# High School Health Curriculum: BODY SYSTEMS and DISEASES

## Standard 1: Comprehend health related concepts to enhance physical, social and mental health and avoid or reduce health risks.

1.1 Understand the relationship between physical, social and mental health and overall wellness.

## Standard 2: Demonstrate the ability to practice behaviors that enhance physical, social and mental health and avoid or reduce health risks.

2.1 Use decision-making skills to enhance health.
- a. Distinguish between choices that enhance/hinder health of body systems e.g., dietary choices, leisure activities, sleep patterns...
- b. Examine barriers that can hinder healthy decision-making relating to health of body systems.
- c. Evaluate personal practices in terms of maintaining and/or improving health of body systems.

2.2 Apply goal-setting skills to enhance health.

## Standard 3: Demonstrate the ability to access valid information, products and services to enhance physical, social and mental health and avoid or reduce health risks.

3.1 Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance physical, social and mental health and avoid or reduce health risks.

4.1 Communicate effectively with family, peers and others to enhance health and avoid or reduce health risks.
- a. Use communication skills to express a concern or problem relating to a body system.
- b. Use knowledge of body systems to communicate and advocate ways to encourage healthy lifestyles.

### Strand: PHYSICAL HEALTH

#### 1.1-1 Body Systems

- a. Identify various body systems, their components and functions and understand their interrelationship.
- b. Comprehend the impact of personal health, behaviors and life-styles on body systems.
- c. Analyze how the body systems are affected by disorders, diseases and malfunctions; compare different approaches for preventing these and promoting wellness.
- d. Understand how the immune system functions to prevent or combat diseases, like AIDS HIV.

#### 1.1-2 Communicable and Non-Communicable Diseases

- a. Understand causes and symptoms of major communicable and non-communicable diseases.
- b. Summarize how common infectious illnesses are transmitted by food, air, indirect contact, and person-to-person contact.
- c. Understand the relationship between major diseases and conditions such as heart disease, cancer, diabetes, AIDS and lifestyle, relationships and overall wellness.
- d. Understand that treatments of diseases are constantly evolving.
- e. Describe the prevention, treatment, and significant medical breakthroughs associated with major diseases and conditions such as heart disease, cancer, diabetes, AIDS and lifestyle, relationships and overall wellness.

### Correlation to National Health Education Standards:

- **SAS Standard 1 – NHES Standard 1**
- **SAS Standard 2 – NHES Standard 5, 6, 7**
- **SAS Standard 3 – NHES Standard 2, 3**
- **SAS Standard 3 – NHES Standard 4, 8**

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*Adapted from National Health Education Standards, HECAT*
**1.1-3 Sexual Health and Safety**

- a. Justify why sexual abstinence is the safest, most effective method of protection from HIV and other STIs (STDs).
- b. Know how HIV and common STIs (STDs) are transmitted; describe signs and symptoms.
- c. Understand how setting personal limits can help avoid risky sexual behavior.
- d. Identify situations that could lead to being pressured into having sex.
- e. Know health checkups and screenings are beneficial to maintaining reproductive health.
- f. Know some potential health problems associated with fads or trends, e.g., body piercing and tattooing.

**1.1-4 Substances**

- a. Understand the nature, causes and signs of substance abuse and addiction.
- b. Explain the physical, social and mental health risks related to various types of potentially addictive substances e.g., tobacco, alcohol, heroin, performance-enhancing drugs, inhalants...
- c. Know the effects and dangers in combining substances e.g., alcohol and depressants.
- d. Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, and sexual risk behaviors.
- e. Explain the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.
- f. Know and comprehend the Singapore Law regarding substance use.

**2.1, 2.2-3 Sexual Health and Safety**

- a. Analyze the benefits of delaying romantic involvement.
- b. Compare possible consequences of early sexual behavior to the emotional, social, and physical benefits of delaying it, including impact on achieving goals.
- c. Identify ways to set personal limits for situations/activities that pose a risk to sexual health and safety.

**2.1, 2.2-4 Substances**

- a. Identify available positive alternatives to using alcohol and other drugs.
- b. Predict immediate and long-term consequences of using alcohol or other drugs for oneself, for one’s family, and for the community.
- c. Defend choice when deciding to abstain from alcohol or other drugs.
- d. Recognize signs of life threatening emergencies such as alcohol poisoning.

**2.1-3 Sexual Health and Safety**

- a. Access valid information, including statistics, about sexual health issues.
- b. Access a trusted adult to provide accurate information and support about sexual health, risks and responsible sexual behavior.
- c. Examine internal influences on sexual feelings and behavior e.g., hormones, emotions, personal values.
- d. Identify external influences on sexual decisions e.g., parents, media, internet, culture, peers, substances, fads and trends.
- e. Evaluate fads and trends that potentially could result in health problems e.g., body piercing and tattooing.

**3.1-3 Sexual Health and Safety**

- a. Access valid information, including statistics, about sexual health issues.
- b. Access a trusted adult to provide accurate information and support about sexual health, risks and responsible sexual behavior.
- c. Examine internal influences on sexual feelings and behavior e.g., hormones, emotions, personal values.
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- e. Evaluate fads and trends that potentially could result in health problems e.g., body piercing and tattooing.

**3.1-4 Substances**

- a. Access and interpret information, including statistics, relating to alcohol and other drugs.
- b. Recognize internal and external factors that may influence substance use behaviors e.g., social or mental health issues, peers, media, advertising, culture.
- c. Interpret and evaluate the image of tobacco, drug and alcohol use projected by the media.
- d. Access reliable assistance in situations where alcohol and other drugs present risks.
- e. Understand information relating to the Singapore Law regarding substance use.

**4.1, 4.2-3 Sexual Health and Safety**

- a. Demonstrate verbal and non-verbal ways to refuse pressure to engage in sexual risk behavior.
- b. Demonstrate verbal and non-verbal ways to ask for help from a parent, other trusted adult, or friend when pressured to participate in sexual behaviors.
- c. Demonstrate healthy ways to express affection, love, friendship, and concern.
- d. Demonstrate how to communicate clear limits on sexual behaviors and set personal safety strategies.
- e. Advocate for family members to get appropriate health screenings and examinations.

**4.1, 4.2-4 Substances**

- a. Demonstrate effective refusal skills when pressured to use alcohol or other drugs.
- b. Demonstrate how to effectively dissuade others from using alcohol or other drugs.
- c. Support friends and family members who abstain from alcohol or other drugs.
- d. Know how, when and what to communicate in an emergency.
- e. Devise ways to advocate for SAS to be drug free.
### Strand: SOCIAL HEALTH

Within the Body Systems and Diseases Course, Social Health is addressed in the context of the topics in the other strands as it arises.

### Strand: MENTAL HEALTH

#### 1.1-5 Stress
- **a.** Understand the nature of stress, including its functional role in humans e.g., “fight or flight.”
- **b.** Understand the relationship of the nervous system and stress.
- **c.** Recognize stress behaviors.
- **d.** Identify personal comfort zone and personal "stressors"; understand how these vary but are equally relevant for the individual.
- **e.** Identify ways to avoid/minimize and manage stress, including making plans and setting goals.
- **f.** Understand the importance of relaxation and sleep in reducing stress and enhancing mental health.

#### 2.1, 2.2-5 Stress
- **a.** Demonstrate strategies to manage and/or minimize stress e.g., practicing relaxation techniques, monitoring sleep
- **b.** Evaluate current levels of activity and the purpose of those; set realistic goals and make plans to avoid overload.

#### 3.1-5 Stress
- **a.** Identify sources of information and services relating to stress management.
- **b.** Know who to contact.....
- **c.** Identify influences on stress e.g., perception of success, peers, family expectations and interventions.

#### 4.1, 4.2-5 Stress
- **a.** Communicate appropriately in response to stress in self and others.
- **b.** Utilize effective listening skills e.g., “seek to understand before being understood.”
- **c.** Know how to be one’s own advocate in different situations, including confrontations.
- **d.** Understand appropriate communication for managing stress, including use of technology.
- **e.** Utilize SAS Core Values when managing stress.

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