

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Why This Goal Is Important: Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.

A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.

| EARLY ELEMENTARY | LATE ELEMENTARY | MIDDLE/JUNIOR HIGH SCHOOL | EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|---|--|--|---|---|
| 22.A.1a Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion). | 22.A.2a Describe benefits of early detection and treatment of illness. | 22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances). | 22.A.4a Compare and contrast communicable, chronic, and degenerative illnesses (e.g., influenza, cancer, arthritis). | 22.A.5a Explain strategies for managing contagious, chronic, and degenerative illnesses (e.g., various treatment and support systems). |
| 22.A.1b Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing, and flossing teeth, eating practices, sleep, cleanliness). | 22.A.2b Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations, and regular health screenings). | 22.A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease). | 22.A.4b Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness). | 22.A.5b Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs). |
| 22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers). | 22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen). | 22.A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian). | 22.A.4c Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR). | 22.A.5c Explain how health and safety problems have been altered by technology, media and medicine (e.g., product testing; control of polio; advanced surgical techniques; improved treatments for cancer, diabetes, and heart disease; worksite safety management). |
| | | 22.A.3d Identify various careers in health promotion, health care and injury prevention. | 22.A.4d Research and report about a career in health promotion, health care and injury prevention. | |

B. Describe and explain the factors that influence health among individuals, groups, and communities.

| EARLY ELEMENTARY | LATE ELEMENTARY | MIDDLE/JUNIOR HIGH SCHOOL | EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|---|--|---|--|---|
| 22.B.1a Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices). | 22.B.2a Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising). | 22.B.3a Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness). | 22.B.4a Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity). | 22.B.5a Analyze how public health policies, laws, and the media function to prevent and control illness (e.g., product and food labeling, food safety and handling, school immunizations). |

C. Explain how the environment can affect health.

| EARLY ELEMENTARY | LATE ELEMENTARY | MIDDLE/JUNIOR HIGH SCHOOL | EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|---|--|--|--|--|
| 22.C.1a Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals). | 22.C.2a Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer). | 22.C.3a Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint). | 22.C.4a Analyze how environmental conditions can affect health on a large scale (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion). | 22.C.5a Compare and contrast how individuals, communities, and states prevent and correct health-threatening environmental problems (e.g., recycling, banning leaf burning, restaurant inspections, OSHA standards in the workplace). |
| | | 22.C.3b Develop potential solutions to address environmental problems that affect the local community's health. | | |

D. Describe how to advocate for the health of individuals, families and communities.

| EARLY ELEMENTARY | LATE ELEMENTARY | MIDDLE/JUNIOR HIGH SCHOOL | EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|---|--|--|--|--|
| 22.D.1a Identify positive health choices and demonstrate ways to communicate individual choices. | 22.D.2a Express opinions about health issues and communicate individual health needs. | 22.D.3a Identify and communicate with others within your school, family, and community regarding health issues. | 22.D.4a Identify health resources to help influence others in making healthy choices. | 22.D.5a Explain how individuals can improve or help sustain school or community health initiatives and/or services. |