

Grade 10

Core Health Curriculum

Exeter High School Physical Education and Health Department

Health education is essential to enable students to acquire the knowledge and skills to promote health. Students who have this knowledge and skills set have a better health status and as adults will be better prepared to contribute to the nation's economic competitiveness by:

- working more effectively;
- missing fewer days from work due to injury and illness;
- using fewer medical services due to prevention or delayed onset or disease; and
- reducing use of health insurance benefits.

(National Health Education Standards)

Exeter High School has adopted the National Health Education Standards to be used as a set of guidelines in addressing the needs of our students. Below is a list of these standards and where we cover each topic within the curriculum. Due to time constraints, not all standards are met.

Code for Units:	W = Wellness	SE = Self Esteem
	DM = Decision Making	R = Relationships
	S = Suicide	N = Nutrition
	E = Eating Disorders	A = Alcohol
	D = Drugs	RE = Reproduction
	T = Tobacco	STD = STD's
	BC = Birth Control	ST = Stress
	H = Harassment	Bold Text = Not Met

Standard #1:

Students will comprehend concepts related to health promotion and disease prevention.

1. Analyze how behavior can impact health maintenance and disease prevention. (W, A, T, D, N)
2. Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood. (W)
3. Explain the impact of personal health behaviors on the functioning of body systems. (W, A, T, D, ST, E, STD, BC, N)
4. Analyze how the family, peers, and community influence the health of individuals. (W, DM, N, E, A, T, D, BC, ST)
- 5. Analyze how the environment influences the health of the community.**
6. Describe how to delay onset and reduce risks of potential health problems during adulthood. (ST, N, DM, A, T, D, BC, STD)
- 7. Analyze how public health policies and government regulations influence health promotion and disease prevention.**
- 8. Analyze how the prevention and control of health problems are influenced by research and medical advances.**

Standard #2:

Students will demonstrate the ability to access valid health information and health-promoting products and services.

1. Evaluate the validity of health information, products, and services. (N, A, T, D, BC, STD)
2. Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information. (DM, N, A, D, T)
3. Evaluate factors that influence personal selection of health products and services. (All Units)
4. Demonstrate the ability to access school and community health services for self and others. (E, A, T D, STD, BC)
5. Analyze the cost and accessibility of health care services. (BC)
6. Analyze situations requiring professional health services. (E, A, T, D, STD, BC)

Standard #3:

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

1. Analyze the role of individual responsibility for enhancing health. (All Units)
2. Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction. (DM, ST, H, N, BC, STD)
3. Analyze the short-term and long-term consequences of safe, risky and harmful behaviors. (All Units)
4. **Develop strategies to improve or maintain personal, family and community health.**
5. **Develop injury prevention and management strategies for personal, family, and community health.**
6. Demonstrate ways to avoid and reduce threatening situations. (DM with relation to all units)
7. Evaluate strategies to manage stress. (ST)

Standard #4:

Students will analyze the influence of culture, media, technology, and other factors on health.

- 1. Analyze how cultural diversity enriches and challenges health behaviors.**
2. Evaluate the effect of media and other factors on personal, family, and community health. (E, A, T, BC, STD)
- 3. Evaluate the impact of technology on personal, family, and community health.**
- 4. Analyze how information from the community influences health.**

Standard #5:

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

1. Demonstrate skills for communicating effectively with family, peers, and others. (DM, R, SE, H)
2. Analyze how interpersonal communication affects relationships. (R, H)
3. Demonstrate healthy ways to express needs, wants, and feelings. (R, H)
4. Demonstrate ways to communicate care, consideration, and respect of self and others. (R, W, SE, H)
5. Demonstrate strategies for solving interpersonal conflicts without harming self or others. (R, S, H)
6. Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations. (ST, DM, W, R, H)
7. Analyze the possible causes of conflict in schools, families, and communities. (H)
8. Demonstrate strategies used to prevent conflict. (DM, R, ST, H)

Standard # 6:

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

1. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults. (W, DM)
2. Analyze health concerns that require collaborative decision making. (DM, S)
3. Predict immediate and long-term impact of health decisions on the individual, family, and community. (W, DM)
4. Implement a plan for attaining a personal health goal. (W, DM)
5. **Evaluate progress toward achieving personal health goals.**
6. Formulate an effective plan for lifelong health. (DM)

Standard # 7:

Students will demonstrate the ability for personal, family, and community health.

1. Evaluate the effectiveness of communication methods for accurately expressing health information and ideas. (R, DM)
2. Express information and opinions about health issues. (SE, W, DM)
3. Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues. (DM, SE)
4. Demonstrate the ability to influence and support others in making positive health choices. (W, R, S)
5. Demonstrate the ability to work cooperatively when advocating for health communities. (W, DM)
6. **Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.**