

Virginia Health

# Grade 10

## Essential Health Concepts

### 1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of oneself and of others throughout life. 10.1

#### Body Systems

- a Identify and describe the major structures and functions of the lymphatic system. 10.1.A

#### Nutrition

- b Identify a variety of diets (e.g., typical American, Mediterranean, vegetarian, vegan). 10.1.B

#### Physical Health

- c Explain the physical, mental, social, and academic benefits of sufficient sleep and the relationship between sleep deficiency, chronic disease, and the increased risk for injury and substance use. 10.1.C

#### Disease Prevention/Health Promotion

- d Identify technologies individuals can use to assess, monitor, improve, and maintain health. 10.1.D
- e Identify regular screenings, immunizations, vaccines, tests, and other medical examinations needed for different stages of life and their role in reducing health risks. 10.1.E
- f Identify and research a selected personal, community, or global health issue. 10.1.F

#### Substance Abuse Prevention

- g Research trends and factors that contribute to teen use/abuse and non-substance use of alcohol, tobacco, nicotine products (e.g., e-cigarettes), opioids, and other drugs and their impact on the community. 10.1.G
- h Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease. 10.1.H
- i Identify unsafe behaviors that may result in unintentional injury while riding in or operating a vehicle. 10.1.I

#### Safety/Injury Prevention

- j List examples and describe the risks of sharing/posting personal information online. 10.1.J

#### Mental Wellness/Social and Emotional Skills

- k Identify factors that can influence an individual's mental health, including family, social environment, trauma, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture, and community. 10.1.K
- l Identify characteristics of healthy, unhealthy, and abusive peer, family, and dating relationships. 10.1.L
- m Identify health professionals and types of services available for mental illnesses and emotional challenges. 10.1.M

- n Identify different personal relationships teens are involved in and the characteristics of each. 10.1.N

#### Violence Prevention

- o Identify the skills needed to effectively navigate peer pressure situations. 10.1.O
- p Identify the consequences of using acts of violence to settle disputes. 10.1.P
- q Compare and contrast assertive and aggressive communication and how they affect conflict resolution. 10.1.Q
- r Analyze the short- and long-term consequences of gang involvement on personal and community health now and in the future. 10.1.R

#### Community/Environmental Health

- s Investigate natural disasters and emergency situations that affect the community. 10.1.S
  - t Explain how the quality of the environment (e.g., secondhand smoke, carbon monoxide, allergens, lead, toxic chemicals) directly affects a person's health status and quality and length of life. 10.1.T
  - u Identify health-related social issues, such as organ donation, homelessness, the spread of infectious diseases, underage drinking, substance abuse, and violence, and their impact on the community. 10.1.U
  - v Analyze how health literacy and health-science skills prepare one to become a productive citizen. 10.1.V
  - w Describe attributes, characteristics, and interests of individuals in health-related professions and the core academic skills needed for workplace skills in a health career. 10.1.W
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## Healthy Decisions

### 2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life. 10.2

#### Body Systems

- a Describe the role of the lymphatic system in providing protection against the spread of disease and cancer. 10.2.A

#### Nutrition

- b Compare and contrast diverse diets (e.g., typical American, Mediterranean, vegetarian, vegan). 10.2.B

#### Physical Health

- c Explain the role of the environment, individual behavior, family history, social norms, legislation, and policies in preventing chronic diseases. 10.2.C

#### Disease Prevention/Health Promotion

- d Research the costs and benefits of various technologies that allow individuals to assess, monitor, improve, and maintain health. 10.2.D
- e Explain the purpose of medical screenings, immunizations, vaccines, and tests for different stages of life and the importance of access to health care throughout life. 10.2.E
- f Explain the impact of the social determinants of health on a selected personal, community, or global health issue. 10.2.F

#### Substance Abuse Prevention

- g Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision. 10.2.G
- h Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, and substance use. 10.2.H
- i Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing motor vehicle-related injuries. 10.2.I

#### Safety/Injury Prevention

- j Identify what needs to be considered before posting pictures, videos, and communicating with others online. 10.2.J

#### Mental Wellness/Social and Emotional Skills

- k Describe the stigma surrounding mental illnesses and challenges and the impact of stigma and discrimination on help-seeking behavior. 10.2.K
- l Explain the role of respecting the experiences of others; accepting differences; and establishing, communicating, and respecting boundaries for healthy relationships. 10.2.L
- m Identify help-seeking strategies and resources and when to seek support for oneself and others with signs of mental illnesses or challenges (e.g., depression, suicide ideation). 10.2.M
- n Evaluate potentially harmful and abusive relationships, including dangerous dating situations. 10.2.N

## Violence Prevention

- o** Examine the influences of peer approval and peer pressure on decision making. **10.2.0**
- p** Identify protective factors and strategies that may prevent acts of violence. **10.2.P**
- q** Identify strategies for the peaceful resolution of conflict. **10.2.Q**
- r** Evaluate protective factors needed to prevent gang involvement. **10.2.R**

## Community/Environmental Health

- s** Identify life-threatening situations that may result from emergencies and natural disasters and community resources for emergency preparedness. **10.2.S**
  - t** Explain the role of health, wellness, education, safety, and business professionals in addressing environmental health concerns. **10.2.T**
  - u** Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse. **10.2.U**
  - v** Analyze how health literacy reduces health risks and enhances health and wellness of oneself and others throughout life. **10.2.V**
  - w** Research high school health and medical science industry-recognized credentials (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide). **10.2.W**
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## Advocacy and Health Promotion

### 3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others. 10.3

#### Body Systems

- a Promote strategies for maintaining healthy cardiovascular and lymphatic systems. 10.3.A

#### Nutrition

- b Create or modify a personal wellness plan (i.e., goals and action steps based on current guidelines) for healthy eating to meet current and future needs. 10.3.B

#### Physical Health

- c Create or modify a personal wellness plan for physical activity, sleep, personal hygiene, and other health-enhancing behaviors to prevent communicable and chronic disease. 10.3.C

#### Disease Prevention/Health Promotion

- d Promote strategies to help individuals select technologies to assess, monitor, improve, and maintain health. 10.3.D
- e Determine strategies for improving access to health care and medical services for different stages of life. 10.3.E
- f Design strategies to address and communicate to others about a selected personal, community, or global health issue. 10.3.F

#### Substance Abuse Prevention

- g Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs. 10.3.G
- h Educate others about the dangers of electronic cigarettes through a brochure, social media campaign, or school club. 10.3.H
- i Encourage responsible teen driving behaviors, and practice using refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs. 10.3.I

#### Safety/Injury Prevention

- j Promote safe practices related to online communication and in-person interactions with individuals one meets online. 10.3.J

#### Mental Wellness/Social and Emotional Skills

- k Explain how demonstrating empathy, compassion, and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma. 10.3.K
- l Promote resources and strategies to address unhealthy and abusive peer, family, and dating relationships. 10.3.L
- m Advocate for the use of and the additional need for mental health resources at school and in the community. 10.3.M
- n Describe strategies to set personal boundaries to reduce and prevent relationship and dating violence. 10.3.N

## Violence Prevention

- o** Demonstrate effective communication in response to situations influenced by peer pressure and/or peer approval. **10.3.0**
- p** Describe methods to avoid violent acts of aggression and use of weapons. **10.3.P**
- q** Practice procedures for peaceful resolution of conflict. **10.3.Q**
- r** Describe and demonstrate methods of avoiding gang-related activity and gang involvement. **10.3.R**

## Community/Environmental Health

- s** Design crisis-management strategies for natural disasters and emergency situations. **10.3.S**
- t** Describe strategies to reduce risk to environmental health, and establish goals for improving environmental health. **10.3.T**
- u** Identify and create a plan to address a community health-related social issue, such as organ donation, homelessness, underage drinking, or substance abuse. **10.3.U**
- v** Identify health promotion opportunities to enhance the health and wellness of oneself and others. **10.3.V**
- w** Identify high school courses that lead to health and medical science industry certifications. **10.3.W**