



Health Standards

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Introduction

The health and health-related behaviors of students have a direct bearing on their ability to do well in school and to navigate successfully through the larger community. Health education in schools can effectively enable students to develop the knowledge and skills they need to reduce health risks, while simultaneously enhancing their academic achievement. Positive health behaviors initiated early in life should decrease the possibility of disease, disability, and premature death later in life. Far too many young people die in the District of Columbia because of unintentional injuries or as the result of violent behavior. Too many others compromise their well-being through unhealthy behaviors, such as using alcohol, tobacco, or other drugs. Comprehensive health education will equip our students with the knowledge and skills they need to advance personal, family, school, and community health.

Adapted from the highly rated Indiana content standards and heavily informed by the highly rated National Health Education Standards, the District of Columbia standards incorporate the comments and suggestions of District of Columbia teachers and administrators, the District of Columbia Department of Health, and community organizations. The New Jersey Health Frameworks and the Guidelines for Comprehensive Sexuality Education also served to inform and strengthen the standards.

Reflecting a strong consensus among educators, these Standards establish high expectations for all students. They detail the knowledge and skills that students need to maintain and improve their health and wellness, prevent disease, and reduce health-jeopardizing behaviors.

Organization

The following health standards specify what students should know and be able to do to improve and maintain their health by the end of each grade level in the District of Columbia. The learning standards provide teachers and administrators with an overview of what health content should be taught from grade to grade, Pre-Kindergarten through high school.

The content standards are grouped under six strands that are closely aligned with the National Health Education standards:

- **Strand 1: Health Promotion and Disease Prevention**

Students comprehend concepts related to health promotion and disease prevention.

- **Strand 2: Access to and Evaluation of Health Information**
Students demonstrate the ability to access and evaluate health information, products, and services.
- **Strand 3: Self-Management Skills**
Students demonstrate the ability to apply self-management skills to enhance personal health and safety.
- **Strand 4: Analyzing Influences**
Students demonstrate the ability to analyze the influence of family, culture, media, and technology on health and health behaviors.
- **Strand 5: Interpersonal Communication**
Students demonstrate the ability to utilize interpersonal communication skills to enhance and protect health.
- **Strand 6: Decision making and Goal Setting**
Students demonstrate the ability to implement decision-making and goal-setting skills to enhance health.

Guiding Philosophies of Health Education¹

Health literacy – the ability of students to obtain, interpret, and comprehend basic health information, products, and services in order to enhance personal, family, and community health – is the ultimate goal of the District of Columbia Health Standards. Health-literate individuals understand the principles of health promotion and disease and injury prevention, and they know how to incorporate that knowledge into a set of positive, health-related attitudes and behaviors. They are aware of the beneficial effects of good health practices, and make good health a personal priority, but most important, through their studies, they are able to hone their critical thinking, problem-solving and decision-making skills, so they can maintain their own well-being and that of others.

Given the demands and complexities of the new century, health education must look and feel different from the hygiene classes of years past. Advances in medicine have addressed many of the illnesses that resulted from infectious disease, such as polio. Two-thirds of all adult mortality results from heart disease, cancer, and stroke.

¹ Adapted from the Indiana Academic Standards for Health Education, December 5, 2002.

Two-thirds of deaths among children and adolescents result from homicide, suicide, motor vehicle accidents, and other injuries. Overweight adolescents have tripled in the past thirty years, and teen birth rates – while improved – remain a significant health issue. Many of the health challenges that young people face today are different from those of past generations. To that end, the District of Columbia Health Standards aim to promote:

- understanding of the process of growth and development and each student's optimal development;
- respect for and promotion of the health of others;
- research and use of valid and reliable sources of health information;
- classroom discussion and skill-development and practice; and
- the incorporation of health-related knowledge into everyday behavior.

HEALTH STANDARDS

STRAND 1: Students comprehend concepts related to health promotion and disease prevention.

Pre-Kindergarten

Emotional Health

PK.1.1 Recognize, describe, express, and manage various feelings, such as happiness, surprise, anger, fear, and sadness.

PK.1.2 Explain and demonstrate how to handle disappointments, frustrations, and successes appropriately.

PK.1.3 Express awareness of oneself and confidence in one's own characteristics, preferences, and expanding abilities.

School & Community Health

PK.1.4 Respect and care for the classroom environment and materials.

Nutrition

PK.1.5 Explain why healthy bodies require rest, exercise, and good nutrition.

Human Body Systems

PK.1.6 Identify basic parts of the body, such as the head, arms, and legs.

HEALTH STANDARDS		
STRAND 1: Students comprehend concepts related to health promotion and disease prevention.		
Kindergarten	Grade 1	Grade 2
<p><u>Emotional Health</u> K.1.1 Explain that all human beings have the need for love.</p> <p><u>School & Community Health</u> K.1.2 Identify basic safety rules (e.g., motor vehicle, pedestrian, cycling) in the home, community, and school.</p> <p><u>Human Body Systems</u> K.1.3 Describe the basic functions of the five senses.</p> <p>K.1.4 Name and locate the basic body parts and their functions.</p> <p><u>Disease Prevention & Treatment</u> K.1.5 Identify common signs of illnesses in children, such as a runny nose, coughing, and sneezing, and methods of prevention.</p> <p>K.1.6 Explain that medicines prescribed by a doctor are used to help people who are hurt or sick.</p> <p><u>Nutrition</u> K.1.7 Sort foods according to food groups and food sources.</p> <p>K.1.8 Identify factors that lead to becoming overweight or obese.</p>	<p><u>Emotional Health</u> 1.1.1 Explain differences between various emotions; and describe constructive methods to accommodate a variety of feelings, including the feelings of others.</p> <p><u>School & Community Health</u> 1.1.2 Explain the need for rules to promote safety, and explain how decisions to follow or disregard safety guidelines have consequences for oneself and others.</p> <p>1.1.3 Explain how a clean school, home, and community environments prevent the spread of germs.</p> <p><u>Human Body Systems</u> 1.1.4 Name and locate the basic body organs, including the heart, brain, lungs, skin, and stomach, and their functions.</p> <p>1.1.5 Describe the benefits of getting adequate sleep (e.g., to aid in the growth and repair of the body).</p> <p><u>Disease Prevention & Treatment</u> 1.1.6 Summarize how many childhood illnesses can be prevented or treated (e.g., by hand washing, immunizations, not sharing cups or combs, covering coughs and sneezes).</p> <p><u>Nutrition</u> 1.1.7 Differentiate between healthy and unhealthy food choices and how they lead to becoming overweight or obese.</p>	<p><u>Emotional Health</u> 2.1.1 Express feelings in healthy ways in order to create positive relationships.</p> <p><u>School & Community Health</u> 2.1.2 Describe how people who are caring and encouraging help their friends feel good about themselves and positively impact the health of their school and community.</p> <p>2.1.3 Explain how teasing or making fun of people with differences hurts feelings and negatively affects the social and emotional health of the school and community.</p> <p><u>Human Body Systems</u> 2.1.4 Describe how the skeletal and muscular systems help humans move and protect parts of the body.</p> <p>2.1.5 Explain that bodies change as they grow older.</p> <p><u>Sexuality, Reproduction & Health</u> 2.1.6 Assess the physical differences and similarities of gender.</p> <p><u>Disease Prevention & Treatment</u> 2.1.7 Explain how regular health check-ups and screening can prevent, detect, and treat health problems and why diseases and health conditions need to be detected and treated early.</p> <p><u>Nutrition</u> 2.1.8 Explain why one should limit amounts of foods that are high in fats, sugars, and sodium.</p>

	<p><u>Alcohol, Tobacco & Other Drugs</u></p> <p>1.1.8 Discuss how first- and second-hand cigarette smoke impact the environment and the health of oneself and others.</p> <p>1.1.9 Compare and contrast the differences between helpful medicines and harmful drugs.</p>	<p><u>Alcohol, Tobacco & Other Drugs</u></p> <p>2.1.9 Distinguish between legal and illegal drugs and give examples of each.</p> <p>2.1.10 Explain how to use medicine properly (e.g., under particular circumstances and with the supervision of a trusted adult).</p>
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HEALTH STANDARDS		
STRAND 1: Students comprehend concepts related to health promotion and disease prevention.		
Grade 3	Grade 4	Grade 5
<p><u>Emotional Health</u> 3.1.1 Explain how feeling good about oneself and being able to identify what makes one unique and special are signs of emotional health.</p> <p>3.1.2 Explain and demonstrate ways to cope with rejection, loss, and separation.</p> <p>3.1.3 Know how to cope with bullies and tell adults about problems.</p> <p><u>School & Community Health</u> 3.1.4 Communicate how clean school and community environments prevent the spread of germs.</p> <p><u>Human Body Systems</u> 3.1.5 List factors that contribute to healthy physical growth and make each one of us unique.</p> <p>3.1.6 Describe the basic structure and functions of the following human body systems:</p> <ul style="list-style-type: none"> the respiratory system the digestive system <p><u>Sexuality, Reproduction & Health</u> 3.1.7 Describe how individual bodies are different sizes, shapes, and colors, but are equally special, including those that are disabled.</p>	<p><u>Emotional Health</u> 4.1.1 Explain how exercising and getting enough sleep help people feel better emotionally.</p> <p>4.1.2 Illustrate how too much stress can reduce the body's resistance to disease.</p> <p>4.1.3 Know the healing power of words to enhance relationships at every level.</p> <p><u>School & Community Health</u> 4.1.4 Describe how access to recreational opportunities impacts community health.</p> <p><u>Human Body Systems</u> 4.1.5 Identify life stages and the physical changes that occur at each stage.</p> <p>4.1.6 Describe the basic structure and functions of the following human body systems:</p> <ul style="list-style-type: none"> the circulatory system the nervous system the cardiovascular system <p>4.1.7 Identify major muscles and bones.</p> <p><u>Sexuality, Reproduction & Health</u> 4.1.8 Explain that talking to parents and other trusted adults about sexuality can be helpful.</p> <p>4.1.9 Describe the physical, social, and emotional changes that occur at puberty.</p> <p>4.1.10 Explain how the health of the mother impacts the development of the fetus.</p>	<p><u>Emotional Health</u> 5.1.1 Describe the relationship between physical health and emotional health.</p> <p>5.1.2 Describe the causes and symptoms of, and myths about, prevalent mental and emotional illnesses.</p> <p>5.1.3 Understand that unkind words and gossip are a form of verbal violence, and work to stop unkind words and bullying.</p> <p><u>School & Community Health</u> 5.1.4 Describe ways to prevent injuries at school and in the community.</p> <p><u>Human Body Systems</u> 5.1.5 Describe the basic structure and functions of the following human body systems:</p> <ul style="list-style-type: none"> the excretory system the reproductive system endocrine system <p>5.1.6 Describe how muscles and bones are interrelated.</p> <p><u>Sexuality, Reproduction & Health</u> 5.1.7 Define STIs and HIV/AIDS; describe behaviors that place one at risk for HIV/AIDS, STIs, or unintended pregnancy; and explain why abstinence is the most effective way to prevent disease or pregnancy.</p> <p>5.1.8 Discuss strategies to remain abstinent and resist pressures to become sexually active.</p>

<p><u>Disease Prevention & Treatment</u> 3.1.8 Distinguish among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions; and explain that some diseases and health conditions are preventable and others are not.</p> <p><u>Nutrition</u> 3.1.9 Differentiate between healthy and unhealthy eating habits by using the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation (e.g., identify foods that serve as healthy snacks).</p> <p><u>Alcohol, Tobacco & Other Drugs</u> 3.1.10 Explain why it is illegal to use or possess certain drugs and substances.</p> <p>3.1.11 Describe the purpose of medicines (prescription and over-the-counter) and how they can be used or misused in the treatment of common medical problems.</p>	<p><u>Disease Prevention & Treatment</u> 4.1.11 Demonstrate how to follow universal precautions for preventing infection when someone is bleeding or one encounters used needles.</p> <p><u>Nutrition</u> 4.1.12 Classify foods by nutritional content and nutritional value, and use food product labels to make informed decisions regarding food.</p> <p><u>Alcohol, Tobacco & Other Drugs</u> 4.1.13 Describe the short-term and long-term harmful effects of tobacco use and second-hand/passive smoke on the body and its organ systems.</p> <p>4.1.14 Describe the short-term and long-term harmful effects of alcohol abuse on the body and its organ systems.</p>	<p><u>Disease Prevention & Treatment</u> 5.1.9 Explain that bacteria and viruses cause infectious diseases that lead to common illnesses, including sexually transmitted diseases.</p> <p>5.1.10 Describe how sanitation and waste disposal, and environmental controls help to prevent diseases and health conditions.</p> <p><u>Nutrition</u> 5.1.11 Explain how nutrition affects personal health and academic achievement, including the effects of malnutrition on brain functioning.</p> <p><u>Alcohol, Tobacco & Other Drugs</u> 5.1.12 Define addiction to alcohol, tobacco, and other drugs; and explain that those who are addicted require assistance to stop addiction.</p> <p>5.1.13 Describe various methods for addiction prevention, intervention, treatment, and recovery.</p>
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HEALTH STANDARDS		
STRAND 1: Students comprehend concepts related to health promotion and disease prevention.		
Grade 6	Grade 7	Grade 8
<p><u>Emotional Health</u> 6.1.1 Discuss how mental, emotional, social, and physical health are interrelated; and describe how problems in one dimension can influence another.</p> <p>6.1.2 Compare and contrast positive and negative responses to criticism and disappointment.</p> <p>6.1.3 Monitor one's behavior around others, check one's speech and body language, and alter any bad or offensive habits.</p> <p><u>School & Community Health</u> 6.1.4 Analyze how local sources of pollution can influence both personal and community health.</p> <p><u>Human Growth & Development</u> 6.1.5 Describe the interconnection of all the body systems and how they work together to ensure wellness.</p> <p><u>Sexuality, Reproduction & Health</u> 6.1.6 Explain that people, regardless of biological sex, gender, ability, sexual orientation, gender identity, and culture, have sexual feelings and the need for love, affection, and physical intimacy.</p> <p>6.1.7 Identify sexual feelings common to young adolescents; differentiate between having sexual feelings and acting on them; and explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior.</p>	<p><u>Emotional Health</u> 7.1.1 Explain how appropriate mental health care can help prevent, detect, and treat serious mental health problems, such as anxiety disorders, mood disorders, and suicide.</p> <p>7.1.2 Assess the effects of peer pressure, and offer effective ways to cope with negative influences and bullying.</p> <p><u>School & Community Health</u> 7.1.3 Analyze how unhealthy social environments influence personal health.</p> <p><u>Human Growth & Development</u> 7.1.4 Describe the components, functions, and processes of the reproductive system, and key developmental and body changes during puberty, including menstruation.</p> <p><u>Sexuality, Reproduction & Health</u> 7.1.5 Describe short-term and long-term consequences of adolescent sexual activity, such as unplanned pregnancy, infection, infertility, and lifelong illness.</p> <p>7.1.6 Discriminate among life-enhancing sexual behaviors and those that are harmful to oneself and others, and identify barriers and supports for making health-enhancing decisions.</p> <p>7.1.7 Analyze the social, cultural, religious, and legal factors that influence the choice and use of contraception; and discuss the importance of consistent and effective contraceptive use.</p>	<p><u>Emotional Health</u> 8.1.1 Identify warning signs of depression.</p> <p>8.1.2 Recommend ways to help a friend or family member deal with emotional conflicts or problems.</p> <p><u>School & Community Health</u> 8.1.3 Define healthcare disparities that exist in the community and analyze how poverty, race, class, and gender have contributed to those disparities.</p> <p><u>Human Growth & Development</u> 8.1.4 Explain how heredity, physiological changes, environmental influences, and varying social experiences contribute to one's growth and development.</p> <p><u>Sexuality, Reproduction & Health</u> 8.1.5 Define sexual orientation, using correct terminology; and explain that as people grow and develop they may begin to feel romantically and/or sexually attracted to people of a different gender and/or to people of the same gender.</p> <p>8.1.6 Compare and contrast the theories about what determines sexual orientation, including genetics; prenatal, social, and cultural influences; psychosocial factors; and a combination of all of these.</p> <p>8.1.7 Describe fertilization, embryonic development, and fetal development; and discuss prenatal practices that support a healthy pregnancy.</p>

<p>6.1.8 Describe the signs and symptoms of pregnancy and the potential challenges faced by adolescent parents and their families; and explain that sometimes women become pregnant when they do not want to be or are unable to care for a child.</p> <p>6.1.9 Describes the causes and symptoms of, and myths about, HIV.</p> <p>6.1.10 Describe what it means when someone in the family has HIV, including the fact that persons living with AIDS can live a long and healthy life.</p> <p><u>Disease Prevention & Treatment</u></p> <p>6.1.11 Develop strategies for proper food-handling and storage to prevent food-borne illness.</p> <p>6.1.12 Explain the importance of practicing health-promoting behaviors, such as wellness check-ups, breast and testicular self-exams, and early identification of potential problems.</p> <p><u>Nutrition</u></p> <p>6.1.13 Compare food choices based on nutrient content and value, calories, and cost to create a healthy meal plan.</p> <p>6.1.14 Describe the impact of nutrients on the functioning of human body systems, with particular attention to diet needs during the adolescent growth spurt.</p> <p><u>Alcohol, Tobacco & Other Drugs</u></p> <p>6.1.15 Identify internal and external factors that influence the decision of young people to use or not to use alcohol or drugs.</p>	<p>7.1.8 Compare and contrast the major symptoms of most STIs, indicating that many have no symptoms, and explain the serious consequences of going untreated.</p> <p>7.1.9 Describe the symptoms of, prognosis for, and ways to assist family members and friends who suffer from HIV/AIDS, including how to decrease acts of discrimination and stigma.</p> <p><u>Disease Prevention & Treatment</u></p> <p>7.1.10 Compare and contrast prevention and treatment of diseases and health conditions prevalent in adolescents, including obesity, diabetes, Lyme disease, STIs, and HIV/AIDS.</p> <p>7.1.11 Assess the use of public health strategies to prevent diseases and improve health conditions.</p> <p><u>Nutrition</u></p> <p>7.1.12 Explain that a body mass index indicates the percentage of body fat and is a general indicator of overall fitness.</p> <p>7.1.13 Describe the benefits of a high-fiber diet (e.g., plenty of grains and fruit) to help food and waste products move through the body systems and prevent diseases.</p> <p><u>Alcohol, Tobacco & Other Drugs</u></p> <p>7.1.14 Explain the physical, legal, financial, social, and psychological cost of the use, sale, and possession of illegal substances.</p> <p>7.1.15 Describe the signs and symptoms of substance abuse, factors that contribute to the abuse, stages that lead to dependency, and ways that family and friends can support a drug-free lifestyle.</p>	<p>8.1.8 Describe the physical and emotional changes that occur during each stage of pregnancy and the importance of regular prenatal care.</p> <p><u>Disease Prevention & Treatment</u></p> <p>8.1.9 Illustrate how pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems, such as high blood pressure.</p> <p>8.1.10 Describe how exposure to allergens and other environmental triggers can cause allergic reactions and asthma attacks.</p> <p>8.1.11 Recognize that proper diet, exercise, rest, and avoidance of risk behaviors, such as smoking, drinking, and other substance use, contribute to the health of a pregnant woman and positively impact the development of the fetus.</p> <p><u>Nutrition</u></p> <p>8.1.12 Discuss the short-term and long-term benefits and risks associated with nutritional choices, such as heart disease, high cholesterol, cancer, osteoporosis.</p> <p>8.1.13 Differentiate between being overweight and being obese; and research and recommend healthy ways to lose, gain or maintain weight.</p> <p><u>Alcohol, Tobacco & Other Drugs</u></p> <p>8.1.14 Explain the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</p>
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<p>6.1.16 Demonstrate ways of refusing tobacco, alcohol, and other drugs from peers and ways of sharing preventive health information.</p>		<p>8.1.15 Explain the consequences of driving under the influence of alcohol and other drugs; and develop strategies to prevent drinking and driving in order to maintain personal, family, and community health.</p> <p>8.1.16 Discuss how the use of alcohol and other drugs impairs decision-making; increases the risk of violence; and places one at risk for sexual assault, pregnancy, and STIs.</p>
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HEALTH STANDARDS	
STRAND 1: Students comprehend concepts related to health promotion and disease prevention.	
Grade 9	Grade 10
<p><u>Emotional Health</u> 9.1.1 Compare the rate of physical, social, and emotional change during various life stages, and discuss ways to foster healthy growth.</p> <p>9.1.2 Describe the important developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills.</p> <p><u>Human Growth & Development</u> 9.1.3 Identify and recommend behaviors that enhance and support the optimal functioning of bodily systems, including the functions of the body's immune system.</p> <p>9.1.4 Describe each human life stage and the significant developmental issues or concerns that impact each.</p> <p><u>Sexuality, Reproduction & Health</u> 9.1.5 Analyze trends in teen pregnancy rates, teen births, contraceptive practices, and the availability of abortion.</p> <p>9.1.6 Explain the importance of testing both partners for HIV and STIs before conception and the risks and precautions of birth delivery when HIV and STIs are present.</p> <p><u>Disease Prevention and Treatment</u> 9.1.7 Compare and contrast disease and health conditions occurring in adolescence and young adulthood with those occurring later in life, such as cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer's.</p> <p>9.1.8 Describe the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases.</p> <p>9.1.9 Describe how to delay the onset of and reduce risks related to potential health problems throughout the life span (e.g., osteoporosis).</p>	<p><u>Emotional Health</u> 10.1.1 Discuss psychological principles and theories of personality development, including identity formation; and differentiate among the concepts of the ideal self, public self, and private self.</p> <p>10.1.2 Analyze how peer norms and expectations, substance abuse, media images, and poor role models contribute to violent behavior.</p> <p><u>Human Growth & Development</u> 10.1.3 Predict the impact of heredity and genetics on human growth and development.</p> <p><u>Sexuality, Reproduction, & Health</u> 10.1.4 Recognize that women should begin to receive regular gynecological exams, including pap smears, breast examinations, and/or STI testing, when they begin to engage in intercourse or turn 18.</p> <p>10.1.5 Recognize that men should begin to receive regular sexual health exams from a general practitioner or urologist that include testicular exams and/or STI testing, when they begin to engage in intercourse or turn 18.</p> <p>10.1.6 Know that older men and women need to be regularly tested for such health issues as prostate cancer or breast cancer.</p> <p><u>Disease Prevention and Treatment</u> 10.1.7 Analyze how research and medical advances have influenced the prevention and control of many diseases, such as cancer and HIV/AIDS.</p> <p>10.1.8 Formulate conclusions regarding the cause and prevention of worldwide environmental health problems, including the assessment of public health efforts.</p>

<p><u>Nutrition</u></p> <p>9.1.10 Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources.</p> <p>9.1.11 Analyze how healthy and unhealthy eating patterns impact the functioning of the human body, including bone development, and the healthy functioning of the immune system.</p> <p><u>Alcohol, Tobacco & Other Drugs</u></p> <p>9.1.12 Explain theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risk factors.</p> <p>9.1.13 Research and analyze how public health policies and government regulations related to tobacco use influence health promotion and disease prevention.</p> <p>9.1.14 Research and analyze how public health policies and governmental regulations related to the sale, distribution and use of alcohol influence health promotion and disease prevention.</p>	<p><u>Nutrition</u></p> <p>10.1.9 Design and evaluate a nutrition plan for a healthy young adult, considering cost, availability, nutritional balance, freshness, nutritional value, and culture.</p> <p>10.1.10 Describe the nutritional needs and outcomes associated with various life stages (prenatal through late adulthood).</p> <p><u>Alcohol, Tobacco & Other Drugs</u></p> <p>10.1.11 Explain that the combined use of certain drugs (e.g., alcohol and barbiturates) can produce highly toxic effects that may lead to death.</p> <p>10.1.12 Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time; and assess how the use and abuse of alcohol and other drugs impair behavior, judgment, and memory.</p> <p>10.1.13 Describe how prenatal exposure to alcohol, tobacco and other drugs can adversely affect the health of a newborn baby, through fetal alcohol syndrome, low birth weight, and other disabilities.</p>
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HEALTH STANDARDS

STRAND 2: Students demonstrate the ability to access and evaluate health information, products, and services.

Pre-Kindergarten

Locate Health Information & Assistance

PK.2.1 Understand and follow emergency procedures.

PK.2.2 Demonstrate appropriate trust in adults; and discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults.

HEALTH STANDARDS		
STRAND 2: Students demonstrate the ability to access and evaluate health information, products, and services.		
Kindergarten	Grade 1	Grade 2
<p><u>Locate Health Information & Assistance</u> K.2.1 Demonstrate the ability to call 911 in an emergency; and know personal information, such as the student's address and phone number.</p> <p>K.2.2 Identify basic signs, symbols and warning labels (e.g., a poison symbol on a container).</p>	<p><u>Locate Health Information & Assistance</u> 1.2.1 Identify parents, teachers, and doctors as people who provide valid health information.</p> <p>1.2.2 Explain the meaning of common signs, symbols, and warning labels.</p>	<p><u>Locate Health Information & Assistance</u> 2.2.1 Demonstrate the ability to seek help when feeling ill (from police, fire and emergency care personnel) and to locate resources from home, school, and the community that can provide valid health information.</p> <p>2.2.2 Obtain basic information from the product safety labels of household products; and understand the effects of misusing them.</p>

HEALTH STANDARDS		
STRAND 2: Students demonstrate the ability to access and evaluate health information, products, and services.		
Grade 3	Grade 4	Grade 5
<p><u>Locate Health Information & Assistance</u> 3.2.1 Demonstrate the ability to locate medical, dental, and other health-related resources in the community, such as public health agencies.</p> <p>3.2.2 Analyze information from the labels of health-related products.</p>	<p><u>Locate Health Information & Assistance</u> 4.2.1 Demonstrate the ability to locate and describe the services provided by voluntary health organizations, such as the World Health Organization, the American Red Cross, and the Centers for Disease Control and Prevention.</p> <p>4.2.2 Analyze the labels of over-the-counter medicines to determine their active ingredients and uses, warnings related to their use, and directions for correct use.</p>	<p><u>Locate Health Information & Assistance</u> 5.2.1 Identify characteristics of valid health products as ones that are approved by trusted sources, such as the Food and Drug Administration, the Consumer Product Safety Commission, and Internet sites that often end in .gov or .org.</p> <p>5.2.2 Compare generic and brand name products for cost and validity.</p>

HEALTH STANDARDS		
STRAND 2: Students demonstrate the ability to access and evaluate health information, products, and services.		
Grade 6	Grade 7	Grade 8
<u>Locate Health Information & Assistance</u> 6.2.1 Identify agencies that specialize in working with young people and provide services for teenagers.	<u>Locate Health Information & Assistance</u> 7.2.1 Demonstrate the ability to access valid mental health information from schools (e.g., the school psychologist) and community sources (e.g., a local mental health association).	<u>Locate Health Information & Assistance</u> 8.2.1 Develop guidelines for the use of professional health services based on the type of care needed, the nature of the problem, and the kind of questions that need answering.

HEALTH STANDARDS	
STRAND 2: Students demonstrate the ability to access and evaluate health information, products, and services.	
Grade 9	Grade 10
<u>Locate Health Information & Assistance</u> 9.2.1 Identify trends in the health care delivery system (e.g., health insurance coverage among Americans). 9.2.2 Analyze the cost and accessibility of health care services, including those provided by the public health department, community health clinics, private health clinics, urgent care facilities, and hospital emergency rooms. 9.2.3 Describe the basic criteria for eligibility in public health programs including School Lunch, Food Stamps, WIC (Women, Infants, and Children), the Children's Health Insurance Program, Medicaid, and Medicare.	<u>Locate Health Information & Assistance</u> 10.2.1 Describe potential controversies regarding the validity and/or reliability of health information, products, and services; and how advances in science may challenge existing knowledge and prompt changes in health information, products, and services. 10.2.2 Describe individual rights and responsibilities within the health care system, including those concerning access to information, necessary care, specialists, emergency rooms, a fair appeal process, confidentiality laws, protected doctor-patient relationships, and health maintenance organization and managed-care organization accountability.

HEALTH STANDARDS	
STRAND 3: Students demonstrate the ability to apply self-management skills to enhance personal health and safety.	
Pre-Kindergarten	
<u>Personal Health & Hygiene</u> PK.3.1 Perform basic hygiene and self-help tasks, including washing hands before meals and after toileting, brushing teeth after meals, wiping the nose with a tissue, and covering the mouth when coughing or sneezing with the elbow or a tissue.	
<u>Safety Skills</u> PK.3.2 Understand and follow health and safety rules at home and school. PK.3.3 Understand and follow classroom routines and rules, and know how to handle transitions.	

HEALTH STANDARDS		
STRAND 3: Students demonstrate the ability to apply self-management skills to enhance personal health and safety.		
Kindergarten	Grade 1	Grade 2
<p><u>Personal Health & Hygiene</u> K.3.1 Demonstrate personal hygiene skills:</p> <ul style="list-style-type: none"> correctly wash one's hands wear appropriate attire for weather and sports use the proper technique for brushing and flossing one's teeth <p><u>Safety Skills</u> K.3.2 Explain how childhood injuries can be prevented or treated through the use of seat belts, child safety seats in motor vehicles, and protective gear while cycling.</p> <p>K.3.3 Demonstrate ways to avoid trouble and how to seek help in threatening situations (e.g., yell "no" and seek help from a trusted adult when a stranger approaches).</p> <p>K.3.4 Identify substances that should never be consumed or inhaled, such as drug look-alikes, glue, cleaning fluids, and other poisons, and the reasons why.</p>	<p><u>Personal Health & Hygiene</u> 1.3.1 Describe and demonstrate self-care practices that promote cleanliness and hygiene, such as correct hand-washing, regular bathing, and washing clothes.</p> <p><u>Safety Skills</u> 1.3.2 Describe and demonstrate basic traffic and pedestrian safety skills needed to avoid injury (e.g., crossing streets, bicycle safety).</p> <p>1.3.3 Understand that one's body is one's own and that no one has the right to touch another in a way that makes the other feel uncomfortable.</p> <p>1.3.4 Distinguish between a good/safe touch, a bad/unsafe touch and a confusing touch; and explain what to do if touching causes uncomfortable feelings.</p>	<p><u>Personal Health & Hygiene</u> 2.3.1 Assess one's personal hygiene habits and determine whether there are areas needing improvement.</p> <p><u>Safety Skills</u> 2.3.2 Describe and demonstrate basic fire and water safety skills.</p> <p>2.3.3 Describe and demonstrate appropriate and safe behavior when interacting with strangers, acquaintances and trusted adults, including how to say "no" firmly, state a reason, and get help from a trusted adult.</p>

HEALTH STANDARDS		
STRAND 3: Students demonstrate the ability to apply self-management skills to enhance personal health and safety.		
Grade 3	Grade 4	Grade 5
<p><u>Personal Health & Hygiene</u> 3.3.1 Describe and demonstrate self-care practices for skin, hair, and nails.</p> <p><u>Safety Skills</u> 3.3.2 Demonstrate how to avoid and reduce compromising and/or threatening situations (e.g., uncomfortable sexual attention), and explain why it is very important to tell a trusted adult if one has been sexually abused or hurt in any way.</p> <p>3.3.3 Demonstrate how to be safe around strangers, ask trusted adults for help when lost or in trouble, and always tell family members where and with whom one is going.</p>	<p><u>Personal Health & Hygiene</u> 4.3.1 Explain how cleanliness and good grooming show consideration for oneself and others.</p> <p>4.3.2 Describe ways to promote cleanliness and good grooming, including the selection of personal hygiene products (e.g., use of sanitary products or deodorants).</p> <p><u>Safety Skills</u> 4.3.3 Explain how the use of safety gear helps prevent injuries when exercising.</p> <p>4.3.4 Describe ways to avoid and reduce threatening situations from extreme weather systems.</p> <p>4.3.5 Recognize and deal with common hazards when walking or cycling on the sidewalk.</p>	<p><u>Personal Health & Hygiene</u> 5.3.1 Describe and demonstrate strategies to improve or maintain personal health, including strategies for protecting eyes (e.g., sunglasses), ears (e.g., volume reduction), and skin (e.g., sun protection).</p> <p><u>Safety Skills</u> 5.3.2 Describe and demonstrate simple first-aid procedures.</p> <p>5.3.3 Demonstrate how to stay safe around weapons, including telling a trusted adult about the existence of a weapon at home or at school.</p>

HEALTH STANDARDS		
STRAND 3: Students demonstrate the ability to apply self-management skills to enhance personal health and safety.		
Grade 6	Grade 7	Grade 8
<u>Safety Skills</u> 6.3.1 Compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents, and describe the health risks associated with feelings of immortality.	<u>Safety Skills</u> 7.3.1 Analyze the short-term and long-term impacts of injuries on individuals and families, and develop strategies to reduce the incidence of such injuries.	<u>Safety Skills</u> 8.3.1 Describe and demonstrate basic first-aid procedures. 8.3.2 Demonstrate safety strategies for the care of babies and young children.

HEALTH STANDARDS	
STRAND 3: Students demonstrate the ability to apply self-management skills to enhance personal health and safety.	
Grade 9	Grade 10
<u>Safety Skills</u> 9.3.1 Evaluate home-safety conditions (e.g., proper use of smoke detectors and fire extinguishers) and workplace conditions (e.g., eye protection, gloves, and hard hats) for perceived and actual risk of intentional and unintentional injuries; and apply injury prevention and management strategies. 9.3.2 Demonstrate the ability to understand and follow the rules of the road, obey traffic laws, and select a safe route of travel, by bike or walking.	<u>Safety Skills</u> 10.3.1 Identify the signs of emotional and physical abuse and the available resources for help and support in the schools, the local community, law enforcement agencies, and faith-based groups. 10.3.2 Demonstrate ways to avoid, reduce, and report dating violence and sexual assaults. 10.3.3 Identify the health consequences of domestic violence, child abuse, rape, and other forms of violence; and discuss strategies to deal with and prevent them.

HEALTH STANDARDS	
STRAND 4: Students demonstrate the ability to analyze the influence of family, culture, media, and technology on health and health behaviors.	
Pre-Kindergarten	
<u>Family & Cultural Influences</u> PK.4.1 Identify and value characteristics of oneself, one's family, and one's community. PK.4.2 Recognize the abilities and accomplishments of oneself and others, and talk about how people can be helpful or hurtful to one another.	

HEALTH STANDARDS		
STRAND 4: Students demonstrate the ability to analyze the influence of family, culture, media, and technology on health and health behaviors.		
Kindergarten	Grade 1	Grade 2
<u>Family & Cultural Influences</u> K.4.1 Explain that there are different kinds of families, and children may live with one or more caregivers.	<u>Family & Cultural Influences</u> 1.4.1 Describe how families show love for each other and how changes in a family (e.g., births, divorce, employment changes, illnesses, deaths) may make its members feel happy or sad. <u>Media & Technological Influences</u> 1.4.2 Explain how media advertisements encourage children to want certain types of products (e.g., free prizes) by using cartoon characters, catchy phrases, famous people, or other strategies.	<u>Family & Cultural Influences</u> 2.4.1 Describe how families take care of one another and set rules to help members live together healthily. 2.4.2 Explain that individuals have different cultural backgrounds that influence dietary customs and recreational activities. <u>Media & Technological Influences</u> 2.4.3 Describe the positive and negative influence of the media on thoughts, feelings, perceptions, and health behaviors.

HEALTH STANDARDS		
STRAND 4: Students demonstrate the ability to analyze the influence of family, culture, media, and technology on health and health behaviors.		
Grade 3	Grade 4	Grade 5
<u>Family & Cultural Influences</u> 3.4.1 Describe how adult family members serve as role models for healthy behaviors (e.g., eating healthily, exercising) and influence choices for health care. <u>Media & Technological Influences</u> 3.4.2 Explain how radio, television, and new forms of technology (e.g., the Internet) give us health and safety information.	<u>Family & Cultural Influences</u> 4.4.1 Describe how the family influences personal decisions to abstain from unhealthy practices, such as alcohol and other drug use. <u>Media & Technological Influences</u> 4.4.2 Explain how the media makes certain physical traits seem desirable (e.g., extreme thinness, bulky muscles) without regard to the risky behaviors that can cause those traits.	<u>Family & Cultural Influences</u> 5.4.1 Describe how families and cultures have different norms for, and attach different meanings to, verbal and nonverbal communication (e.g., in their sense of personal space, use of touch, eye contact). <u>Media & Technological Influences</u> 5.4.2 Analyze how the media sends mixed messages about alcohol, tobacco use, and violence.

HEALTH STANDARDS		
STRAND 4: Students demonstrate the ability to analyze the influence of family, culture, media, and technology on health and health behaviors.		
Grade 6	Grade 7	Grade 8
<p><u>Family & Cultural Influences</u> 6.4.1 Describe ways in which relationships among parents and children change during adolescence, including the relative impact of peer and parental influences.</p> <p><u>Media & Technological Influences</u> 6.4.2 Analyze how societal messages from television programs, movies, advertising, and the Internet influence adolescents' perceptions and behaviors related to sexual activity.</p>	<p><u>Family & Cultural Influences</u> 7.4.1 Explain that children learn most of their values from parents and other family members regarding important decisions about friends, sexual relationships, family, education, and a range of other issues.</p> <p><u>Media & Technological Influences</u> 7.4.2 Analyze the lyrics of popular music for messages related to sexual activity and alcohol and other drug use.</p>	<p><u>Family & Cultural Influences</u> 8.4.1 Explain the family life cycle and what it means to be a parent in various cultures.</p> <p>8.4.2 Recognize that raising a child is one of the most important functions of a family; and describe the consequences of teen parenting from the perspectives of the teen mother, teen father, and parents of the teens.</p> <p><u>Media & Technological Influences</u> 8.4.3 Describe the ways technology can affect personal health and health behaviors for better and for worse, such as through new, effective medicines; improved exercise equipment; and the availability and nutrient quality of food.</p>

HEALTH STANDARDS	
STRAND 4: Students demonstrate the ability to analyze the influence of family, culture, media, and technology on health and health behaviors.	
Grade 9	Grade 10
<u>Family & Cultural Influences</u> 9.4.1 Identify the traits of a healthy family, including responsibility, communication, trust, loyalty, respect, commitment, love, affirmation, and self-reliance; and explain the ways family members depend on one another.	<u>Family & Cultural Influences</u> 10.4.1 Identify the financial resources and child-rearing skills (including the emotional maturity required to nurture children and a knowledge of child-development stages) needed for parenting.
<u>Media & Technological Influences</u> 9.4.2 Describe the role of government agencies in regulating advertising claims related to health that appear in the media and on the Internet.	<u>Media & Technological Influences</u> 10.4.2 Research and evaluate the impact of medical technology on personal, family, and community health.

HEALTH STANDARDS

STRAND 5: Students demonstrate the ability to utilize interpersonal communication skills to enhance and protect health.

Pre-Kindergarten

Effective & Respectful Communication

PK.5.1 Participate in group activities and demonstrate responsive and reciprocal skills during the interaction.

PK.5.2 Play cooperatively with other children.

PK.5.3 Recognize the feelings and rights of others and respond appropriately.

PK.5.4 Observe and use appropriate ways of interacting in a group: take turns to talk, listen to peers, ask questions, wait for an answer, and gain the floor in appropriate ways.

PK.5.5 Stand up for the rights of oneself and others.

Resolving Conflicts

PK.5.6 Discuss ways to solve or prevent problems, and display problem-solving skills , such as seeking adult assistance to resolve a conflict or taking turns with a toy.

PK.5.7 Use negotiation skills to resolve conflicts.

PK.5.8 Understand that actions have consequences.

HEALTH STANDARDS		
STRAND 5: Students demonstrate the ability to utilize interpersonal communication skills to enhance and protect health.		
Kindergarten	Grade 1	Grade 2
<p><u>Effective & Respectful Communication</u> K.5.1 Describe verbal and nonverbal communication to express feelings, including the impact of gestures and facial expressions.</p> <p>K.5.2 Respect the property, rights, and personal space of others.</p> <p>K.5.3 Demonstrate how to ask for help and say what one wants in a positive and polite manner.</p> <p><u>Resolving Conflicts</u> K.5.4 Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts, such as how to share and take turns when playing with classmates.</p>	<p><u>Effective & Respectful Communication</u> 1.5.1 Demonstrate the ability to match nonverbal communication with verbal communication to express feelings.</p> <p>1.5.2 Describe the characteristics needed to be a responsible family member and friend, such as being a person who helps, shares, listens, and is kind and polite.</p> <p>1.5.3 Explain how friends can feel angry and sometimes hurt one another, yet remain friends.</p> <p><u>Resolving Conflicts</u> 1.5.4 Differentiate between negative and positive behaviors used in conflict situations (e.g., name calling and hitting vs. trying to see the other person's point of view and compromising).</p>	<p><u>Effective & Respectful Communication</u> 2.5.1 Explain how failing to listen, yelling, blaming, criticizing, and/or name-calling impair communication.</p> <p>2.5.2 Demonstrate how to express concern for a friend or family member who has been hurt or has a problem.</p> <p>2.5.3 Demonstrate how to show respect for others by the way one behaves, talks, and touches, including how not to interrupt or talk when someone else is talking.</p> <p><u>Resolving Conflicts</u> 2.5.4 Summarize ways to use nonviolent strategies to resolve conflict and compromise in a manner that is fair to all persons involved.</p> <p>2.5.5 Describe strategies to handle and avoid fights with bullies.</p>

HEALTH STANDARDS		
STRAND 5: Students demonstrate the ability to utilize interpersonal communication skills to enhance and protect health.		
Grade 3	Grade 4	Grade 5
<p><u>Effective & Respectful Communication</u> 3.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health, including how to use body language and tone of voice to say “no.”</p> <p>3.5.2 Explain reasons and demonstrate how to use “I” messages instead of “you” messages to express feelings.</p> <p><u>Resolving Conflicts</u> 3.5.3 Explain that negotiation requires give and take on the part of all of the people involved, and that negotiation is a way to compromise with others without using guilt, anger, or intimidation.</p>	<p><u>Effective & Respectful Communication</u> 4.5.1 Demonstrate how to communicate respect for others by being sensitive to the needs and feelings of someone who is different (e.g., a student with a disability) or someone whom they do not know (e.g., a new student).</p> <p>4.5.2 Explain that when people hold the belief that all members of a group will behave the same way, it is called a stereotype, and stereotypes can hurt people.</p> <p><u>Resolving Conflicts</u> 4.5.3 Demonstrate how to resolve a conflict by showing how to stay calm, assess the risk of violence, and leave if a weapon is present.</p>	<p><u>Effective & Respectful Communication</u> 5.5.1 Apply attentive listening, feedback, and assertiveness skills (rather than passive or aggressive forms of communication) to enhance positive interpersonal communication.</p> <p>5.5.2 Demonstrate how to initiate and sustain conversation with another person by identifying oneself and discussing experiences, interests, and shared values.</p> <p><u>Resolving Conflicts</u> 5.5.3 Analyze possible causes and results of conflicts among youth in communities, such as hurt feelings, jealousy, power/leadership struggles, and prejudice.</p>

HEALTH STANDARDS		
STRAND 5: Students demonstrate the ability to utilize interpersonal communication skills to enhance and protect health.		
Grade 6	Grade 7	Grade 8
<u>Effective & Respectful Communication</u> 6.5.1 Describe the concepts of prejudice and discrimination and how they can lead to unequal opportunities and negative consequences for the individual and society as a whole. <u>Resolving Conflicts</u> 6.5.2 Explain alternatives to gang-related behaviors and acts of violence. 6.5.3 Advocate for and defend healthy conflict-resolution strategies.	<u>Effective & Respectful Communication</u> 7.5.1 Describe how to demonstrate care and concern toward ill and disabled persons in a family, school, and community. <u>Resolving Conflicts</u> 7.5.2 Analyze the possible causes of conflict in families, such as hurt feelings, jealousy, desires for independence, and privacy; and discuss possible solutions.	<u>Effective & Respectful Communication</u> 8.5.1 Demonstrate how to provide constructive criticism, including selecting the right time/place; focusing on things that can be changed; and providing advice that is positive, specific, and helpful. <u>Resolving Conflicts</u> 8.5.2 Compare the use of cooperative and competitive strategies to achieve a group goal, and recommend strategies to keep a group on target and free from conflict.

HEALTH STANDARDS	
STRAND 5: Students demonstrate the ability to utilize interpersonal communication skills to enhance and protect health.	
Grade 9	Grade 10
<u>Effective & Respectful Communication</u> 9.5.1 Contrast how positive communication (e.g., active listening, praise, and humor) and negative communication (e.g., teasing, name calling, and bullying) impact relationships. 9.5.2 Explain the importance of mutual respect and communication as key elements to successful dating and setting limits in sexual relationships.	<u>Effective & Respectful Communication</u> 10.5.1 Explain the importance of responsibility and character traits such as love, respectfulness, generosity, kindness, and forgiveness in committed relationships. 10.5.2 Demonstrate kind and respectful ways to end relationships.

HEALTH STANDARDS		
STRAND 6: Students demonstrate the ability to implement decision-making and goal-setting skills to enhance health.		
Kindergarten	Grade 1	Grade 2
<u>Decision Making & Goal Setting</u> K.6.1 Predict outcomes of positive health decisions.	<u>Decision Making & Goal Setting</u> 1.6.1 Predict how decisions regarding various health behaviors have consequences for oneself.	<u>Decision Making & Goal Setting</u> 2.6.1 Apply responsible decision-making skills, including identifying and making choices and explaining the consequences of each choice.

HEALTH STANDARDS		
STRAND 6: Students demonstrate the ability to implement decision-making and goal-setting skills to enhance health.		
Grade 3	Grade 4	Grade 5
<u>Decision Making & Goal Setting</u> 3.6.1 Explain the steps to making an effective health decision, set a short-term personal health goal (e.g., improving diet or sleep habits), and track progress toward its achievement.	<u>Decision Making & Goal Setting</u> 4.6.1 Set achievable and purposeful personal health goals (e.g., goals for physical activity based on the results of physical fitness testing), outline a series of steps to meet those goals, and track progress toward their achievement.	<u>Decision Making & Goal Setting</u> 5.6.1 Use health data to set achievable and purposeful short-term and long-term health goals that address strengths, needs, and health risks; and track progress toward their achievement.

HEALTH STANDARDS		
STRAND 6: Students demonstrate the ability to implement decision-making and goal-setting skills to enhance health.		
Grade 6	Grade 7	Grade 8
<u>Decision Making & Goal Setting</u> 6.6.1 Demonstrate the ability to work with others in a decision-making process that includes identifying choices and examining the alternatives and consequences of each choice when making decisions related to health issues and problems.	<u>Decision Making & Goal Setting</u> 7.6.1 Design a purposeful personal health goal (e.g., healthy eating), evaluate how family and peers might support or hinder its achievement, and evaluate progress toward its achievement.	<u>Decision Making & Goal Setting</u> 8.6.1 Demonstrate the ability to identify choices on a range of health issues that are consistent with one's own values, and do not involve risking one's own health or safety, other people's health or safety, or breaking the law.

HEALTH STANDARDS	
STRAND 6: Students demonstrate the ability to implement decision-making and goal-setting skills to enhance health.	
Grade 9	Grade 10
<u>Decision Making & Goal Setting</u> 9.6.1 Work cooperatively with others to identify potential solutions to personal, family, or community health concerns; and use risk-benefit ratios to make decisions.	<u>Decision Making & Goal Setting</u> 10.6.1 Formulate plans of action to address the health needs of individuals at various life stages (e.g., plans to secure well-baby and childcare for infants and young children).

Glossary

Abortion. The deliberate termination of a human pregnancy most often performed in the first 28 weeks of pregnancy; the expulsion of a fetus from the uterus by natural causes before it is able to survive independently.

Abstinence. The fact or practice of restraining oneself from indulging in something—often associated with refraining from using alcohol or engaging in sex

Acquired Immune Deficiency Disorder. A collection of symptoms and infections resulting from the specific damage to the immune system caused by the human immunodeficiency virus (HIV).

Alcohol Abuse. The consumption of alcohol to the point of creating physical problems, such as death, a range of health issues, and the distortion of reality that can also cause problems that may result in death or many other unforeseen unpleasanties.

Allergen. A substance that causes an allergic reaction to something.

Allergic Reaction(s). An unusual sensitivity to a normally harmless substance that, when breathed in, ingested, or brought into contact with the skin, provokes a strong reaction from a person's body.

Anxiety Disorder. An illness that produces an intense, often unrealistic and excessive state of apprehension and fear. It may be accompanied by a rise in blood pressure, increased heart rate, rapid breathing, nausea, and other signs of agitation or discomfort.

Asthma. A respiratory condition marked by spasms in the bronchi of the lungs causing difficulty in breathing. It usually results from an allergic reaction to something or some other hypersensitivity.

Barbiturates. Any of a class of sedatives and sleep-inducing drugs derived from barbituric acid.

Biological Sex. The property or quality by which organisms are classified as female or male on the basis of their reproductive organs and functions; the condition or character of being female or male; the physiological, functional, and psychological differences that distinguish females and males.

Birth Mother. The biological mother of a child; referring to the person who gave birth to the baby.

Body Image. The subjective concept of one's physical appearance based on self-observation and the reactions of others.

Body Mass Index (BMI). A measurement of the relative percentages of fat and muscle mass in the human body used as an index of obesity, in which a person's weight in kilograms is divided by his or her height in meters.

Breast Cancer. A disease caused by the development of malignant cells in the breast. The malignant cells often originate in the lining of the milk glands or ducts of the breast (ductal epithelium).

Cancer. The disease caused by an uncontrolled division of abnormal cells in a part of the body.

Cardiovascular Disease. A disease affecting the heart or blood vessels. Cardiovascular diseases include arteriosclerosis, coronary artery disease, heart valve disease, arrhythmia, heart failure, hypertension, orthostatic hypotension, shock, endocarditis, diseases of the aorta and its branches, disorders of the peripheral vascular system, and congenital heart disease.

Caregiver. A family member or paid helper who regularly looks after a child or a sick, elderly, or disabled person.

Children's Health Insurance Program (CHIP). A program designed for families who earn too much money to qualify for Medicaid, yet cannot afford to buy private insurance for their children. CHIP provides eligible children with coverage for a full range of health services, including regular checkups, immunizations, prescription drugs, lab tests, X-rays, hospital visits, and more.

Communicable. A disease able to be transmitted from one sufferer to another; a disease that is contagious or infectious.

Communication. The imparting or exchanging of information or news; the successful conveying or sharing of ideas or feelings.

Community Health. A term that refers to the health status of a defined group of people or community, and the actions and conditions that protect and improve the health of that community. Those individuals who make up a community live in a somewhat localized area under the same general regulations, norms, values, and organizations.

Confidentiality Laws. Laws that impose restrictions on the accessibility and dissemination of information.

Constructive Criticism. The process of offering valid and well-reasoned opinions about the work of others, usually involving both positive and negative comments, in a friendly manner rather than in an oppositional one.

Consumer Product Safety Commission. An independent federal regulatory agency, established in 1972 by the federal Consumer Product Safety Act. The Commission establishes rules and guidelines for manufacturers and helps consumers identify safety risks.

Contraceptive. A method or device serving to prevent pregnancy.

Cultural (Background). A set of customary/shared beliefs, social forms, attitudes, values, and/or goals associated with a particular racial, religious, or social group.

Depression. Severe despondency and dejection, typically felt over a period of time and accompanied by feelings of hopelessness and inadequacy.

Diabetes. A chronic health condition in which the body is unable to produce insulin and properly break down sugar (glucose) in the blood. Symptoms include hunger, thirst, excessive urination, dehydration, and weight loss.

Diet. The usual food and drink of a person or animal; a regulated selection of foods, as for medical reasons or cosmetic weight loss.

Digestive System. The organs that take in food and turn it into products that the body can use to stay healthy. The digestive system includes the salivary glands, mouth, esophagus, stomach, liver, pancreas, gallbladder, small and large intestines, and rectum.

Discrimination. Unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, and/or sex.

Disease. A pathological condition of a part, organ, or system of an organism resulting from various causes, such as an infection, a genetic defect, or an environmental stress, and characterized by an identifiable group of signs or symptoms.

Drug Abuse. The use of illegal drugs or the inappropriate use of legal drugs, such as using a drug for a purpose for which it was not medically intended; a compulsive or excessive use of a substance despite negative consequences, which can be severe.

Embryonic Development. Growth of an embryo.

Emotional Health. The ability to express all emotions appropriately; a state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life.

Exercise. Activity requiring physical effort carried out especially to sustain or improve health or fitness.

Excretory System. The system that controls the amount of water in the body and removal of metabolic waste from the circulatory system.

Family History. The family structure and relationships within the family, including information about diseases in family members.

Fertilization. The act or process of initiating biological reproduction by insemination; the union of male and female gametes to form a zygote.

Fetal Development. The process by which an embryo or fetus gestates during pregnancy, from the time of fertilization until birth.

First-Aid Procedures. Emergency treatment administered to an injured or sick person before professional medical care is available.

Food and Drug Administration (FDA). The agency within the U.S. Public Health Service responsible for approving new drugs, testing foods for contaminants, and ensuring the safety of the blood supply and the purity and effectiveness of biologicals.

Food-Borne Illness. Any illness resulting from the consumption of contaminated food.

Food Stamps. Government-issued coupons that are issued to low-income persons and are redeemable for food.

Gender. The state of being male or female; the behavioral, cultural, or psychological traits typically associated with one sex (male or female).

Gender Identity. The gender with which a person identifies.

Genetics. The genetic makeup and phenomena of an organism or group.

HIV. Human immunodeficiency virus; the virus that causes AIDS.

Heredity. The handing down of certain traits from parents to their offspring. The process of heredity occurs through genes.

Immunization. A technique—often a shot—used to cause an immune response that results in resistance to a specific, often infectious, disease.

Immune System. The integrated body system of organs, tissues, cells, and cell products such as antibodies that neutralizes potentially pathogenic organisms or substances.

Infertility. An inability or diminished ability to produce offspring.

Intercourse. Sexual contact between individuals involving penetration.

Life Stages. The basic track all humans move through during life: beginning as infants, growing into children, developing into teens, maturing into adults, and then becoming elderly.

Malnutrition. Faulty nutrition due to an inadequate or unbalanced intake of nutrients.

Medicaid. A program of medical aid, financed by the state and federal government, designed for those unable to afford regular medical services.

Medicare. A government program of medical care for the elderly.

Mood Disorder. Any of several psychological disorders (e.g., major depressive disorder, bipolar disorder, borderline personality disorder) characterized by abnormalities of emotional state.

Non-communicable disease. A disease that is not infectious.

Nutrients. A substance that provides nourishment essential for growth and the maintenance of life.

Obesity. A condition characterized by the excessive accumulation and storage of fat in the body.

Osteoporosis. A medical condition in which the bones become brittle and fragile from loss of tissue, typically as a result of hormonal changes or a calcium or Vitamin D deficiency.

Pap Smear. The collection of cells from the cervix for examination under a microscope. It is used to detect changes that may be cancerous or may lead to cancer, or indicate non-cancerous conditions, such as infection or inflammation.

Pathogen. An organism that causes disease in another organism.

Peer. A person who is of equal standing with another in a group.

Peer Pressure. The influence that people of the same age or rank have on each other.

Personal Hygiene. Healthy habits that include bathing, wearing clean clothing and, most importantly, washing hands frequently before handling edibles to ensure the safe delivery of food.

Physical Intimacy. Informal proximity and/or touching that is often an expression of feelings that people have for one another, such as close friendship, love, and/or sexual attraction,. Examples of physical intimacy include being inside someone's personal space, holding hands, hugging, kissing, caressing, and sexual activity.

Pollution. Environmental contamination with man-made waste.

Predisposition. A liability or tendency to suffer from a particular attitude or act in a particular way.

Pregnancy. The period from conception to birth when a woman carries a developing fetus in her uterus.

Prejudice. A preconceived opinion that is not based on reason or actual experience.

Prenatal Care. Medical care during pregnancy and before birth.

Prevention. The act of stopping something from happening or arising.

Prostate Cancer. A disease in which the cells of the prostate become abnormal, forming tumors.

Puberty. The period during which adolescents reach sexual maturity and become capable of reproduction.

Recreational Activities. Refreshment for one's mind or body after work through activities that amuse or stimulate; play.

Reproductive System. In women, the organs that are directly involved in producing eggs and in conceiving and carrying babies. In men, the organs directly involved in creating, storing, and delivering sperm to fertilize an egg.

School Lunch Program. A federally assisted meal program that provides low-cost or free lunches to eligible students (those students whose family incomes are at or below 130 percent of the poverty level).

Sexual Assault. Illegal sexual contact that usually involves force upon a person without consent, or that is inflicted upon a person who is incapable of giving consent because of age or incapacity.

Sexual Orientation. A term used to refer to a person's emotional, romantic, and sexual attraction to individuals of a particular gender (male or female).

Sexually Transmitted Disease (also called Venereal Disease). An infection spread by the transfer of organisms from person to person during sexual intercourse or genital contact.

Stress. A state of mental or emotional strain or tension resulting from adverse or very demanding circumstances.

Substance Abuse. A condition caused by regular, excessive, compulsive drinking of alcohol and/or a physical habitual dependence on drugs that results in a chronic disorder affecting physical health and/or personal or social functioning.

Suicide. The act or instance of taking one's own life voluntarily and intentionally.

Universal Precautions. A set of guidelines protecting first-aid providers or healthcare professionals from pathogens. The key concept is not to touch or use anything that has the victim's body fluid on it without a barrier, such as gloves, a gown and/or a mask.

Virus. The causative agent of an infectious disease that is capable of growth and multiplication only in living cells and that causes various important diseases in humans, lower animals, or plants.

Wellness. The quality or state of being in good health, especially as an actively sought goal.

Women, Infants, and Children (WIC). A state-run program for the distribution of food benefits to women, infants, and children. The program prescribes particular food items for clients and allocates funds for their acquisition.

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