



HS HEALTH: **BENCHMARKS & OUTCOMES**

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HS HEALTH: BENCHMARKS & OUTCOMES

Introduction

The DVUSD General Health Outcomes/Benchmarks identify the essential knowledge and skills required in the health curriculum for each grade level or course in DVUSD's schools. The outcomes/benchmarks outline the minimum criteria for a sequential course of study within a comprehensive health education program. This document is accompanied by the [health scope and sequence](#)

Health education increases health literacy, helps students understand how to achieve and maintain a healthy lifestyle, and fosters the motivation, skills, and self-efficacy necessary to make informed and healthy choices, avoid high-risk behaviors, and build healthy families, relationships, schools, and communities. The Health Education Standards identify the concepts, processes, and skills for a continuum of learning experiences for students. The standards provide school divisions and teachers with a guide for creating aligned curricula and structured learning experiences in health education that will provide students with the necessary knowledge, processes, and skills to make healthy choices, prevent chronic disease and avoid health-risk behaviors identified by the national Centers for Disease Control and Prevention (e.g., tobacco use, dietary patterns that contribute to disease, sedentary lifestyle, alcohol and other drug use, behaviors that result in intentional and unintentional injuries).

The standards are grouped into five content strands –**Social Health, Nutrition, Substance Abuse, Growth and Development, Disease Prevention** – that align with the overarching learning goals of the Health Education Standards. The content strands identify a core set of concepts and skills that facilitate the formation and promotion of healthy behaviors and practices. Indicators that align with the three content strands and address four dimensions of health– physical, emotional, social, and environmental– are embedded at each grade level. These indicators identify the minimum standards for a sequential course of study within a comprehensive health education program. _____

Goals

The content of the DVUSD Health Outcomes/Benchmarks are intended to support the following goals for students:

- The purpose of health education is to develop health-literate students—students who acquire an understanding of health concepts and the skills needed to make healthy decisions to improve, sustain and promote personal, family, and community health. As a result of health education instruction, students will be able to: Access, evaluate, and synthesize information to protect, enhance, and advocate for their own and others' health, well-being, and safety across their lifespan; Critically analyze health information from a variety of sources (scientific information, health brochures, media messages, and Web sites) to make appropriate health decisions and access services needed to prevent or treat illness; and Develop and use personal, behavioral, social and cognitive skills and strategies to promote a sense of personal identity and well-being and to build and manage respectful relationships. The content for the Standards of Learning for health education is organized around the following three essential strands:
- Demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of self and others. (Essential Health Concepts) The intent of this goal is for students to become health-literate, self-directed learners who recognize the relationship between personal behavior and personal health and can skillfully apply health promotion and disease-prevention strategies as a foundation for leading healthy and productive lives. This includes the development of the capacity to acquire, interpret, and understand health concepts, and the development and application of a range of health skills. Instruction will focus on the topics of hygiene, communicable and non-communicable disease prevention, dental health, nutrition, sleep, drug use, physical activity, body systems, safety, intentional and unintentional injury and violence prevention, Internet safety, gangs, bullying, and preventive health care. As a result, students will have a comprehensive understanding of essential health concepts related to health promotion and risk/disease prevention, and an enhanced ability to engage in lifelong health behaviors.
- Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner. (Healthy Decisions) This goal aims for students to demonstrate the ability to identify valid and accurate health information, products, and services. This ability is critical for preventing, detecting, and treating most health problems. Valid health information raises awareness of the long-term consequences of unhealthy decisions and enables students to make decisions that support lifelong health. Students will experience many opportunities across their school years to use informational analysis skills as they compare, contrast, analyze, synthesize, and evaluate materials, products, and services related to a variety of health issues. As they become informed consumers, students will become aware of and able to analyze the influence of culture, media, technology, and other factors on health. Upon



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the completion of the health education program, students will be able to accept responsibility for personal health practices and engage in healthy decision-making.

- Demonstrate appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings. (Advocacy and Health Promotion) The intent of this goal is for students to become responsible, health-literate citizens who demonstrate an understanding of how to create and maintain an environment that serves to protect and promote the health and wellness of individuals, families, and communities. Upon completing their health education program, students will demonstrate various healthy practices and behaviors and advocate for ways in which peers, families, and community groups can work together to promote safe and healthy communities.



Strands

SOCIAL HEALTH

Social health is commonly defined as your ability to form meaningful relationships with other people and interact in healthy, positive ways. The way you connect to the people around you, adapt to different social situations, and experience a sense of belonging all contribute to your social health.

NUTRITION

Any set of learning experiences designed to facilitate the voluntary adoption of eating and other nutrition-related behaviors conducive to health and well-being.

SUBSTANCE ABUSE

Education about substance abuse is an important part of helping individuals understand the many aspects of this topic. This information can include factual data about what substance abuse is; warning signs of addiction; information about how alcohol and specific drugs affect the mind and body; the consequences that addiction can have on one's physical and mental health, family, relationships, and other areas of functioning; and how and why substances are abused.

GROWTH AND DEVELOPMENT

Human development is a lifelong process of physical, behavioral, cognitive, and emotional growth and change. In the early stages of life—from babyhood to childhood, childhood to adolescence, and adolescence to adulthood—enormous changes take place. Throughout the process, each person develops attitudes and values that guide choices, relationships, and understanding.

DISEASE PREVENTION

Disease prevention differs from health promotion because it focuses on specific efforts aimed at reducing the development and severity of chronic diseases and other morbidities.

High School Health

SOCIAL and EMOTIONAL HEALTH

HH.1 Students will demonstrate the ability to advocate for personal, family, and community health.

1. **Respond to others in a consistent manner, valuing all individuals from diverse backgrounds**
(AZ Health Standard 4.1) (AZ Health Standard 5.2) (AZ Health Standard 7.1, 7.2)
2. **Internalize that they are lovable and capable**
(AZ Health Standard 7.1) (AZ Health Standard 2.2) (AZ Health Standard 6.2)
3. **Accept themselves as unique individuals with strengths and weaknesses**
(AZ Health Standard 5.2) (AZ Health Standard 7.1) (AZ Health Standard 6.2)

HH.2 Students will develop attitudes, attributes, and skills by developing relationships and communicating effectively to refuse or resist inappropriate or damaging behavior related to one's health

1. **Make "I" statements**
(AZ Health Standard 4.1, 4.2)
2. **Consistently give praise to peers**
(AZ Health Standard 4.1) (AZ Health Standard 8.2)
3. **Give constructive criticism to others when appropriate.**
(AZ Health Standard 4.1) (AZ Health Standard 8.2)
4. **Recognize and accept that adult help may be needed in specific circumstances**
(e.g. potential suicide, drug involvement).
(AZ Health Standard 4.3) (AZ Health Standard 5.2) (AZ Health Standard 7.1)
5. **Develop a plan for whom to contact, what to do, and how to get help for friends who potentially may be suicidal, drug involved, or have a serious emotional or physical problem.**
(AZ Health Standard 4.3) (AZ Health Standard 5.2) (AZ Health Standard 7.1) (AZ Health Standard 6.1)
(AZ Health Standard 8.1)
6. **Incorporate stress management, coping, and refusal skills into their individual lifestyles**
(AZ Health Standard 4.1)

- 7. Practice ways to enhance healthy behaviors.**
(AZ Health Standard 4.1)

HH.3 Students will develop attitudes, attributes, and skills that promote bonding to family, school, peers, and the community and foster respect, trust, responsibility, and appreciation for both themselves and for others.

- 1. Valuing diversity within their school and community.**
(AZ Health Standard 8.3)
- 2. Recognize needs in others and find appropriate ways of meeting those needs.**
(AZ Health Standard 2.1) (AZ Health Standard 7.2) (AZ Health Standard 8.2)
- 3. Demonstrate cooperation and commitment and accept personal responsibility for the successful completion of a group project.**
(AZ Health Standard 4.1, 4.3)
- 4. Analyze the role of one's family during adolescence.**
(AZ Health Standard 1.3) (AZ Health Standard 2.1, 2.2)
- 5. Analyze contributions that individuals make to group success or failure.**
(AZ Health Standard 4.1, 4.3)
- 6. Develop a sense of responsibility in the community in which they live.**
(AZ Health Standard 2.1) (AZ Health Standard 7.2)
- 7. Internalize their need to belong.**
(AZ Health Standard 2.2) (AZ Health Standard 5.2) (AZ Health Standard 7.1) (AZ Health Standard 6.2) (AZ Health Standard 7.2)

NUTRITION

HH.4 Students will know the relationship between nutrition and good health and will make food choices based on the USDA Dietary guidelines

- 1. Develop individual diet plans for self and family.**
(AZ Health Standard 5.2) (AZ Health Standard 6.2) (AZ Health Standard 7.1, 7.2) (AZ Health Standard 8.2)
- 2. Differentiate the diet requirements for different lifestyles.**
(AZ Health Standard 2.2)
- 3. Consider the impact of dieting on causing or contributing to specific diseases**

and health conditions.

(AZ Health Standard 1.3, 1.6)

4. **Assess the influence of economic, social and emotional factors on personal eating habits.**

(AZ Health Standard 1.2, 1.3) (AZ Health Standard 2.1)

5. **Analyze the impact that the media has on food selection.**

(AZ Health Standard 2.1) (AZ Health Standard 5.2)

6. **List the U.S. Dietary guidelines for healthy lifestyles.**

(AZ Health Standard 2.3)

SUBSTANCE ABUSE

HH.5 Students will know accurate information related to all types of drugs and their effects on one's health, as well as the legal and social consequences of substance abuse.

1. **Analyze the short- and long-term effects of nicotine, alcohol, marijuana, cocaine, and other drugs, including steroids.**

(AZ Health Standard 1.1)

2. **Classify acute and chronic health problems associated with substance abuse.**

(AZ Health Standard 1.1, 1.6,) (AZ Health Standard 7.2)

3. **Analyze the influence alcohol and other drugs have on judgment and the ability to make decisions, e.g., sexual activity, driving and risk-taking behaviors.**

(AZ Health Standard 5.1, 5.2) (AZ Health Standard 7.1, 7.2)

4. **Analyze the role drug abuse may play in affecting a person's social acceptance.**

(AZ Health Standard 1.1, 1.2) (AZ Health Standard 2.2)

5. **Brainstorm alternatives to abuse of drugs as a means of social acceptance.**

(AZ Health Standard 4.1, 4.2) (AZ Health Standard 5.1) (AZ Health Standard 5.2)

6. **Formulate an action plan to prevent substance abuse.**

(AZ Health Standard 6.1, 6.2)

7. **Analyze the medical, economic, and social problems caused by drug abuse.**

(AZ Health Standard 1.2, 1.3, 1.5) (AZ Health Standard 2.1)

8. **Demonstrate appropriate ways to get help for friends.**

(AZ Health Standard 3.2) (AZ Health Standard 4.1, 4.3) (AZ Health Standard 5.2) (AZ Health Standard 8.2, 8.3)

9. **Analyze the laws that regulate the purchase, use, and possession of controlled drugs.**
(AZ Health Standard 2.3) (AZ Health Standard 3.1)
10. **Internalize the belief that friends always tell an adult if they believe their friend is suicidal.**
(AZ Health Standard 4.1, 4.3) (AZ Health Standard 5.2) (AZ Health Standard 8.1, 8.2, 8.3)
11. **Evaluate the impact of alcohol, tobacco, and substance abuse on nutritional needs or personal health status.**
(AZ Health Standard 1.1, 1.3) (AZ Health Standard 5.2) (AZ Health Standard 7.1)

GROWTH AND DEVELOPMENT

HH.6 Students will know accurate information related to critical issues in growth and development, functions of the body, and human sexuality.

1. **Develop, using a decision-making process, a code of behavior to combat peer pressure. that is consistent with a positive value and system and positive goals.**
(AZ Health Standard 5.2) (AZ Health Standard 5.3) (AZ Health Standard 6.2)
2. **Accept and value human sexuality as normal and essential to total well-being**
(AZ Health Standard 2.2)
3. **Identify factors that influence their sexual attitudes and the consequences of high-risk sexual behavior.**
(AZ Health Standard 1.6) (AZ Health Standard 7.1) (AZ Health Standard 7.2)
4. **Explain that it is possible to plan for or to avoid pregnancy and that the decision is influenced by many factors.**
(AZ Health Standard 1.1) (AZ Health Standard 2.1) (AZ Health Standard 5.2) (AZ Health Standard 8.1)
5. **Recognize problems associated with teenage pregnancy which affect the teenager, friends, family, and community.**
(AZ Health Standard 5.2) (AZ Health Standard 7.2)
6. **Know facts about sexual assault and its prevention.**
(AZ Health Standard 1.6), (AZ Health Standard 4.2)
7. **Recognize and appreciate their values, goals, and cultural beliefs and how these relate to human reproduction and contraception.**
(AZ Health Standard 2.1, 2.2)

8. **Know the benefits of sexual abstinence as a responsible behavior associated with interpersonal relationships and health.**
(AZ Health Standard 1.1, 1.2) (AZ Health Standard 7.1, 7.2)
9. **How about a variety of school and community resources designed to assist young people with social and emotional changes that occur during adolescence.**
(AZ Health Standard 3.1, 3.2)

DISEASE PREVENTION

HH.7 Students will know accurate and current information related to the prevention, transmission, symptoms, and treatment of diseases.

1. **Evaluate their present lifestyles as they relate to wellness and articulate strategies to achieve maximum health as adults.**
(AZ Health Standard 2.1, 2.2) (AZ Health Standard 7.1)
2. **Identify and describe diseases or conditions that can affect the health of women:**
(AZ Health Standard 1.1, 1.3,) (AZ Health Standard 2.2) (AZ Health Standard 7.1) (AZ Health Standard 8.2)
 - 2.1. Teenage pregnancy
 - 2.2. Sexually transmitted diseases including chlamydia, gonorrhea, syphilis, genital herpes, pubic lice, hepatitis, and HIV/AIDS
3. **Identify and describe diseases or conditions that affect the health of men:**
(AZ Health Standard 1.1, 1.3) (AZ Health Standard 2.2) (AZ Health Standard 7.1) (AZ Health Standard 8.2)
 - 3.1. Testicular cancer
 - 3.2. Heart disease
 - 3.3. Sexually transmitted diseases including chlamydia, gonorrhea, syphilis, genital herpes, pubic lice, hepatitis, and HIV/AIDS
 - 3.4. Teenage pregnancy
4. **Be able to describe the spectrum and natural history of HIV/AIDS**
(AZ Health Standard 1.1, 1.2, 1.3, 1.4, 1.6) (AZ Health Standard 2.2, 2.3) (AZ Health Standard 3.2)
 - 4.1. Define HIV/AIDS
 - 4.2. Name the virus that causes HIV/AIDS
 - 4.3. List the most common methods by which HIV is transmitted
 - 4.4. Identify and characterize the three levels of disease caused by the HIV virus

- 4.5. Identify the behaviors that can cause any person to be at risk of HIV infection
- 4.6. Name, in order of effectiveness, the behaviors that protect one from HIV/AIDS abstinence from sexual intercourse and intravenous drug use as the best prevention methods
- 4.7. Describe factors that can predispose, encourage, or reinforce the behaviors that protect one from HIV/AIDS
- 4.8. Identify and refute common fallacies about HIV/AIDS and its transmission
- 4.9. Briefly describe public health measures and services used to control a communicable disease; such as HIV/AIDS

5. Be able to describe the transmission of HIV

(AZ Health Standard 2.2) (AZ Health Standard 7.1, 7.2)

- 5.1. Ways in which HIV is transmitted
- 5.2. Misconceptions about HIV transmission
- 5.3. Behaviors that increase a person's chance of getting HIV/AIDS

6. Evaluate behaviors as learned procedures that can prevent or minimize the risk of contracting diseases.

(AZ Health Standard 1.1, 1.3, 1.5, 1.6)

- 6.1. Lung cancer
- 6.2. High blood pressure
- 6.3. Heart disease

7. Be able to describe prevention techniques for the control of HIV infections:

(AZ Health Standard 1.1, 1.2, 1.3, 1.4, 1.6) (AZ Health Standard 7.2)

- 7.1. Making personal decisions that prevent HIV transmission
- 7.2. Working to bring the HIV/AIDS epidemic under control
- 7.3. Seeking resources for information regarding HIV infections through vaccines, drugs, and other modes
- 7.4. Seeking counseling and testing to determine if infected and realizing that sexually active individuals can decide not to be sexually active and thus avoid contracting HIV

8. Identify hereditary factors in their families that increase the risk of developing a non-communicable disease

(AZ Health Standard 1.2, 1.3) (AZ Health Standard 2.1)

FIRST AID and CPR

HH8: Students will know how to accurately perform first aid and CPR procedures.

1. **Explain how to provide first aid for wounds such as cuts, scrapes, puncture wounds, bites, stings, and burns.** *(AZ Health Standard 3.1, 3.2)*
2. **Demonstrate the necessary steps to perform CPR techniques.** *(Az Health Standard 4.3) (Az Health Standard 7.1, 7.2, 7.3)*
3. **Identify and analyze environmental changes that can affect the body's system.** *(AZ Health Standard 1.3) (AZ Health Standard 2.1) (AZ Health Standard 7.2)*