

**Middle School Health Standards (LAUSD required semester course)**

	<b>Standard 1</b> Essential Concepts	<b>Standard 2</b> Analyzing Influences	<b>Standard 3</b> Accessing Valid Information	<b>Standard 4</b> Interpersonal Communication	<b>Standard 5</b> Decision Making	<b>Standard 6</b> Goal Setting	<b>Standard 7</b> Practicing Health Enhancing Behaviors	<b>Standard 8</b> Health Promotion	Instructional Resources
<b>Alcohol, Tobacco, and Other Drugs (15 hours)</b>	<p>A1. Describe the short- and long-term harmful effects of alcohol, tobacco, and other drugs, including steroids, performance-enhancing drugs and inhalants. □</p> <p>A2. Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors. □</p> <p>A3. Explain the dangers of drug dependence and addiction. □</p> <p>A4. Describe the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorder. □</p> <p>A5. Analyze the harmful effects of using diet pills without physician supervision. □</p> <p>A6. Examine the short- and long-term consequences of using alcohol and other drugs to cope with problems. □</p> <p>A7. Explain why most youths do not use alcohol, tobacco, and other drugs. □</p> <p>A8. Explain school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sales behaviors. □</p>	<p>A9. Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs. □</p> <p>A10. Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse. □</p> <p>A11. Examine family and peer pressure as influences on the use of alcohol, tobacco, and other drugs. □</p>	<p>A12. Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs. □</p>	<p>A13. Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used. □</p>	<p>A14. Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations. □</p>	<p>A15. Develop short- and long-term goals to remain drug free. □</p>	<p>A16. Use a variety of effective coping strategies when faced with alcohol, tobacco, and other drug use in group situations. □</p> <p>A17. Practice positive alternatives to using alcohol, tobacco, and other drugs. □</p>	<p>A18. Participate in school and community efforts to promote a drug-free lifestyle. □</p>	<p><u>Required Curriculum</u> Project Alert</p> <p>Health Textbook</p>

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<b>Nutrition and Physical Activity (15 hours)</b>	<p>N1. Describe the short- and long-term impact of nutritional choices on health. □</p> <p>N2. Identify nutrients and their relationship to health. □</p> <p>N3. Examine the health risks caused by food contaminants. □</p> <p>N4. Describe how to keep food safe through proper food purchasing, preparation, and storage practices. □</p> <p>N5. Differentiate between diets that are health promoting and diets linked to disease. □</p> <p>N6. Analyze the caloric and nutritional value of foods and beverages. □</p> <p>N7. Describe the benefits of eating a variety of foods high in iron, calcium, and fiber. □</p> <p>N8. Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet. □</p> <p>N9. Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight. □</p> <p>N10. Identify the impact nutrition has on chronic disease.</p> <p>N11. Analyze the cognitive and physical benefits of eating breakfast daily. □</p> <p>N12. Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat. □</p> <p>N13. Explain how to use a Body Mass Index (BMI) score as a tool for measuring general health. □</p> <p>N14. Identify ways to increase daily physical activity. □</p> <p>N15. Explain that incorporating daily moderate or vigorous physical activity into one’s life does not require a structured exercise plan or special equipment. □</p> <p>N16. Differentiate between physical activity, exercise, and health-related and skill-related fitness. □</p>	<p>N 17. Describe the influence of culture and media on body image. □</p> <p>N18. Evaluate internal and external influences on food choices. □</p> <p>N19. Analyze the impact of nutritional choices on future reproductive and prenatal health. □</p> <p>N20. Analyze the influence of technology and media on physical activity. □</p>	<p>N21. Distinguish between valid and invalid sources of nutrition information. □</p> <p>N22. Evaluate the accuracy of claims about dietary supplements and popular diets. □</p> <p>N23. Describe how to access nutrition information about foods offered in restaurants in one’s community. □</p> <p>N24. Identify places where youth and families can be physically active. □</p> <p>N25. Identify trusted adults in family, school, and community for advice and counseling regarding healthy eating and physical activity. □</p>	<p>N26. Demonstrate the ability to use effective skills to model healthy decision making and prevent over consumption of foods and beverages. □</p> <p>N27. Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices. □</p>	<p>N28. Use a decision-making process to evaluate daily food intake for nutritional requirements. □</p> <p>N29. Identify recreational activities that increase physical activity. □</p> <p>N30. Contrast healthy and risky approaches to weight management. □</p> <p>N31. Analyze the physical, mental, and social benefits of physical activity. □</p>	<p>N32. Make a personal plan for improving one’s nutrition and incorporating physical activity into daily routines. □</p> <p>N33. Set a goal to increase daily physical activity. □</p>	<p>N34. Make healthy food choices in a variety of settings. □</p> <p>N35. Examine proper food handling safety when preparing meals and snacks. □</p> <p>N36. Assess personal physical activity levels. □</p> <p>N37. Examine ways to be physically active throughout a lifetime. □</p>	<p>N38. Encourage nutrient-dense food choices in school. □</p> <p>N39. Support increased opportunities for physical activity at school and in the community. □</p> <p>N40. Encourage peers to eat healthy foods and be physically active. □</p>	<p>Health textbook</p> <p>Exercise your Options from California Dairy Council</p> <p>mypyramid.gov</p>

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<b>Growth, Development, and Sexual Health (15 hours)</b>	<p>G1. Explain physical, social, and emotional changes associated with adolescence. □</p> <p>G2. Summarize the human reproduction cycle. □</p> <p>G3. Examine the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy. □</p> <p>G4. Explain how conception occurs, the stages of pregnancy, and responsibility of parenting. □</p> <p>G5. Examine the effectiveness of condoms and other contraceptives that are FDA-approved in preventing unintended pregnancy, HIV, and other STDs. □</p> <p>G6. Identify the short- and long-term effects of HIV/AIDS/STDs. □</p> <p>G7. Identify ways to prevent or reduce the risk of contracting HIV/AIDS and other STDs. □</p> <p>G8. Recognize that there are individual differences in growth and development, body image, gender roles, and sexual orientation. □</p> <p>G9. Explain why individuals have the right to refuse sexual contact. □</p> <p>G10. Describe the emotional, psychological, and physical consequences of rape and sexual assault. □</p> <p>G11. Explain why rape and sexual assault should be reported to authorities and a trusted adult. □</p> <p>G12. Describe responsible prenatal and parenting care, including California’s Safe Haven law. □</p> <p>G13. Evaluate the benefits to mother, father, and child for teenagers to wait until adulthood to become parents. □</p>	<p>G14. Analyze how growth and development, relationships, and sexual behavior are affected by internal and external influences. □</p> <p>G15. Evaluate how culture, media, and other people influence our perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation. □</p> <p>G16. Analyze the influence of alcohol and other drugs on sexual behaviors. □</p> <p>G17. Describe situations that could lead to pressure for sexual activity and the risk of HIV/STDs. □</p> <p>G18. Recognize that there are individual, family, and cultural differences in relationships. □</p> <p>G19. Explain how sexual exploitation can occur via the Internet. □</p>	<p>G20. Identify trusted adults from family, school, and community for advice and counseling regarding reproductive and sexual health. □</p> <p>G21. Locate medically and scientifically accurate sources of information for reproductive health. □</p> <p>G22. List health care providers for reproductive and sexual health services. □</p>	<p>G23. Practice effective communication skills needed to discuss issues related to reproductive and sexual health with parents, guardians, health care providers, or other trusted adults. □</p> <p>G24. Use effective verbal and nonverbal communication skills to prevent sexual involvement, unintended pregnancy, and HIV and STDs. □</p> <p>G25. Use healthy and respectful ways to express friendship, attraction, and affection. □</p> <p>G26. Analyze the benefits of respecting individual differences in growth and development, body image, gender roles, and sexual orientation. □</p> <p>G27. Demonstrate how to ask for help from a parent, other trusted adult, or a friend when pressured to participate in sexual behaviors. □</p>	<p>G28. Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy. □</p> <p>G29. Use a decision-making process to examine the characteristics of healthy relationships. □</p> <p>G30. Use a decision-making process to evaluate individual differences in growth and development, body image, gender roles, and sexual orientation. □</p> <p>G31. Analyze the responsibilities and privileges of becoming a young adult. □</p> <p>G32. Identify how good health practices in adolescence affect lifelong health and the health of future children. □</p> <p>G33. Explain the immediate physical, social, and emotional risks and consequences associated with sexual involvement. □</p> <p>G34. Use a decision-making process to evaluate the value of using contraception and condoms for pregnancy and STD prevention. □</p>	<p>G35. Develop a plan to avoid HIV/AIDS/STDs and pregnancy. □</p> <p>G36. Describe how HIV/AIDS/STDs and/or pregnancy could impact life goals. □</p>	<p>G37. Describe strategies for refusing unwanted sexual involvement. □</p> <p>G38. Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health. □</p> <p>G39. Describe personal actions that can be taken to protect reproductive and sexual health. □</p>	<p>G40. Support and encourage safe, respectful, and responsible relationships. □</p> <p>G41. Advocate for the respect and dignity of persons living with HIV/AIDS. □</p>	<p><u>Required Curriculum</u> Positive Prevention</p> <p>Health textbook</p> <p><u>Community Resources</u> Positively speaking from LAUSD HIV/AIDS Prevention Office</p>

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<b>Mental, Emotional, and Social Health (10 hours)</b>	<p>M1. Explain pro-social behaviors (e.g., helping others, being respectful to others, cooperation, consideration). □</p> <p>M2. Identify a variety of nonviolent ways to respond when angry or upset. □</p> <p>M3. Identify qualities that contribute to a positive self-image. □</p> <p>M4. Examine how emotions change during adolescence.</p> <p>M5. Recognize diversity among people, including disability, gender, and race, sexual orientation, and body size. □</p> <p>M6. Examine the changing roles and responsibilities of adolescents as members of the family and community. □</p> <p>M7. Describe the benefits of having positive relationships with trusted adults. □</p> <p>M8. Analyze the harmful effects of using diet pills without physician supervision. □</p> <p>M9. Identify the signs of various eating disorders. □</p> <p>M10. Describe signs of depression and self-destructive behaviors, including potential suicide. □</p> <p>M11. Describe common mental health conditions and why seeking professional help for these conditions is important. □</p>	<p>M12. Analyze internal and external influences on mental, emotional, and social health. □</p> <p>M13. Analyze techniques that are used to coerce or pressure someone to use or be a target of violence. □</p> <p>M14. Examine the influence of culture on family values and practices. □</p>	<p>M15. Access accurate sources of information and services about mental, emotional, and social health. □</p> <p>M16. Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access such help for self and others. □</p> <p>M17. Identify trusted adults to report to if people are in danger of hurting themselves or others. □</p> <p>M18. Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults. □</p>	<p>M19. Seek help from trusted adults for self or a friend with an emotional or social health problem. □</p>	<p>M20. Apply a decision-making process to a variety of situations that impact mental, emotional, and social health. □</p> <p>M21. Monitor personal stressors and assess techniques for managing them. □</p> <p>M22. Describe healthy ways to express caring, friendship, affection, and love. □</p> <p>M23. Examine situations for which someone would seek help with stress, loss, unrealistic body image, and depression. □</p> <p>M24. Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions. □</p>	<p>M25. Develop achievable goals to handle stressors in a healthy way. □</p>	<p>M26. Demonstrate effective coping mechanisms and strategies for managing stress. □</p> <p>M27. Practice respect for individual differences and diverse backgrounds. □</p> <p>M28. Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement. □</p> <p>M29. Practice personal boundaries in a variety of situations. □</p> <p>M30. Demonstrate skills to avoid or escape a potentially violent situation, including dating. □</p>	<p>M31. Promote a positive and respectful school environment.</p> <p>M32. Object appropriately to teasing of peers and community members based on perceived personal characteristics and sexual orientation. □</p>	Health textbook

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<b>Personal and Community Health (15 hours)</b>	<p>P1. Describe the importance of health management strategies (e.g., adequate sleep, ergonomics, sun safety, hearing protection, self examination). □</p> <p>P2. Examine the importance of age-appropriate medical services. □</p> <p>P3. Identify standard (universal) precautions and why they are important.□</p> <p>P4. Examine the causes and symptoms of communicable and noncommunicable diseases. □</p> <p>P5. Discuss the importance of effective personal and dental hygiene practices for preventing illness. □</p> <p>P6. Identify effective brushing and flossing techniques for oral care. □</p> <p>P7. Identify effective protection for teeth, eyes, head, and neck during sports and recreation□</p> <p>P8. Identify ways to prevent vision or hearing damage. □</p> <p>P9. Identify ways our environment affects our health, including air quality. □</p> <p>P10. Identify human activities that contribute environmental challenges (e.g., high-emission vehicles, water pollution, and noise pollution). □</p> <p>P11. Describe global influences on personal and community health. □</p> <p>P12. Identify ways to reduce exposure to the sun. □</p>	<p>P13. Examine a variety of influences that affect personal health practices. □</p> <p>P14. Analyze how environmental pollutants, including noise pollution, affect health. □</p> <p>P15. Analyze the interrelationship of the health of a community and the global environment. □</p> <p>P16. Examine the influence of culture, media, and technology on health decisions. □</p> <p>P17. Analyze the social influences that encourage or discourage a person to practice sun safety. □</p>	<p>P18. Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoos, sun screen, and dental care products), and evaluate the information's validity. □</p> <p>P19. Access valid information about preventing common communicable diseases. □</p> <p>P20. Locate resources in school, the community, and on the Internet for first aid information and training, and assess the validity of the resources. □</p> <p>P21. Examine how to access school and community health services. □</p>	<p>P22. Practice how to make a health-related consumer complaint. □</p> <p>P23. Use assertive communication skills to avoid situations that increase risk of communicable disease or illness. □</p>	<p>P24. Apply a decision-making process to determine safe and healthy strategies to deal with a personal health problem. □</p> <p>P25. Apply a decision-making process when selecting healthcare products. □</p> <p>P26. Analyze the characteristics of informed health choices. □</p>	<p>P27. Establish goals for improving personal and community health. □</p> <p>P28. Design a plan to minimize environmental pollutants, including noise at home and in the community. □</p> <p>P29. Create a plan to incorporate adequate rest and sleep in daily routines. □</p>	<p>P30. Practice and take responsibility for personal and dental hygiene practices. □</p> <p>P31. Describe situations where standard (universal) precautions are appropriate. □</p>	<p>P32. Promote the importance of regular screenings and medical examinations. □</p> <p>P33. Demonstrate the ability to be a positive peer role model in the school and community. □</p> <p>P34. Demonstrate ways to accept responsibility for conserving natural resources. □</p>	Health textbook

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<b>Injury Prevention and Safety (15 hours)</b>	<p>S1. Describe the differences between physical, verbal, and sexual violence. □</p> <p>S2. Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations. □</p> <p>S3. Describe how the presence of weapons increases the risk of serious violent injuries. □</p> <p>S4. Discuss the importance of reporting weapon possession. □</p> <p>S5. Explain how violence, aggression, bullying, and harassment affects health and safety. □</p> <p>S6. Identify trusted adults to whom to report school or community violence. □</p> <p>S7. Describe possible legal consequences of sexual harassment and violence. □</p> <p>S8. Describe types of sexual harassment and ways to report it. □</p> <p>S9. Describe the behavioral and environmental factors associated with major causes of death in the United States. □</p> <p>S10. Identify basic safety guidelines for emergencies and natural disasters. □</p> <p>S11. Identify ways to prevent climate-related physical conditions, such as physical exhaustion, sunburn, heat stroke, and hypothermia. □</p> <p>S12. Examine safety hazards associated with the use of Internet. □</p> <p>S13. Explain ways to prevent fires and reduce the risk of injuries in case of fire. □</p> <p>S14. Explain ways to reduce risk of injuries in and around water. □</p> <p>S15. Explain ways to reduce the risk of injuries, including oral injuries during sports/recreational participation. □</p>	<p>S16. Analyze how the media portrays fire and explosives. □</p> <p>S17. Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors. □</p>	<p>S18. Analyze sources of information regarding injury and violence prevention. □</p> <p>S19. Demonstrate the ability to access accurate sources of information about abuse, violence, or bullying. □</p>	<p>S20. Report situations that could lead to injury or harm to a trusted adult. □</p> <p>S21. Use communication and refusal skills to avoid violence, gang involvement, or risky situations. □</p> <p>S22. Describe ways to manage interpersonal conflicts nonviolently. □</p> <p>S23. Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation. □</p> <p>S24. Describe characteristics of effective communication. □</p> <p>S25. Distinguish between passive, aggressive, and assertive communication. □</p> <p>S26. Locate resources in school, the community, and on the Internet for first aid information and training, and assess the validity of the resources. □</p>	<p>S27. Use a decision-making process to examine risky social and dating situations. □</p> <p>S28. Apply a decision-making process for avoiding potentially dangerous situations, such as gangs, other social situations, or violence in dating. □</p> <p>S29. Use a decision-making process to analyze the consequences of gang involvement. □</p> <p>S30. Evaluate the reasons why some students are bullies. □</p> <p>S31. Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment. □</p>	<p>S32. Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency. □</p> <p>S33. Create a personal safety plan. □</p>	<p>S34. Practice first aid and emergency procedures. □</p> <p>S35. Practice ways to solve conflicts nonviolently. □</p> <p>S36. Practice the safe use of technology. □</p>	<p>S37. Support changes to promote safety in the home, school, and community. □</p> <p>S38. Design a campaign for preventing violence, aggression, bullying, and harassment. □</p> <p>S39. Demonstrate the ability to influence others' safety behaviors (e.g., wearing bicycle helmets and seat belts). □</p>	<p><u>Required Curriculum</u> Second Step</p> <p>Health textbook</p>

