identify emotions and how to appropriately react to different emotions.

- **Standard K.MEH.1:** Identify how different emotions feel and how the body reacts to those emotions.
- **Standard K.MEH.2:** Practice methods to calm down (for example, deep breathing, counting to 10, mindfulness).

(Note: Strands 3 and 4 are not utilized in kindergarten.)

Strand 5: NUTRITION (N)

Students will understand what people eat and why food choices are important for health.

- **Standard K.N.1:** List a variety of healthy foods from each food group.
- **Standard K.N.2:** Explain the importance of choosing healthy foods and beverages at each meal.
- **Standard K.N.3:** Discuss the importance of trying new foods.

Strand 6: HUMAN DEVELOPMENT (HD)

Students will learn basic hygiene skills and how to interact with others appropriately.

- **Standard K.HD.1:** Describe why oral hygiene, washing body and hands, and wearing clean clothes are important for a healthy body.

- **Standard K.HD.2:** Explain different methods (for example, booster seats, seat-belts, helmets, safety equipment, visiting healthcare providers) for keeping the developing body safe and healthy.
- **Standard K.HD.3:** Distinguish between appropriate and inappropriate touch.
- **Standard K.HD.4:** Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.

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GRADE 1

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

Health Education in first grade supports the health and wellness of students through instruction of foundational behaviors in each strand:

- **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 will begin looking at specific skills and behaviors that build resiliency and develop strong protective factors.
- **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 begin learning bully prevention strategies.
- **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.
- **Substance Abuse Prevention (SAP)** improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will learn the difference between helpful and harmful substances and begin to practice resisting negative peer pressure.
- **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 to select a variety of healthy foods at each meal to appropriately fuel their bodies for growth.

- **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 for personal hygiene, wellness, and refusal skills.

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

Students will learn the importance of goals and decision-making skills and continue to develop healthy relationship skills.

- **Standard 1.HF.1:** Define goals and explain why setting goals is important.
- **Standard 1.HF.2:** Explain how to make good decisions and how all decisions can affect self or others.
- **Standard 1.HF.3:** Demonstrate how to express gratitude, treat others with kindness, and respect differences.

Strand 2: **MENTAL AND EMOTIONAL HEALTH (MEH)**

Students will practice expressing emotions and bully prevention strategies.

- **Standard 1.MEH.1:** Define what bullying is and is not and demonstrate what to say and do if someone is bullying or bothering oneself or others. Compare these actions with kindness.
- **Standard 1.MEH.2:** Demonstrate healthy ways to express needs, wants, and feelings.

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

Students will learn specific behaviors to prevent disease, common injuries, and avoid dangerous situations.

- **Standard 1.SDP.1:** Understand how proper use of equipment (for example, helmets, sports equipment, seat belts, booster seats) helps protect from injury.

- **Standard 1.SDP.2:** Identify when an environment or situation is not safe (for example, abuse, bullying, harmful substances, firearms, fire, medical emergency) and understand how to react and promptly report to a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) or emergency services.
- **Standard 1.SDP.3:** Recognize the importance of using electronic devices only with trusted adult supervision.
- **Standard 1.SDP.4:** Describe behaviors that may prevent and reduce the risk of disease.
- **Standard 1.SDP.5:** Recognize the importance of never touching another person's blood or other bodily fluids.

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

Students will understand when substances are helpful or harmful.

- **Standard 1.SAP.1:** Compare and contrast the difference between helpful and harmful substances.
- **Standard 1.SAP.2:** Explain the importance of only taking medicine with adult supervision.
- **Standard 1.SAP.3:** Practice strategies that can be used to refuse harmful substances.

Strand 5: **NUTRITION (N)**

Students will learn how to fuel their body with healthy food choices.

- **Standard 1.N.1:** Recognize major food groups, including water, and list a variety of healthy foods in each group.
- **Standard 1.N.2:** Identify foods and beverages that are healthy choices for the body and explain the importance of choosing healthy foods at each meal.
- **Standard 1.N.3:** Describe how food is fuel for the body.
- **Standard 1.N.4:** Recognize not all food products advertised or sold are healthy.

Strand 6: HUMAN DEVELOPMENT (HD)

Students will review basic hygiene skills, learn how human development varies, and practice refusal skills. Utah Code requires parental notification for instruction on child sexual abuse prevention.

- **Standard 1.HD.1:** Explain how hand washing, clean clothes, and oral hygiene are important for a healthy body.
- **Standard 1.HD.2:** Explain how the right amount of sleep contributes to health and wellness.
- **Standard 1.HD.3:** Recognize that healthy bodies come in different shapes, sizes, and abilities.
- **Standard 1.HD.4:** Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, unsafe, or afraid.

GRADE 2

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

In second grade, Health Education builds on the knowledge and skill of students by learning and practicing behaviors in each strand:

- **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 will practice specific skills and behaviors that build resiliency and develop strong protective factors.
- **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 identify emotions and how to respond appropriately to different emotions.
- **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 learn how products contribute to good health and protect the body from injury. Technology safety will also be addressed to continue to encourage safe practices.
- **Substance Abuse Prevention (SAP)** improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will learn how to resist specific substances and understand health risks associated with substance use.

- **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 nutrition contributes to health, how food relates to energy, and factors that may influence eating behaviors.
- **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 basic anatomy and refusal skills.

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

Students will learn the importance of goal-setting, decision-making skills, and develop social and emotional competence.

- **Standard 2.HF.1:** Set a goal and discuss strategies for meeting the goal.
- **Standard 2.HF.2:** Recognize when assistance is needed in making decisions.
- **Standard 2.HF.3:** Identify ways to set, recognize, respect, and communicate personal boundaries.
- **Standard 2.HF.4:** Practice active-listening skills.
- **Standard 2.HF.5:** Describe characteristics of a good friend.

Strand 2: **MENTAL AND EMOTIONAL HEALTH (MEH)**

Students will identify and respond to various emotions in appropriate ways.

- **Standard 2.MEH.1:** Identify the causes of different emotions and practice methods to express emotions appropriately.
- **Standard 2.MEH.2:** Describe ways to respond to uncomfortable emotions or situations.
- **Standard 2.MEH.3:** Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about emotions.

Strand 3: SAFETY AND DISEASE PREVENTION (SDP)

Students will learn how practices and behaviors contribute to good health.

- **Standard 2.SDP.1:** Explain how products (for example, sun protection, hygiene products, sports equipment, seatbelts, booster seats) can contribute to personal health.
- **Standard 2.SDP.2:** Identify personal behaviors that contribute to safe or unsafe use of technology.
- **Standard 2.SDP.3:** Describe reasons why people visit a healthcare provider (for example, doctor, dentist, counselor).
- **Standard 2.SDP.4:** Identify ways people can avoid coming in contact with another person's blood and bodily fluids.

Strand 4: SUBSTANCE ABUSE PREVENTION (SAP)

Students will learn how to refuse specific substances and understand the health risks associated with harmful substances.

- **Standard 2.SAP.1:** Recognize the health implications of harmful substances and demonstrate how to refuse alcohol, tobacco, nicotine, and other substances.
- **Standard 2.SAP.2:** Describe the role medications play in wellness and identify what is helpful or harmful.

Strand 5: NUTRITION (N)

Students will understand nutritional terms and learn internal and external influences on eating.

- **Standard 2.N.1:** Identify food and beverage choices that contribute to good health.
- **Standard 2.N.2:** Define calorie as a measurement of energy and describe how calories are necessary for good health.
- **Standard 2.N.3:** Recognize the signals the body sends when hungry or full.
- **Standard 2.N.4:** Identify how family, peers, culture, and media influence eating habits.

Strand 6: HUMAN DEVELOPMENT (HD)

Students will learn basic anatomy and universal precautions. Utah Code requires parental notification for instruction on child sexual abuse prevention.

- **Standard 2.HD.1:** Identify the proper names for body parts.
- **Standard 2.HD.2:** Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.

GRADE 3

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

In third grade, Health Education builds on the knowledge and skill of students by learning and practicing behaviors in each strand:

- **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 will practice goal-setting, communication, and relationship skills that support strong protective factors.
- **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 learn strategies to cope with different emotions and stress management techniques.
- **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 practice safety procedures for various environments.
- **Substance Abuse Prevention (SAP)** improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will learn how to resist peer pressure using healthy alternatives and understand the negative consequences substances have on the body.

- **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 demonstrate healthy food choices at meals and recognize social influences on eating behavior.
- **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 the building blocks of the human body and the importance of good hygiene.

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

Students will be introduced to conflict resolution, coping strategies, and resiliency.

- **Standard 3.HF.1:** Set a measurable short-term goal and identify people who can help achieve that goal.
- **Standard 3.HF.2:** Define verbal and nonverbal communication and demonstrate how people communicate in both ways and explain how effective communication resolves conflict.
- **Standard 3.HF.3:** Describe how to interact with those who are different from oneself and demonstrate ways to treat others with dignity and respect.
- **Standard 3.HF.4:** Describe the qualities of a healthy relationship.
- **Standard 3.HF.5:** Explain how trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) are resources for advice and guidance when making decisions.

Strand 2: **MENTAL AND EMOTIONAL HEALTH (MEH)**

Students will learn how to cope with emotions and stress.

- **Standard 3.MEH.1:** Identify healthy strategies individuals may use to cope with disappointment, grief, sadness, and loss, including talking with a trusted adult.
- **Standard 3.MEH.2:** Define positive and negative stress and identify how each type feels. Identify behaviors or ways to alleviate stress.

- **Standard 3.MEH.3:** Describe how various sources (for example, media, internet, social media, other people) can influence mental and emotional health and identify appropriate ways to respond.

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

Students will practice procedures and methods that contribute to safety.

- **Standard 3.SDP.1:** Explain and practice procedures to follow in case of emergency which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings. Describe how to react and promptly report to a trusted adult or emergency services.
- **Standard 3.SDP.2:** Identify personal behaviors that contribute to a safe or unsafe environments and discuss safety rules at home, school, and in the community.
- **Standard 3.SDP.3:** Describe safety guidelines for internet and social media and describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks (for example, dangerous activities, unsafe challenges, purchasing choices, eating behaviors).
- **Standard 3.SDP.4:** Describe procedures to follow when encountering another person's blood or other bodily fluids.

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

Students will explore the benefits of refusing to use harmful substances.

- **Standard 3.SAP.1:** Demonstrate how to respond when approached by an individual and asked to make a poor choice.
- **Standard 3.SAP.2:** Identify healthy alternatives (for example, physical activity, healthy eating, reading, recreation) to alcohol, tobacco, nicotine, and other harmful substances.
- **Standard 3.SAP.3:** Examine the consequences to the brain, body and lungs when oxygen is limited through inhaling substances (for example, smoking, vaping, inhalants, candy, dust, pollutants).
- **Standard 3.SAP.4:** Examine the consequences to the brain and body when harmful substances are ingested (for example, intoxicants, energy drinks, chemicals, poisons).

Strand 5 : NUTRITION (N)

Students will learn to make healthy nutritional choices and identify factors that influence food choices.

- **Standard 3.N.1:** Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness, and oral health including encouraging healthy food behavior and physical activity.
- **Standard 3.N.2:** Identify healthy foods, including snacks, in appropriate portion sizes.
- **Standard 3.N.3:** Describe the benefits of eating a nutritious breakfast.
- **Standard 3.N.4:** Discuss how family, peers, culture, and media influence eating habits.

Strand 6: HUMAN DEVELOPMENT (HD)

Students will learn basic anatomy, universal precautions, and skills to report abuse. Utah Code requires parental notification for instruction on child sexual abuse prevention.

- **Standard 3.HD.1:** Define hygiene and discuss its importance for health and well-being.
- **Standard 3.HD.2:** Identify the building blocks of the human body (for example, cells, tissues, organs, organ systems, organisms).
- **Standard 3.HD.3:** Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.

GRADE 4

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

In fourth grade, Health Education develops knowledge and practical skills of students by learning and practicing healthy behaviors in each strand:

- **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 will use skills to set goals, analyze the impact of choices, and develop skills for healthy relationships.
- **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 learn how to manage stress and how to advocate for the mental and emotional health of self and others.
- **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 learn how to safely respond in different environments to prevent injuries and other potentially harmful situations. Students will also learn about common health conditions.
- **Substance Abuse Prevention (SAP)** improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will explore how to resist substance use from various influences and how

choosing to abstain from substances supports a healthy and successful lifestyle. Students will also learn the appropriate use of medicines.

- **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 about the function of nutrients, how to find the nutrients in different foods, and what foods Utah produces locally.
- **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 the anatomy of the skeletal and muscular systems and continue to practice skills for abuse prevention.

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

Students will develop and practice basic skills for goal-setting, decision-making, and healthy relationships.

- **Standard 4.HF.1:** Set a specific and measurable short-term goal and track the progress.
- **Standard 4.HF.2:** Describe how choices can have positive and negative consequences and give examples of how a person's decisions can be positively or negatively influenced by others, including peers.
- **Standard 4.HF.3:** Recognize and accept that reasonable people can have differing opinions.
- **Standard 4.HF.4:** Distinguish between healthy and unhealthy relationships.

Strand 2: **MENTAL AND EMOTIONAL HEALTH (MEH)**

Students will identify and practice strategies that promote positive mental and emotional health.

- **Standard 4.MEH.1:** Identify healthy ways to manage and reduce stress (for example, exercise, hobbies, mindfulness, time management, organization).
- **Standard 4.MEH.2:** Practice strategies to manage inappropriate or harmful comments and behaviors from others.

- **Standard 4.MEH.3:** Define empathy and practice demonstrating empathy with peers.
- **Standard 4.MEH.4:** Identify ways to support self and others struggling with mental and emotional health and recognize when to seek help.

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

Students will apply information and develop personal plans to take responsibility for personal safety and disease prevention.

- **Standard 4.SDP.1:** Describe how immediate response increases a victim’s chance for survival and demonstrate the proper use of basic first aid in a variety of situations.
- **Standard 4.SDP.2:** Develop a personal safety plan to follow in case of emergency, which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings.
- **Standard 4.SDP.3:** Identify and practice ways to prevent common childhood injuries.
- **Standard 4.SDP.4:** Discuss use and misuse of current technology and develop a personal safety plan for technology use.
- **Standard 4.SDP.5:** Explain facts about common chronic health conditions (for example, asthma, diabetes, allergies, anaphylaxis, seizures) and discuss empathy towards individuals living with these conditions.
- **Standard 4.SDP.6:** Describe procedures to follow when encountering another person’s blood or body fluid.

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

Students will learn how refusing alcohol, tobacco, nicotine, and other drugs helps accomplish personal goals.

- **Standard 4.SAP.1:** Explain how choosing to refuse alcohol, tobacco, nicotine, and other substances relates to accomplishing personal goals.
- **Standard 4.SAP.2:** Explain the short and long-term physical, mental, social, financial, and emotional effects of alcohol, tobacco, nicotine, and substance use.
- **Standard 4.SAP.3:** Discuss marketing tactics regarding harmful substances by

reviewing various media sources to identify misinformation and manipulative techniques.

- **Standard 4.SAP.4:** Describe the appropriate use of medicines (over-the-counter [OTC] and prescription) and potential dangers of drug interactions.

Strand 5: **NUTRITION (N)**

Students will identify the basics of nutrition, healthy eating habits, and advertising techniques. Students will also identify statewide food resources.

- **Standard 4.N.1:** Identify the basic nutrients and describe their functions (for example, carbohydrates, proteins, fats, vitamins, minerals, water).
- **Standard 4.N.2:** Locate key nutrition items on nutrition facts label.
- **Standard 4.N.3:** Recognize that calories are needed for growth and body function and that caloric needs change throughout the lifespan.
- **Standard 4.N.4:** Examine how health can be managed through healthy eating and physical activity.
- **Standard 4.N.5:** Analyze marketing tactics used for food and beverages.
- **Standard 4.N.6:** Identify foods that are grown and produced in Utah.

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

Students will learn basic anatomy and physiology of body systems, universal precautions, and skills to build healthy relationships. Utah Code requires parental notification for instruction on child sexual abuse prevention.

- **Standard 4.HD.1:** Describe the skeletal and muscular systems and their basic functions.
- **Standard 4.HD.2:** Explain reasons why having good hygiene is important for health and well-being.
- **Standard 4.HD.3:** List multiple trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with if feeling uncomfortable, afraid, or unsafe about an interaction or other harmful situations. Explain the need to talk with more than one adult if the issue is not resolved.

GRADE 5

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

In fifth grade, Health Education develops knowledge and practical skills of students by learning and practicing healthy behaviors in each strand:

- **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 will learn to set SMART (specific, measurable, attainable, realistic, timely) goals and 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 learn how to manage stress and recognize when help is needed for self or others.
- **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 learn how to safely respond in different environments to prevent injuries and other potentially harmful situations. Students will also learn the difference between infectious and chronic disease.
- **Substance Abuse Prevention (SAP)** improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will identify choices and behaviors that support a substance-free lifestyle.

- **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 create a healthy meal based on personal dietary needs. Students will also research food production products in the United States.
- **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 about maturation and adolescent development.

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

Students will apply their knowledge to develop social and emotional competence to make healthy and safe choices.

- **Standard 5.HF.1:** Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.
- **Standard 5.HF.2:** Describe how the positive and negative consequences of a decision can have short and/or long-term effects.
- **Standard 5.HF.3:** Define and practice positive self-talk.
- **Standard 5.HF.4:** Demonstrate ways to express gratitude and treat others with dignity and respect.

Strand 2: **MENTAL AND EMOTIONAL HEALTH (MEH)**

Students will examine personal traits and lifestyles and how they impact overall wellness.

- **Standard 5.MEH.1:** Practice a variety of stress management techniques.
- **Standard 5.MEH.2:** Demonstrate how to obtain and offer assistance to enhance the health of self and others in harmful situations.
- **Standard 5.MEH.3:** Express positive attitudes about intervention and seeking help to eliminate stigmas regarding mental health.

Strand 3: SAFETY AND DISEASE PREVENTION (SDP)

Students will learn to respond effectively to environments and practice decision-making skills for safety and disease prevention.

- **Standard 5.SDP.1:** Explain strategies on how to help others and demonstrate how to help or contact the appropriate emergency resources (for example, first aid, CPR, poison control, 911, mental health crisis lines, animal control, non-emergency lines) for different situations.
- **Standard 5.SDP.2:** Explain a variety of healthy behaviors (for example, diet, exercise, proper hygiene, helmet use, proper car restraints, fire-arm safety) that avoid or reduce health risks.
- **Standard 5.SDP.3:** Analyze the influence of media and technology on personal and family health and develop a personal safety plan for technology use.
- **Standard 5.SDP.4:** Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully.
- **Standard 5.SDP.5:** Identify how to avoid, manage and report situations involving exposure to another person’s blood and other bodily fluids.

Strand 4: SUBSTANCE ABUSE PREVENTION (SAP)

Empower students to resist peer pressure and substance use by identifying practices that promote a lifestyle free from alcohol, tobacco, nicotine, and other drugs.

- **Standard 5.SAP.1:** Identify choices, behaviors, and practices that help support a lifestyle free from alcohol, tobacco, nicotine and other substances.
- **Standard 5.SAP.2:** Practice ways to resist negative peer pressure and positively influence relations with peers in a variety of situations.
- **Standard 5.SAP.3:** Evaluate how the use of alcohol, tobacco, nicotine and other substances can cause illness, injury, and complications with body development, overall health, and behavior.

Strand 5: NUTRITION (N)

Students will identify the basics of nutrition, healthy eating habits that support a healthy body, and how to recognize eating behaviors. Students will also recognize nationwide food resources.

- **Standard 5.N.1:** Use a food label to calculate how caloric intake can change depending on the number of servings consumed.
- **Standard 5.N.2:** Create a healthy meal, including beverage, using current dietary guidelines.
- **Standard 5.N.3:** Differentiate between appetite and hunger.
- **Standard 5.N.4:** Explain the role of healthy eating and physical activity in maintaining health.
- **Standard 5.N.5:** Analyze the influence of media and technology, including social media, on personal and family nutrition and body image.
- **Standard 5.N.6:** Explain why different foods are produced in various regions of the United States and how this may affect consumer practices and local diets.

Strand 6: HUMAN DEVELOPMENT (HD)

Students will understand puberty and maturation. Utah Code requires parental consent for instruction on maturation. Utah Code requires parental notification for instruction on child sexual abuse prevention.

- **Standard 5.HD.1:** Explain how the timing of puberty and adolescent development varies, including that there is a wide range of what is healthy or typical.
- **Standard 5.HD.2:** Describe the basic structures of the reproductive and endocrine systems and identify their respective functions.
- **Standard 5.HD.3:** Describe the body changes that accompany puberty and how puberty prepares human bodies for reproduction.
- **Standard 5.HD.4:** Explain the physical, social, and emotional changes that occur during puberty and adolescence and healthy ways to manage these changes.
- **Standard 5.HD.5:** Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about puberty.
- **Standard 5.HD.6:** Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.

GRADE 6

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

Health Education in sixth grade uses the knowledge and skills students have learned by practicing and applying healthy behaviors in each strand:

- **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 will develop strategies for achieving SMART (specific, measurable, attainable, realistic, timely) goals, communicate personal boundaries, and understand locus of control to build strong protective factors.
- **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 learn how to cope with change and stressors and recognize when support is needed for mental and emotional health.
- **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 develop specific safety strategies and learn risk factors for disease.
- **Substance Abuse Prevention (SAP)** improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will learn the

impact substances have on brain development. Students will also explore 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 about safe and healthy nutrition habits. Students will also explore the impact of culture on eating behavior.
- **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 about the digestive, respiratory and cardiovascular systems.

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

Students will enhance goal-setting, decision-making, and communication skills.

- **Standard 6.HF.1:** Create a SMART goal and track the progress and identify obstacles to achieving goals and how to overcome them.
- **Standard 6.HF.2:** Explain how personal values, differences, and beliefs contribute to personal boundaries and how boundaries are an important factor in making healthy decisions.
- **Standard 6.HF.3:** Define locus of control and the impact it has on decision-making.
- **Standard 6.HF.4:** Demonstrate positive ways to communicate differences of opinion while maintaining relationships.
- **Standard 6.HF.5:** Describe how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect. Describe how to end unhealthy relationships.

Strand 2: **MENTAL AND EMOTIONAL HEALTH (MEH)**

Students will explore common life changes and practice strategies to reduce risk factors and enhance factors that promote positive mental and emotional health.

- **Standard 6.MEH.1:** Explore common life changes (for example, moving, changing schools, friendships, family dynamics, deaths) and list healthy coping strategies.

- **Standard 6.MEH.2:** Explore various options for managing stress by creating a personal stress management plan and adopting effective stress-reduction behaviors.
- **Standard 6.MEH.3:** Describe the influence of culture and media, including social media, on self-esteem and body image.
- **Standard 6.MEH.4:** List warning signs of depression, anxiety, and suicide and identify how, why, and when talking with a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) is needed.
- **Standard 6.MEH.5:** Discuss strategies to help self and others affected by mental and emotional health issues (for example, depression, anxiety, violence, bullying, self-harm, suicidal thoughts).

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

Students will learn skills to lay the foundation for long-term healthy behaviors.

- **Standard 6.SDP.1:** Create personal rules and strategies (for example, use of safety equipment, protective gear, seat-belts, sunscreen) incorporating healthy lifestyle activities in home, school, social, and community settings.
- **Standard 6.SDP.2:** Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks and develop strategies for minimizing risk (for example, dangerous activities, unsafe challenges, purchase choices, eating behaviors).
- **Standard 6.SDP.3:** Explore consequences for using technology inappropriately and discuss school policies.
- **Standard 6.SDP.4:** Analyze how various factors, including lifestyle choices, increase or decrease risk factors for disease.
- **Standard 6.SDP.5:** Identify blood borne pathogens, such as HIV and Hepatitis B, and methods to prevent disease transmission.

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

Students will develop skills to educate themselves about the consequences of substance use and practice ways to resist negative peer pressure.

- **Standard 6.SAP.1:** Practice ways to resist negative peer pressure in a variety of situations and environments.

- **Standard 6.SAP.2:** Explain how the development of the frontal lobe impacts decision-making and how harmful substances affect development.
- **Standard 6.SAP.3:** Recognize potential physical, mental, emotional, and social short and long-term consequences of alcohol, tobacco, nicotine, and other substance use.

Strand 5: **NUTRITION (N)**

Students will develop personal healthy eating habits and positive body image. Students will also recognize global food resources.

- **Standard 6.N.1:** Locate age-appropriate guidelines for eating and physical activity.
- **Standard 6.N.2:** Evaluate personal nutritional habits and physical activity levels and set goals.
- **Standard 6.N.3:** Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.
- **Standard 6.N.4:** Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors.
- **Standard 6.N.5:** Research food culture around the world and identify foods that are produced in different regions.

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

Students will learn basic anatomy and physiology of body systems and practice skills to build healthy relationships. Utah Code requires parental notification for instruction on child sexual abuse prevention.

- **Standard 6.HD.1:** Describe the digestive, respiratory, and cardiovascular systems and their basic functions.
- **Standard 6.HD.2:** Explain the importance of practicing behaviors that maintain good hygiene.
- **Standard 6.HD.3:** Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe and understand the possible need to talk with more than one adult.

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.
- **Standard HI.HD.10:** Explore the Success Sequence as a data-driven framework (defined in Section 53G-10-402(1)(d) as completing at least a high school education and pursuing further educational opportunities; obtaining full-time employment; and having children within a healthy and stable family and marriage) as a connection to financial stability and personal well-being.
 - a. Explain how the timing and sequencing of education, employment, and family formation are associated with

economic stability and positive outcomes for adults and children and are identified in research as protective factors against poverty.

- b. Identify how decision-making related to school attendance, engagement, and goal setting can influence future educational and career opportunities, including potential consequences.
- c. Recognize that regardless of individual circumstances, students can be empowered to secure a successful life by completing their education, planning for a career, and making thoughtful choices about relationships and family life.

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HEALTH II

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

Health II is dedicated to teaching high school students the skills they need to establish a healthy and safe lifestyle and enhance behaviors to resist unhealthy choices throughout their lifespan. 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 lifelong 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 mental health and 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 practice skills to prevent injury, avoid harmful situations, and save lives. Students will also research disease prevention methods for lifelong wellness.
- **Substance Abuse Prevention (SAP)** improves health by teaching students the knowledge and skills to make

choices to avoid substance abuse. Students will practice resisting peer pressure and investigate the consequences of substance abuse as well as how to manage prescription medications.

- **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 health and wellness throughout their lifespan.
- **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 use goal-setting and decision-making skills to enhance health. Students will apply their knowledge to develop social and emotional competence to make healthy and safe choices.

- **Standard HII.HF.1:** Use SMART goal criteria to design and implement a plan for positive lifelong healthy habits.
- **Standard HII.HF.2:** Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
- **Standard HII.HF.3:** Apply decision-making strategies to a health-related choice and defend the decision. Discuss practicing self-control, such as delaying immediate gratification, resisting negative peer pressure, and avoiding risks of impulsive behavior.
- **Standard HII.HF.4:** Develop resiliency skills.
 - a. Develop skills to cope with common life changes (for example, changing schools, relationship changes, family changes).
 - b. Understand the impact of locus of control, growth mindset, and healthy response to failure on physical, mental, emotional, and social health.
 - c. Develop resilience by connecting to self, family, and community.

- **Standard HII.HF.5:** Model strategies to prevent, manage, or resolve interpersonal conflicts in healthy ways.

Strand 2: **MENTAL AND EMOTIONAL HEALTH (MEH)**

Students will apply knowledge to reduce risk factors and enhance factors that promote positive mental and emotional health.

- **Standard HII.MEH.1:** Apply stress management techniques to a personal stressor and evaluate their effectiveness.
- **Standard HII.MEH.2:** Research current modes of technology and media use and how they impact mental and emotional health.
- **Standard HII.MEH.3:** Explore ways individuals, families, and communities can understand, accept, and reduce the stigma of individuals with mental health disorders.
- **Standard HII.MEH.4:** Research school and community mental health resources and determine when professional health services may be required.
- **Standard HII.MEH.5:** Research and demonstrate knowledge of risk factors and warning signs of suicide and know how to seek help when needed.
- **Standard HII.MEH.6:** Use accurate information to formulate a health-enhancing message for mental health and suicide prevention.

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 HII.SDP.1:** Demonstrate high-quality hands-on CPR, how to operate an AED, and appropriate first aid.
- **Standard HII.SDP.2:** Develop strategies for safety-related or emergency situations (for example, vehicle safety, recreation safety, firearm safety, seizure, stroke, cardiac event).
- **Standard HII.SDP.3:** Practice responsible ways to communicate online, via text, or through other electronic means and how to respond to inappropriate contact or sexual advances online, via text, or through other electronic means.
- **Standard HII.SDP.4:** Assess the harmful effects of pornography and recognize that recovery is possible.

- **Standard HII.SDP.5:** Develop skills to determine the validity of current health resources, information and trends.
- **Standard HII.SDP.6:** Research preventive measures for chronic and infectious health conditions, and the physical, mental and emotional, social and economic effects on self and society.
 - a. Research the efficacy of health screenings, immunizations, checkups, and other preventive examinations that are necessary to maintain overall health and wellness.
 - b. Demonstrate effective communication about health concerns with healthcare providers and other trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy).
- **Standard HII.SDP.7:** Analyze and describe the relationships among healthy eating, physical activity, and chronic diseases (for example, heart disease, cancer, type-2 diabetes, hypertension, osteoporosis).

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

Students will evaluate decisions and influences about substance use. Students will also learn to speak with health care providers, research legal consequences, and analyze facts and resources for substance abuse.

- **Standard HII.SAP.1:** Explore risk and protective factors for making healthy decisions about substance use.
- **Standard HII.SAP.2:** Evaluate media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.
- **Standard HII.SAP.3:** Discuss how substance use alters brain development and function and research the link between genetics and addiction.
- **Standard HII.SAP.4:** Evaluate the physical, mental, emotional, social, legal, and financial impacts of the use or abuse of alcohol, tobacco, nicotine and other drugs on self, families, and communities.
 - a. Explain driving under the influence (DUI) and not-a-drop laws.
 - b. Research the legal consequences of driving under the influence of alcohol and other substances.
- **Standard HII.SAP.5:** Identify community resources available to support individuals impacted by substance abuse and addiction, recognizing that recovery from addiction is possible.

- **Standard HII.SAP.6:** Demonstrate how to talk with a health care provider about prescription options, effectiveness, side effects, and interactions of medications.

Strand 5: **NUTRITION (N)**

Students will develop lifelong strategies for healthy eating, body image, and understanding the food environment around them by locating and using accurate evidence-based nutrition information.

- **Standard HII.N.1:** Use accurate nutrition information and current research-based guidelines to describe the importance of drinking water and eating a variety of nutrient dense foods to balance nutritional needs in a variety of settings.
- **Standard HII.N.2:** Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.
- **Standard HII.N.3:** Describe how family, peers, media, and day-to-day activities influence food choices.
- **Standard HII.N.4:** Develop lifelong strategies for maintaining nutrition and physical activity behaviors that improve mental, physical, and social health.
- **Standard HII.N.5:** Assess the accuracy and validity of claims about health information, dietary supplements, products, and services.
- **Standard HII.N.6:** Explain the effects of disordered eating and eating disorders on healthy growth and development.
- **Standard HII.N.7:** Assess the relationship between food and culture. Compare and contrast the differences in the dietary guidelines, food choices, and eating habits around the world.

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 HII.HD.1:** Analyze how brain development has an impact on cognitive, social, and emotional changes of adolescence and early adulthood.

- **Standard HII.HD.2:** Define and describe the mental, emotional, physical, and social health benefits of sexual abstinence.
- **Standard HII.HD.3:** Explain the process of conception, fetal development and birth, practices for a healthy pregnancy, pregnancy prevention, and parenting responsibilities.
 - a. Evaluate the effectiveness of various contraceptives as methods of preventing pregnancy, stressing abstinence.
 - b. Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.
- **Standard HII.HD.4:** Identify practices for prevention of common sexually transmitted diseases or infections (STD/STI).
 - a. Evaluate the effectiveness of risk-avoiding behaviors, stressing abstinence, as methods of preventing STD/STI including HIV/AIDS.
 - b. Evaluate the effectiveness of risk-reducing behaviors, including condoms, as methods of preventing STD/STI including HIV/AIDS.
 - c. Analyze the impact of STD/STI on self and others (for example, physical, social, emotional, financial), including responsibility for testing and informing partners.
- **Standard HII.HD.5:** Explain the importance of understanding the healthy and unhealthy function of reproductive anatomy.
- **Standard HII.HD.6:** Discuss risk reduction, prevention and early detection methods for common reproductive conditions and diseases, including cancers, and when it may be necessary to seek medical care.
- **Standard HII.HD.7:** Identify accurate and credible resources for sexual health, development, and relationships, and identify who and where to turn to for help (for example, parent, clergy, relative, health care provider, teacher, counselor).
- **Standard HII.HD.8:** Recognize characteristics of healthy relationships, the impact a relationship has on wellness, practice skills to build healthy relationships, and emphasize the responsibility within families and communities to support healthy relationships.
 - a. Recognize and respect differences in attraction.
 - b. Discuss and understand refusal skills, personal boundaries, and affirmative consent as they apply to situations involving pressure to be sexually active and identify strategies that support the decision to abstain from sexual behavior.

- c. Discuss the reasons why refusal skills and affirmative consent are necessary to show respect for the boundaries of self and others as they relate to healthy relationships, marriage, intimacy, and sexual behavior.
 - d. Evaluate the potentially positive and negative impacts of technology and social media in relationships and strategies to use technology and social media safely emphasizing the value of face-to-face communication.
 - e. Discuss the risks of indiscriminate sexual behavior on overall health.
- **Standard HII.HD.9:** Discuss harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.
 - a. Recognize and minimize exposure to potentially dangerous situations.
 - b. Analyze factors, including alcohol and other substances, that can affect the ability to effectively refuse or consent to sexual activity or perceive the refusal of others.
 - c. Discuss unhealthy behaviors and violence in dating and other personal relationships.
 - d. Explain why a person who has been raped or sexually assaulted is not at fault.
 - e. Describe the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.
 - f. Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.
- **Standard HII.HD.10:** Analyze the correlation of the Success Sequence as a data-driven framework (defined in Section 53G-10-402(1)(d) as completing at least a high school education and pursuing further educational opportunities; obtaining full-time employment; and having children within a healthy and stable family and marriage) as a connection to financial stability and personal well-being.
 - a. Research and discuss the correlation between the timing and sequencing of education, employment, and family formation and their role as protective factors associated with financial stability.
 - b. Explain how stable committed families provide emotional, financial, and social support that helps individuals and children succeed in school, work, and life.

- c. Formulate a personal plan that incorporates educational, career, and relationship goals aligned with the principles of the Success Sequence, planning for potential challenges, supports, changing life circumstances, and individual choices.

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