

# California Middle School Health Standards

(Based on the California Framework)

Chapter No. & Subject

## WHAT WE SEE AND DON'T SEE

	Ch. 3: The Physical Senses	Ch. 4: Assumptions	Ch. 7: Cultural Effects	Ch. 8: Altered Perceptions	Ch. 9: Cognitive Illusions
<p><b>Unifying Idea: Acceptance of personal responsibility</b></p> <p><b>Expectation 2:</b> Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.</p> <p><b>Treatment of disease:</b></p> <ul style="list-style-type: none"> <li>Interpreting correctly instructions written on medicine container labels, including using information provided with prescription and over-the-counter medicines to determine potential side effects</li> </ul>	X				
<p><b>Expectation 5:</b> Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.</p> <p><b>Friendship and peer relationships:</b></p> <ul style="list-style-type: none"> <li>Resolving conflicts in a positive, constructive way</li> <li>Interacting effectively with many different people, including both males and females and members of different ethnic and cultural groups</li> </ul>		X	X		
<p><b>Unifying Idea: An understanding of the process of growth and development</b></p> <p><b>Expectation 6:</b> Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.</p> <p><b>Life cycle:</b></p> <ul style="list-style-type: none"> <li>Practicing good personal hygiene, paying particular attention to the changing needs of adolescents</li> </ul>					X
<p><b>Expectation 7:</b> Students will understand and accept individual differences in growth and development.</p> <p><b>Growth and development:</b></p> <ul style="list-style-type: none"> <li>Demonstrating an understanding of individual differences</li> </ul>			X		X
<p><b>Mental and emotional development:</b></p> <ul style="list-style-type: none"> <li>Identifying, expressing, and managing feelings appropriately.</li> </ul>					X
<p><b>Unifying Idea: Informed use of health-related information, products, and services</b></p> <p><b>Expectation 9:</b> Students will identify information, products, and services that may be helpful or harmful to their health.</p> <p><b>Products and services:</b></p> <ul style="list-style-type: none"> <li>Identifying a variety of consumer influences and analyzing how those influences affect decisions</li> </ul>	X				X
<p><b>Food choices:</b></p> <ul style="list-style-type: none"> <li>Using critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection</li> </ul>	X				X

Web Source: <http://www.cde.ca.gov/ci/cr/cf/documents/healthfw.pdf>

CA State High School Health Standards on next page

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Ch. 3: The Physical Senses

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Ch. 7: Cultural Effects

Ch. 8: Altered Perceptions

Ch. 9: Cognitive Illusions

	Ch. 3: The Physical Senses	Ch. 4: Assumptions	Ch. 7: Cultural Effects	Ch. 8: Altered Perceptions	Ch. 9: Cognitive Illusions
<b>Unifying Idea: Acceptance of personal responsibility</b>					
<b>Expectation 1:</b> Students will demonstrate ways in which they can enhance and maintain their health and well-being.					
<b><u>Mental and emotional health:</u></b>					
• Selecting entertainment that promotes mental and physical health	X				
• Identifying personal habits influencing mental and emotional health and developing strategies for changing behaviors as needed to promote positive mental and emotional health	X				
<b>Expectation 2:</b> Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.					
<b><u>Disease prevention:</u></b>					
• Practicing positive health behaviors to reduce the risk of disease X			X		
• Analyzing personal behaviors to determine how those behaviors relate to their own health and well-being and the fulfillment of personal goals and how those behaviors can be modified if necessary to promote achievement of those goals	X				
<b><u>Treatment of disease:</u></b>					
• Interpreting correctly instructions written on medicine labels	X				
<b>Expectation 3:</b> Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.					
<b><u>Alcohol, tobacco, and other drugs:</u></b>					
• Distinguishing between helpful and harmful substances				X	
• Distinguishing between the use and misuse of prescription and nonprescription drugs				X	
<b>Expectation 5:</b> Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.					
<b><u>Friendship and peer relationships:</u></b>					
• Interacting effectively with many different people, including both males and females and members of different ethnic and cultural groups			X		X
• Avoiding demeaning statements directed toward others					X
• Respecting the dignity of the persons with whom they interact, including dates, and expecting that their own dignity will be treated with respect			X		X
<b>Unifying Idea: An understanding of the process of growth and development</b>					
<b>Expectation 6:</b> Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.					
<b><u>Life cycle:</u></b>					
• Recognizing questions they have regarding death and dying and discussing these questions with parents, religious leaders, and other trusted adults					X
<b>Expectation 7:</b> Students will understand and accept individual differences in growth and development.					
<b><u>Growth and development:</u></b>					
• Demonstrating an understanding of individual differences			X		X
• Adapting group activities to include a variety of students	X				X
<b><u>Mental and emotional development:</u></b>					
Identifying, expressing, and managing feelings appropriately.					X
<b>Unifying Idea: Informed use of health-related information, products, and services</b>					
<b>Expectation 9:</b> Students will identify information, products, and services that may be helpful or harmful to their health.					
<b><u>Products and services:</u></b>					
• Identifying a variety of consumer influences and analyzing how those influences affect decisions	X				X
<b><u>Food choices:</u></b>					
• Using critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection	X				X