

High School Health

High school health integrates a variety of health concepts, skills, and behaviors to plan for personal and lifelong health goals. Students develop skills that will make them health-literate adults. These include awareness and consequences of risky behaviors, disease prevention, overall wellness, and identification of community health resources. Students are taught how to access accurate information that they can use to promote health for themselves and others. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. Students demonstrate comprehensive health and wellness knowledge and skills. They use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.

EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Component 2.1: Understands dimensions and indicators of health.

GLE

2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

- Concludes how personal wellness is negatively affected when an element(s) of dimensions of health is neglected.

Example:

→ Concludes too much social time will negatively affect academics.

- Critiques health and fitness data to make predictions and recommendations for lifelong wellness.

Example:

→ Understands that limited flexibility could predict back problems in adult life. Recommendation is to develop stretching routine to prevent back problems.

Component 2.2: Understands stages of growth and development.

GLE

2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.
CBA: Concepts of Health and Fitness

- Analyzes metabolic changes as individuals transition from early to late adulthood.

Example:

→ Recognizes metabolism slows with aging.

- Analyzes psychological changes as individuals transition from early to late adulthood.

Example:

→ Recognizes depression increases in elderly people.

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- Analyzes the importance of maintaining cardiorespiratory and muscular fitness throughout life.

Example:

→ Maintains aerobic and weight-training routine for longevity.

2.2.2 Understands how to maintain sexual health throughout life.

- The Healthy Youth Act ([RCW 28A.300.475](#)) provides a framework for schools that choose to offer sexual health education as a component of their broader health curriculum. School districts that provide sexual health education must be in compliance with this GLE and be consistent with the [2005 Guidelines for Sexual Health and Disease Prevention](#).

2.2.3 Evaluates hereditary factors affecting growth, development, and health.

- Evaluates hereditary factors using a personal health risk assessment tool.
Example:
→ Participates in a health-risk assessment, draws conclusions, and develops a plan.
- Draws conclusions about personal health history (heart, cancer, alcoholism, anger, stress, etc.).

Example:

→ Concludes that high blood pressure is hereditary.

Component 2.3: Understands the concepts of prevention and control of disease.

GLE

2.3.1 Analyzes personal health practices, and how they affect communicable diseases.

- Analyzes prevention, causative factors, transmission, and treatment of communicable diseases.
Example:
→ Analyzes influenza virus, concludes that prevention starts with washing hands; causative factor is to cover mouth when coughing; transmission might be found when sharing pencils; and treatment is to have adequate sleep.
- Analyzes how factors (personal health practices, environmental factors, policies, research, and health-care resources) affect communicable diseases.

Example:

→ Washes hands to prevent E. coli.

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2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.

CBA: New Student Orientation

CBA: Concepts of Health and Fitness

- Analyzes prevention, causative factors, and treatment of non-communicable diseases.

Example:

→ Analyzes heart disease: Concludes that prevention starts with diet; causative factor is sedentary lifestyle; and treatment is exercise and healthy diet.

- Analyzes non-communicable diseases associated with poor nutrition, lack of sleep, inadequate exercise, and substance abuse.

Example-

→ Analyzes alcoholism in relation to nutrition, sleep, and exercise.

- Analyzes non-communicable diseases and their impact on local and/or world populations.

Example:

→ Analyzes ethnic populations that have low prevalence of heart disease.

Component 2.4: Acquires skills to live safely and reduce health risks.

GLE

2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.

CBA: Cut Out Conflict

- Describes emotional triggers and identifies responses.

Example:

→ Recognizes frustration is an emotional trigger to anger. Appropriate response is to follow anger management techniques.

- Understands skills related to anger management, conflict resolution, refusal skills, and situational context clues.

- Describes strategies used to prevent, manage, and resolve conflict in healthy ways and identifies adults, peers, and community resources that might assist in school and workplace settings.

Example:

→ Uses active listening skills and empathy to help a peer. Uses humor to diffuse the situation. Says “no” to the harasser. Leaves the scene.

- Understands appropriate/inappropriate use of technology.

Example:

→ Uses safe email correspondence. Does not give out personal information on the phone.

- Understands types of abuse and appropriate resources.

- Understands knowledge of laws, resources, and reporting procedures in school and community.

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2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.

CBA: Concepts of Health and Fitness

- **Chooses and demonstrates first-aid procedures that are appropriate for basic life support and automatic external defibrillation (AED), caring for bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.**

Example:

→ Administers CPR to Resusie Annie.

2.4.3 Analyzes stress and how it relates to personal stress-management strategies.

CBA: Dear “Stressed and Depressed”

CBA: Concepts of Health and Fitness

- **Compares stages of stress.**
- **Points out ways to prevent and cope with stress.**

Example:

→ Participates in physical activities to reduce stress.

2.4.4 Creates personal stress-management strategies.

CBA: Dear “Stressed and Depressed”

- **Designs a plan for preventing, reducing, and coping with stress.**
- **Designs time-management plans, organizational skills, and goal-setting plans to reduce stress.**

2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.

CBA: New Student Orientation

- **Compares and contrasts the physical, social, and emotional indicators of possible substance abuse.**

Example:

→ Gives up important activities because of drug use.

- **Compares and contrasts the physical and psychological stages of dependency.**

Example:

→ Understands physical dependency develops a tolerance to the drug; psychological dependency develops a strong craving for the drug.

- **Compares and contrasts types of codependency.**

Example:

→ Understands chief enabler, scapegoat, family hero, mascot, and lost child.

- **Distinguishes how cultural and community norms influence use and abuse of drugs.**

Example:

→ Recognizes community norms influence drug-free behavior through billboards and drug-free zone signs.

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2.4.6 Understands legal implications of drug, alcohol, and tobacco use.

CBA: New Student Orientation

- Interprets school, community, state, and federal laws concerning drug, tobacco, and alcohol use.

Example:

→ Understands a person must be 21 years of age to consume alcohol.

- Illustrates the relationship between alcohol and other drug use and the incidence of accidents/crimes.

Example:

→ Understands drinking alcohol increases motor vehicle collisions.

- Gives examples of the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs.

2.4.7 Analyzes various treatment options and recovery processes.

CBA: New Student Orientation

- Distinguishes types of treatment and support organizations to help manage addiction/dependency.

Example:

→ Understands detoxification, Narcotics Anonymous (NA), Student Assistance Program.

EALR 3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: Understands how family, culture, and environmental factors affect personal health.

GLE

3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.

- Points out ways a family might influence the health of its members.

Example:

→ Understands family members encourage healthy habits including rest, physical activity, and nutrition.

- Selects appropriate strategies to support healthy family/cultural habits on a personal level.

Example:

→ Wears a helmet when snowboarding. Learns to prepare traditional foods in a healthy manner.

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3.1.2 Analyzes how environmental factors impact health.

- **Draws conclusions on how air, water, noise, and chemical pollution affect health.**

Example:

→ Analyzes natural and man-made disasters, pesticides and herbicides, environmental issues that affect the food and water supply, and the nutritional quality of food.

- **Draws conclusions on environmental policies and practices and the impact on health.**

Example:

→ Analyzes the “Leave No Trace” policy, safe food handling, food production controls, household waste disposal controls, clean air, and disposal of nuclear waste.

3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.

- **Critiques different occupations and analyzes potential environmental hazards associated with the career.**

Example-

→ Evaluates how hydration, strength, endurance, and flexibility are key components in the field of construction compared to an office worker.

- **Compares and contrasts occupational/career choices and their relationship to health and fitness.**

Example-

→ Understands a postage carrier needs sun screen to protect against skin cancer.

- **Concludes how family and culture impacts choosing healthy places to live, work, and recreate.**

Example:

→ Analyzes impact on health when living in urban vs. rural communities.

Component 3.2: Evaluates health and fitness information.

GLE

3.2.1 Evaluates health and fitness information, products, and services.

CBA: New Student Orientation

CBA: A Letter to the Publisher

CBA: Cut Out Conflict

CBA: Dear “Stressed and Depressed”

CBA: Concepts of Health and Fitness

- **Evaluates the accuracy and usefulness of health information and products.**

Example:

→ Selects examples of quackery to determine reliable vs. unreliable and approved vs. non-approved.

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- **Critiques reliable sources of information.**
Example:
→ Critiques websites and printed materials for reliability.
- **Critiques agencies, businesses, and organizations providing reliable services.**
Example:
→ Critiques fitness centers, diet programs, and fitness products/equipment.
- **Weighs the effects of media and technology on personal and community health policies, products, and health promotions.**

3.2.2 Creates health and fitness messages in media.

- **Develops effective health and fitness messages in media.**

Component 3.3: Evaluates the impact of social skills on health.

GLE

3.3.1 Analyzes conflict situations.

CBA: Cut Out Conflict

- **Points out effective communication skills.**
Example:
→ Analyzes verbal, non-verbal, listening, and written communication skills to resolve conflict.
- **Points out a conflict arising.**
Example:
→ Uses negotiating/peer-mediation skills; uses journal writing activities to resolve real-life conflicts.
- **Points out effective conflict resolution skills.**
Example:
→ Role-plays effective conflict resolution skills.
- **Compares and contrasts appropriate school and community resources to assist in resolving conflict situations.**
- **Compares and contrasts the effects of positive and negative peer pressure.**