

Health II

Strand 3: Safety and Disease Prevention

Safety and Disease Prevention (SDP) helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance health. Students will practice skills to prevent injury, avoid harmful situations, and save lives. Students will also research disease prevention methods for lifelong wellness.

Goal: Students will apply practical knowledge and skills to develop lifelong behaviors for personal and community well-being.



The academic success of Utah's students is strongly linked to their health. The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands.

The Health Triangle is a tool to show how the three elements of health are interconnected and need to be balanced to achieve overall health and wellness. The image below has some examples of mental, physical, and social health. The Health Education Core Standards are designed to incorporate each area of the triangle within each strand.

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Standard HII.SDP.1
Demonstrate high-quality hands-on CPR, how to operate an AED, and appropriate first aid.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Demonstrate hands-on CPR – use USBE grant (contact Jodi.Parker@schools.utah.gov for more information). • Practice Stop the Bleed: Basic Splinting & Bleeding Control.
Critical Background Knowledge
Standard HI.SDP.1: Demonstrate proficiency in basic first-aid and Cardiopulmonary Resuscitation (CPR).
Related Standards: Current Grade Level
Standard HII.SDP.2: Develop strategies for safety-related or emergency situations (for example, vehicle safety, recreation safety, firearm safety, seizure, stroke, cardiac event).
Standard HII.SDP.2
Develop strategies for safety-related or emergency situations (for example, vehicle safety, recreation safety, firearm safety, seizure, stroke, cardiac event).
Concepts and Skills to Master
<ul style="list-style-type: none"> • Create an emergency preparedness plan and things to put in a 72-hour kit. • Research emergency situation and explain what to do in various situations (e.g., vehicle driver and passenger, CPR, first aid, stroke, naloxone, epinephrine auto-injector, pedestrian, recreation, physical activity, firearm safety) • List common emergency situations or places to practice safety.
Critical Background Knowledge
Standard HI.SDP.2: Demonstrate how to apply thoughtful decision-making in health-related situations (for example, substance use, vehicle safety, sun safety, recreational safety, firearm safety, physical activity, nutritional choices).
Related Standards: Current Grade Level
Standard HII.SDP.1: Demonstrate high-quality hands-on CPR, how to operate an AED, and appropriate first aid.
Standard HII.SDP.3
Practice responsible ways to communicate online, via text, or through other electronic means and how to respond to inappropriate contact or sexual advances online, via text, or through other electronic means.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Practice how to participate and respond appropriately through online communication. • Research legal consequences of sharing inappropriate material online (e.g., sexting, videos, pornography, threats, racist comments)
Critical Background Knowledge
Standard HI.SDP.3: Investigate the effects of media and technology on mental, emotional, physical, and social health (for example, dopamine levels, sleep). Standard HI.SDP.4: Identify how to maintain a healthy online relationship and the potential consequences of sharing private information using technology including photos and videos.
Related Standards: Current Grade Level

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Standard HII.HF.2: Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

Standard HII.HF.5: Model strategies to prevent, manage, or resolve interpersonal conflicts in healthy ways

Standard HII.MEH.2: Research current modes of technology and media use and how they impact mental and emotional health.

Standard HII.HD.8d: Evaluate the potentially positive and negative impacts of technology and social media in relationships and strategies to use technology and social media safely emphasizing the value of face-to face communication.

Standard HII.SDP.4

Assess the harmful effects of pornography and recognize that recovery is possible.

Concepts and Skills to Master

- Research and discuss the potential harmful effects such as human trafficking, addiction, and legal implications.
- Discuss safety measures and reporting strategies.
- Research methods of stopping pornography use or supporting others who may want to stop using or participating in situations.
- Research supports for trafficking victims.

Critical Background Knowledge

Standard HI.SDP.5: Explain the harmful effects of pornography and recognize that recovery is possible.

Related Standards: Current Grade Level

Standard HII.MEH.2: Research current modes of technology and media use and how they impact mental and emotional health.

Standard HII.HD.9: Discuss harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.

Standard HII.SDP.5

Develop skills to determine the validity of current health resources, information and trends.

Concepts and Skills to Master

- Find valid websites for health resources and explain how to determine the validity (.org .gov .edu websites vs .com).
- Identify valid (CDC, UDOH) and invalid (YouTube, WebMD) health websites examples.
- Determine community resources for accurate health information.

Critical Background Knowledge

Standard HI.SDP.7: Demonstrate how to access valid and reliable health information, products, and services.

Related Standards: Current Grade Level

Standard HII.HF.4a: Develop skills to cope with common life changes (for example, changing schools, relationship changes, family changes).

Standard HII.SAP.5: Identify community resources available to support individuals impacted by substance abuse and addiction, recognizing that recovery from addiction is possible.

Standard HII.N.5: Assess the accuracy and validity of claims about health information, dietary supplements, products, and services.

Standard HII.HD.4: Identify practices for prevention of common sexually transmitted diseases or infections (STD/STI).

Standard HII.HD.6: Discuss risk reduction, prevention and early detection methods for common reproductive conditions and diseases, including cancers, and when it may be necessary to seek medical care.

Standard HII.SDP.6

Research preventive measures for chronic and infectious health conditions, and the physical, mental and emotional, social and economic effects on self and society.

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Concepts and Skills to Master
<ul style="list-style-type: none"> List of diseases, classify the type of disease (virus, bacteria, fungi), mode of spread (direct, indirect, airborne), draw how disease looks like under a microscope, sign & symptoms this disease causes, ways to treat it and rates in the US of the disease. Diagram of chronic, acute, & infectious diseases. Examine how family, genetics, culture, health history, and environment can affect personal health.
Critical Background Knowledge
Standard HI.SDP.6: Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases.
Related Standards: Current Grade Level
<p>Standard HII.MEH.4: Research school and community mental health resources and determine when professional health services may be required.</p> <p>Standard HII.SDP.6a: Research the efficacy of health screenings, immunizations, checkups, and other preventive examinations that are necessary to maintain overall health and wellness.</p> <p>Standard HII.SDP.7: Analyze and describe the relationships among healthy eating, physical activity, and chronic diseases (for example, heart disease, cancer, type-2 diabetes, hypertension, osteoporosis).</p> <p>Standard HII.N.4: Research school and community mental health resources and determine when professional health services may be required.</p> <p>Standard HII.HD.4: Identify practices for prevention of common sexually transmitted diseases or infections (STD/STI).</p> <p>Standard HII.HD.6: Discuss risk reduction, prevention and early detection methods for common reproductive conditions and diseases, including cancers, and when it may be necessary to seek medical care.</p>
Standard HII.SDP.6a
Research the efficacy of health screenings, immunizations, checkups, and other preventive examinations that are necessary to maintain overall health and wellness.
Concepts and Skills to Master
<ul style="list-style-type: none"> Explain common screenings & research the age & frequency of the screening (e.g., breast cancer, cervical, testicular, colon, skin, prostate, diabetes, eyes, cholesterol, hearing, scoliosis, blood pressure, osteoporosis, thyroid, iron, EKG). Research the efficacy of immunizations for disease prevention. Include mortality rate from the diseases before immunizations and possible complications from immunizations and evaluate the importance of immunizations.
Critical Background Knowledge
Standard HI.SDP.6: Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases.
Standard HI.SDP.7: Demonstrate how to access valid and reliable health information, products, and services.
Related Standards: Current Grade Level
Standard HII.HD.6: Discuss risk reduction, prevention and early detection methods for common reproductive conditions and diseases, including cancers, and when it may be necessary to seek medical care.
Standard HII.SDP.6b
Demonstrate effective communication about health concerns with healthcare providers and other trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy).
Concepts and Skills to Master
<ul style="list-style-type: none"> Research the effect of health choices and lifestyles on health outcomes.
Critical Background Knowledge

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Standard HI.SDP.6: Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases.

Related Standards: Current Grade Level

Standard HII.SAP.6: Demonstrate how to talk with a health care provider about prescription options, effectiveness, side effects, and interactions of medications.

Standard HII.HD.6: Discuss risk reduction, prevention and early detection methods for common reproductive conditions and diseases, including cancers, and when it may be necessary to seek medical care.

Standard HII.HD.7: Identify accurate and credible resources for sexual health, development, and relationships, and identify who and where to turn to for help (for example, parent, clergy, relative, health care provider, teacher, counselor).

Standard HII.SDP.7

Analyze and describe the relationships among healthy eating, physical activity, and chronic diseases (for example, heart disease, cancer, type-2 diabetes, hypertension, osteoporosis).

Concepts and Skills to Master

- List risk factors for chronic diseases such as heart disease, cancer, and type-2 diabetes. Small changes can make a difference. Examples include eating less processed food, increasing fiber intake, and building activity into your daily routine.
- Create a diagram of the health triangle and list behaviors as negative, positive, or both and how they impact the areas of the health triangle.

Critical Background Knowledge

Standard HI.SDP.6: Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases.

Related Standards: Current Grade Level

Standard HII.SDP.6: Research preventive measures for chronic and infectious health conditions, and the physical, mental and emotional, social and economic effects on self and society.

Standard HII.N.4: Research school and community mental health resources and determine when professional health services may be required.

Academic Language

Acute: A disease that comes on rapidly with distinct symptoms and has a short duration.

Addiction: The compulsive activity or use of a substance despite any cost to health, family, or social standing. Addiction is a medical condition and requires medical treatment.

Cardiopulmonary Resuscitation (CPR): An emergency lifesaving procedure performed when the heart stops beating. Immediate CPR can double or triple chances of survival after cardiac arrest.

Chronic Disease: A long-term disease that is not passed from person to person, generally cannot be prevented by vaccines or cured by medication. Treatment and life-style changes can reduce symptoms and people can live and manage symptoms over a long period of time. Common examples include: diabetes, cancer, asthma, epilepsy, hypertension, arthritis, heart disease.

Cyberbullying: The use of electronic communications to bully a person by sending or posting mean, harassing, hurtful, threatening, or intimidating messages.

Hands-Only Cardiopulmonary Resuscitation (CPR): CPR that does not require mouth-to-mouth breaths.

Harassment: As defined in Utah Code 76-5-106, intent to frighten or harass another, communicates a written or recorded threat to commit any violent felony.

Harmful Effects of Pornography: Required as part of Health Education by Utah State Code 53G-10-402. This is a safety topic meant to address items, including but not limited to: addiction, legal implications, and human trafficking.

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Human Trafficking: The recruitment, transportation, transfer, harboring, or receipt of persons by means of threat, the use of force, other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

Infectious Disease: A disorder caused by an organism such as bacteria, viruses, fungi, or parasite. Can be transmitted through various ways. Common examples include: common cold, influenza, streptococcus, mononucleosis, athlete's foot, meningitis, STD/STIs.

Media: Includes all print, online, social, radio and television media sources.

Modes of Transmission: The way a pathogen gets from one object or animal to another; includes direct contact, indirect contact, and airborne transmission.

Pornography: Printed or visual material containing the explicit description or display of sexual organs or activity, intended to stimulate erotic rather than aesthetic or emotional feelings.

Sexting: The sending, receiving or forwarding of sexually explicit images, videos, or messages via electronic device. See also Utah State Code 76-5b-203, Distribution of an intimate image – penalty.

Signs and Symptoms: A sign is something that can be detected by someone other than the individual affected by the disease and symptom is described and experienced by the individual affected by the disease.

Assessment Exemplars

Students will be able to create a 2-minute commercial which describes the relationships among healthy eating, physical activity, and chronic diseases (e.g., heart disease, cancer, type 2 diabetes, hypertension, osteoporosis)

Students will be able to demonstrate high-quality hands-on CPR, how to properly operate an AED machine and basic first aid skills such as bleeding, choking, & burns.