



ARIZONA
Comprehensive Health Standards
Proficiency (Grades 9-12)
Health & Wellness © 2005

STANDARDS	PAGE REFERENCES
STANDARD 1 Students comprehend concepts related to health promotion and disease prevention.	
1CH-P1. Explain how behavior impacts health maintenance and disease prevention (e.g., ability to prevent homicide, suicide, accident and illness)	
PO 1. Identify the positive and negative choices for a balanced, healthy lifestyle (e.g., poor eating habits vs. good eating habits)	SE: 8, 104-105, 136-139, 140-142, 168-169, 299, 303-307 <i>Activity</i> 292 <i>Facts About</i> 298 TWE: EC 168
PO 2. Identify personal stress-management techniques	SE: 104-105 <i>Activities</i> 107 TWE: CD 105
PO 3. Formulate methods of prevention for each of the identified causes of death among teens	SE: 114-115, 117-120, 331-335, 446, 448, 450, 456-457 <i>Did You Know?</i> 114, 644 TWE: CD 115
PO 4. Identify teen death statistics	SE: <i>Did You Know?</i> 114, 644, 645 <i>Chart</i> 641 TWE: FYI 471, 645
1CH-P2. Explain the interrelationships among the mental, emotional, psychological and physical realities that occur throughout the life cycle	
PO 1. Identify the different stages of the human life cycle (conception, prenatal, infant, toddler, preschool, school)	SE: 243-245, 246-249, 250-252, 256-257, 258-259 <i>Did You Know?</i> 259 <i>Health News</i> 267 TWE: HP 259
PO 2. Identify the characteristics and developmental needs related to each stage of the life cycle	SE: 248-249, 256-257, 258-259, 264-267, 271-274, 415 <i>Did You Know?</i> 259 TWE: CA 258
PO 3. Relate the principles of healthy living to each stage of the life cycle	SE: 256-257, 258-259, 271-274 TWE: EX 258 CD 274
1CH-P3. Explain the impact of personal health behaviors on the functioning of body systems and describe how to delay onset and reduce risks of potential health problems	
PO 1. Identify personal health behaviors that promote and/or detract from the functioning of body systems	SE: 7, 28-31, 32, 168-169, 362-363, 384-388, 414-415 <i>Real Life</i> 33 <i>Activities</i> 33 TWE: FYI 29

STANDARDS		PAGE REFERENCES
PO 2.	Predict the impact of personal health behaviors that promote and/or detract from the functioning of body systems (to include sleep, nutrition, exercise, sexual and substance abuse)	SE: 168-169, 311-313, 362, 375, 384-388, 437-450, 453-460 TWE: CC 438
PO 3.	Construct a personalized continuum of health behaviors that range from more healthy to less healthy and defend rationale	SE: 11, 27-31 <i>Table 8</i> TWE: QD 11
PO 4.	Determine strategies to reduce health risk for more healthy behavior	SE: 10, 168-173, 174-175, 453-457, 659-660 <i>Activities 461</i> TWE: CA 455
1CH-P4. Explain how the family, peers, and community influence the health of individuals		
PO 1.	Describe how problem-solving skills relate to the influence that family, peers and the community have on a person's health	SE: 51-53, 109-113, 117-120 <i>Speaking Out 106</i> TWE: JA 106
PO 2.	Develop a plan of how the family, peers, and the community influence a person's attitudes, beliefs, and feelings about health	SE: 34-36, 37-38, 422, 430-431, 434 <i>Activity 292, 417</i> TWE: CA 35
PO 3.	Rank order from most to least influential group (family, peers, community) that impacts a person's health	SE: Pages 34-36, 37-38 can be used to facilitate this goal. TWE: CA 35
1CH-P5. Explain how environmental health influences community and the functions of local, state and federal resources in addressing health issues		
PO 1.	Summarize major environmental health concerns	SE: 595-598, 603-610, 613-616, 624 <i>Activities 601</i> <i>Facts About 630</i> TWE: CC 11
PO 2.	List the roles and functions of agencies that address areas of environmental concern	SE: 599-600, 631-632 TWE: CI 599
1CH-P6. Identify the physiological effects of drug usage		
PO 1.	Describe major physiological effects of different classes of drugs such as the following: depressants, stimulants, hallucinogens, and inhalants	SE: 437-440, 442, 444-449 <i>Did You Know? 437, 439</i> <i>Facts About 441</i> TWE: EC 444
PO 2.	Cite effects of drug usage on the unborn child at various stages of development	SE: 248-249
PO 3.	List specific communicable diseases which may be transmitted by substance abuse behaviors	SE: 439, 447, 448, 449, 453, 471, 506 <i>Did You Know? 471</i> TWE: FYI 471
1CH-P7. Describe the relationship among an individual's abuse of substances and the impact on self, the family system, the economy and society as a whole		
PO 1.	Identify the effect of substance abuse on the individual	SE: 437-440, 442, 444-449, 469-472 <i>Did You Know? 437, 439, 444</i> TWE: FYI 437

STANDARDS		PAGE REFERENCES
PO 2.	Describe the relationship between family members in a substance-abusing household	SE: 140-142, 455, 460 TWE: EX 141
PO 3.	Describe the economic impact of substance abuse on worker productivity and national health care cost	SE: The <i>Real-Life Applications</i> questions on page 157 can be used to help facilitate this goal.
PO 4.	Explain the relationship between substance abuse and its impact on society related to violence, to include rape and domestic violence, crime, and vehicular accidents	SE: 437, 439, 442, 444, 447-449, 469-470 TWE: EX 469
1CH-P8. Identify the location and function of the reproductive organs, the fertility cycle, and the process of conception, and emphasize factors that contribute to the birth of a healthy child		
PO 1.	Describe male and female reproductive organs and understand the location and basic function of each (to include menstrual cycle)	SE: 227-229, 230-233, 234, 235-237, 238-240 TWE: CC 234
PO 2.	Describe the association of conception to the fertility cycle	SE: 234, 243-245
PO 3.	Describe the economic impact of substance abuse on worker productivity and national health care cost	SE: The <i>Real-Life Applications</i> questions on page 157 can be used to help facilitate this goal.
PO 4.	Describe the major factors in family planning (e.g., personal goal setting, number of children desired, importance of timing of pregnancy, identification of available resources and family education)	SE: 194-195, 585 TWE: CA 195
1CH-P9. Describe proper food selection, preparation, and handling for self and others, taking into consideration that nutrient needs vary according to age, development, activity level, and body type		
PO 1.	Illustrate the process of human digestion	
	a) Describe how nutrients are released, absorbed, utilized, and excreted by the body	SE: 220-221, 284-289 TWE: QD 289
	b) Classify dietary nutrients as to their function in producing energy, in growth, or in the maintenance/repair of body tissue	SE: 283-289, 299 <i>Facts About</i> 298 TWE: FYI 283

STANDARDS		PAGE REFERENCES
PO 2.	Predict how excesses or deficiencies of nutrients impact on health and disease	
	a) Correlate the relationship between food consumption patterns and dietary-related health problems (e.g., diabetes, obesity, some cancers, osteoporosis, anemia, dental caries, cardiovascular disease)	SE: 303-307 <i>Health News</i> 305 <i>Did You Know?</i> 307 TWE: FYI 287 EC 304
	b) Identify the proper food/nutrient adjustments required due to physical exertion, sports/fitness training, etc.	SE: 314 <i>Speaking Out</i> 315 <i>Activity</i> 327 <i>Health News</i> 377 TWE: CD 314
PO 3.	Identify the most common errors made which result in food-borne infections (person to food, equipment to food and food to food)	SE: 320-322 <i>Group Project</i> 339 TWE: CC 320
PO 4.	Identify those behaviors which are characteristically associated with anorexia and bulimia	
	a) Identify the psychosocial factors that lead to eating disorders	SE: 332-336 TWE: FYI 332
	b) Identify the harmful effects of eating disorders	SE: 330-331, 334-336 TWE: QD 330
	c) Critique the differences between a fad diet and a well-balanced diet	SE: 299-300, 330-331 <i>Facts</i> 298 TWE: CD 330
PO 5.	Describe the influence of advertising, peer pressure, and food fads on proper diet, food selection, and eating habits	SE: 7, 35-36, 38, 300 <i>Activity</i> 292 TWE: CA 334
1CH-P10. Explain the association of personal risk factors of chronic and communicable diseases, risk reduction, and disease prevention components		
PO 1.	Define and provide examples of acute, chronic, communicable, noncommunicable, degenerative, metabolic, hereditary and congenital diseases	SE: 9, 491-496, 499-507, 515-519, 522-524, 526-528 <i>Health Literacy Activities</i> 539 TWE: CA 528
PO 2.	Describe how race, culture, and hereditary factors impact disease susceptibility	
	a) List environmental influences that affect disease susceptibility	SE: 9, 494-496, 535, 603-605, 607-608 TWE: CD 496 EC 604
	b) Describe the impact of fitness, diet, rest, and other lifestyle issues related to disease	SE: 499-509, 515-519, 531-535 <i>Facts About</i> 211 <i>Health News</i> 305 TWE: FYI 534
PO 3.	Evaluate disease prevention and control practices (e.g., immunization, pollution control, and smoking cessation)	
	a) Identify methods of early recognition of health problems	SE: 9, 23, 343, 344, 346, 348, 532-533 <i>Facts About</i> 22 TWE: CD 343
	b) Identify their responsibility as active participants in treatment and rehabilitation	SE: 80, 117-120, 432-433, 524, 536 <i>Speaking Out</i> 525 TWE: CD 432

STANDARDS		PAGE REFERENCES
STANDARD 2 Students demonstrate the ability to access accurate health information.		
2CH-P1. Explain the effectiveness of health information from home, school, and community		
PO 1.	Compile documents that are sources of health given in the home, at the school, and from community health agencies	SE: 12-14, 17-19, 20-21, 583 <i>Activity 13</i> TWE: CD 6 CA 17, 20
PO 2.	Evaluate each document for its age appropriateness, content, and its ability to influence health behavior	SE: 12-14, 18, 65 <i>Health Literacy Activities 71</i> TWE: CD 6 CA 12, 20
2CH-P2. Evaluate factors (e.g., peer pressure, media) that influence personal selection of health products and services)		
PO 1.	Rank personal and social factors (e.g., peer pressure, family, media, culture, economics) that influence selection of health products and services for their level of influence	SE: 35-38, 45, 561-562 <i>Critical Thinking 39</i> <i>Just the Facts 560</i> TWE: CA 35, 36
2CH-P3. Describe situations requiring professional health services and the cost and accessibility of health care services		
PO 1.	Select a health situation requiring professional health services	SE: 510-511, 520, 536, 723-733, 739, 748 TWE: EX 511
PO 2.	Compare the cost and accessibility of those services through multiple service providers (no private insurance, private insurance, indigent care and those that don't qualify for indigent care [KidCARE]) e.g., broken arm, pregnancy, leukemia, pneumonia, hernia, wound needing stitches	SE: 567-570 TWE: EC 567 CD 569
2CH-P4. Demonstrate how to access appropriate organizations (e.g., paramedics, law enforcement, and physicians) useful in reducing threatening situations		
PO 1.	Same as concept 2CH-P4	SE: <i>Activity 19</i> TWE: ULS 19
2CH-P5. Identify the licensing and certification standards for health professions		
PO 1.	Review local, state, and federal regulations, and create a chart that reflects the licensing and certification standards for specific health professionals (e.g., physical therapist, nurse, nurse assistant, physician, dietitian, dentist, dental hygienist, X-ray technician, phlebotomist)	The following pages can be used to meet this standard. SE: 576-579 TWE: CD 576
2CH-P6. Explain the role of local, state, federal, and international agencies in providing health services and protecting and informing consumers		
PO 1.	Describe local, state, federal, and international agency involvement in providing health services and protecting and informing consumers (use a specific service or health issue)	SE: 20-21, 583-588, 599-600 <i>Health News 21</i> <i>Did You Know? 584</i> TWE: CI 587

STANDARDS		PAGE REFERENCES
STANDARD 3 Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.		
3CH-P1. Describe the role of individual responsibility for health enhancement and wellness		
PO 1.	Describe the role of individual responsibility for the individual's physical, social, spiritual, and psychological growth and development (e.g., adequate nutrition, recreation and fitness, eating disorders, sexual involvement, and alcohol, tobacco, and other drug use)	SE: 5, 8, 28-31, 32, 57, 60-62, 168-169, 422, 434, 450 TWE: EC 168
3CH-P2. Conduct a personal health assessment to determine strategies for health enhancement, risk reduction, and stress management		
PO 1.	Conduct a personal health assessment	SE: 23-24, 27-31 <i>Facts About 22</i>
PO 2.	Establish personal goals related to personal health assessment (include strengths and weaknesses identified in the areas of health enhancement, risk taking, and stress)	SE: 28-31, 32, 57, 266-267, 648 <i>Activities 33, 63</i> <i>Real Life 63</i> TWE: QD 57
3CH-P3. Explain the short-term and long-term consequences of responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs)		
PO 1.	Identify the decision-making process	SE: 60-62 TWE: CA 60
PO 2.	Identify the short-term and long-term consequences of responsible and risky/harmful behaviors	SE: 168-169, 330-331, 425-427, 437-442, 446-449, 453-457, 518-519, 644-647 TWE: CD 425
PO 3.	Design a flow chart that distinguishes on a continuum most responsible vs. most risky/harmful behaviors (e.g., exercise, sleep, nutrition, use of tobacco, alcohol, and other drugs, sexual involvement)	The following pages can be used to facilitate this standard. SE: 168-169, 330-331, 425-427, 437-442, 446-449, 453-457, 518-519, 644-647
3CH-P4. Develop injury prevention and management strategies to improve and maintain personal, family, and community health		
PO 1.	Describe responsible and safe behavior (personal, family, and community) such as driving, sports, recreation, interpersonal relationships	SE: 393-397, 642-648, 682, 687-689, 706 TWE: FYI 645
PO 2.	Construct self-protection techniques to use in various personal, family, social/community environments	SE: 671-674 TWE: CA 672
3CH-P5. Perform advanced first-aid procedures		
PO 1.	Demonstrate basic first-aid procedures for unconsciousness, shock, fractures, burns, cuts, choking, poisoning, etc.	SE: 709-720, 723-732, 740-747 <i>Did You Know? 715, 716, 719</i> TWE: CA 709
PO 2.	Demonstrate correct CPR procedures	SE: 734-738 <i>Speaking Out 713</i> TWE: CA 738

STANDARDS		PAGE REFERENCES
3CH-P6. Explain how to survive in adverse environmental situations		
PO 1. Develop a plan for surviving in adverse environmental situations (e.g., extreme weather conditions)	SE: 651-654 <i>Critical Thinking</i> 655 <i>Real Life</i> 655 TWE: CD 652	
STANDARD 4 Students analyze the influence of culture, media, technology, and other factors on health.		
4CH-P1. Explain how cultural diversity enriches and challenges health behaviors		
PO 1 Identify the benefits and challenges that different cultures provide in relation to health behaviors through development of a written project (e.g., table, graph, artistic interpretation)	SE: Pages 7, 35 can be used to help facilitate this goal.	
4CH-P2. Describe the impact of media and technology on personal, family, and community health		
PO 1. Produce a presentation that compares media and technology modalities (e.g., television, movies, advertisements, Internet, music, MTV) in terms of their influence on personal, family, and community health	SE: 7, 35-38, 421, 430-431, 557-562 <i>In the Media</i> 173 <i>Activities</i> 435, 563 TWE: CD 173 QD 558 CC 559	
STANDARD 5 Students demonstrate the ability to use interpersonal skills to enhance health.		
5CH-P1. Select ways to communicate care, consideration, and respect of self and others to enhance health		
PO 1. Demonstrate the ability to:		
a) send clear and direct messages, verbally and nonverbally	SE: 41-44 <i>Activity</i> 44 TWE: FYI 43	
b) listen to others, receiving and understanding their communication	SE: 43 <i>Activity</i> 44 TWE: CA 43	
c) ask for clarification when needed	SE: 43-44 <i>Activity</i> 44	
d) respond verbally and nonverbally	SE: 41-44 <i>Activity</i> 44 TWE: CA 42	
PO 2. Demonstrate effective techniques, including refusal skills, for handling conflict and solving problems	SE: 47, 49-54, 172, 422, 434, 450, 463-464 TWE: CD 47	
PO 3. Demonstrate effective techniques for resisting negative peer pressure, while maintaining positive interpersonal relationships	SE: 45-47, 172, 422, 434, 450, 463-464 TWE: CD 46, 47, 463 HP 170	
5CH-P2. Identify the causes of conflict among youth and adults in school and community, and demonstrate refusal, negotiation, and collaboration skills to manage the conflict		
PO 1. Explain conflict and its root causes	SE: 49 TWE: CD 51	
PO 2. Explain effective conflict resolution techniques	SE: 50-52 <i>Activity</i> 146 TWE: EC 51	

STANDARDS		PAGE REFERENCES
PO 3.	Participate in role plays that demonstrate refusal negotiation, mediation, and collaboration skills to resolve conflict	SE: Pages 47, 51-53 can be used to facilitate this goal. TWE: QD 49
STANDARD 6 Students demonstrate the ability to use goal setting and decision-making skills to enhance health.		
6CH-P1. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults		
PO 1.	Demonstrate at least one effective strategy for reducing the probability of involvement in a risk behavior	SE: 78-80, 161, 168-175, 303-308, 508-509, 533-535 TWE: HP 173 CD 463
6CH-P2. Describe health issues that require collaborative decision making		
PO 1.	Prepare a discussion analyzing health issues that require a collaborative decision (e.g., communicable disease, violence, environmental issues, sexual involvement)	SE: 144-146, 161, 167-169, 188-189, 622, 632 <i>Speaking Out</i> 623 <i>Family Involvement</i> 635 TWE: CA 628
6CH-P3. Explain immediate and long-term impact of health decisions on the individual		
PO 1.	Demonstrate the impact (immediate and long-term) of health decisions on the individual (e.g., use of tobacco, alcohol and other drugs, sexual behavior, nutrition, exercise, sleep)	SE: 8, 61, 361-362, 414-415, 416-417, 426-427, 437-440, 446-449, 499-509 TWE: CA 426
6CH-P4. Develop an effective plan for achieving and maintaining personal health goals for lifelong health enhancement and wellness which recognizes the importance of goal setting and time-management skills		
PO 1.	Construct a health and wellness personal activities log for at least one week	SE: <i>What Would You Do</i> 4, 294, 342, 366, 424, 462 <i>Journaling Activity</i> 106, 176, 315, 525
PO 2.	Construct a long-term plan for improving personal health and wellness that will include the goal setting procedures used and time management skills needed to accomplish this plan	SE: 27-32, 56-57, 432-433, 551 <i>Activities</i> 63 TWE: CD 432
STANDARD 7 Students demonstrate the ability to advocate for personal, family, and community health.		
7CH-P1. Describe the effectiveness of communication methods for accurately expressing health information and ideas		
PO 1.	Select a variety of communication modalities/methods (e.g., visual, verbal, written) for those most effective at presenting health info and ideas	SE: <i>Activities</i> 33, 177, 203, 323, 423, 433, 497 <i>Writing Activity</i> 173 TWE: CD 328 HP 349
7CH-P2. Research and present information about health issues		
PO 1.	Present information about health issues (e.g., nutrition, eating disorders, exercise, athletic needs, the environment, disease control, human sexuality, substance abuse, mental health, stress management)	SE: <i>Activities</i> 107, 423, 435, 451, 479 <i>Investigating the Issue</i> 116, 298 TWE: HP 349

STANDARDS		PAGE REFERENCES
7CH-P3. Utilize strategies to overcome barriers when communicating information about health issues		
PO 1.	Develop a presentation to a select group involved in unhealthy behavior that would encourage the choice of health-enhancing behavior (e.g., cessation info to smokers, conflict resolution)	SE: <i>Activities</i> 107, 423, 435, 451, 479 <i>Investigating the Issue</i> 116, 298 TWE: HP 349
7CH-P4. Demonstrate the ability to influence and support others in making positive health choices		
PO 1.	Participate in a peer mediation, peer education, peer leadership, or peer counseling program, or create one on your campus	SE: 53, 466
PO 2.	Participate in a school or community services learning activity	SE: 631-632 <i>Speaking Out</i> 623 <i>Health Literacy Activities</i> 635 TWE: CI 622
7CH-P5. Demonstrate the ability to work cooperatively when advocating for healthy communities		
PO 1.	Participate as a volunteer for a school/community health promotion program	SE: 66-67 <i>Speaking Out</i> 68 <i>Health Literacy Activities</i> 635 TWE: CA 66 CD 66 EX 631

Codes Used for TWE Pages

CA	Class Activity
CC	Cross Curriculum Connection
CD	Class Discussion
CI	Community Involvement
EC	Explain the Concept
EX	Extension
FYI	Teacher FYI
HP	Health Project
JA	Journaling Activity
QD	Quick Demo
ULS	Using Life Skills