**Strand: PHYSICAL HEALTH**

### 1.1-1 Nutrition
a. Understand the relationship between physical activity, nutrition and health.
b. Analyze the recommendations of the Dietary Guidelines for Americans as a tool for planning a healthy diet.
c. Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.
d. Explain food sources that provide key nutrients and how to incorporate them into the diet including non-caloric nutrients e.g., fiber, iron, calcium.
e. Describe the importance of eating a variety of appropriate foods to balance daily nutrient and caloric needs, including stabilizing blood sugar and reducing the risk of obesity.
f. Understand the different levels of vegetarianism and how this impacts nutrition.
g. Describe the importance of a healthy diet and physical activity in maintaining healthy weight.

### 2.1, 2.2-1 Nutrition
a. Distinguish between choices that enhance/hinder physical health e.g., dietary choices, leisure activities, sleep patterns.
b. Examine barriers that can hinder healthy nutrition decisions e.g., availability of healthy food.
c. Develop a goal to maintain or improve diet using various criteria, including balance of nutrients and caloric needs.

### 3.1-1 Nutrition
a. Access valid information about nutrition and compare this to what is commonly portrayed e.g., “Are all fats bad fats?”
b. Evaluate and interpret various sources and forms of information such as product labels, media, online sources and statistics, relating to a range of nutrition issues e.g., types of sugar, healthy body weight, obesity...
c. Identify influences that may affect dietary choices and assess their effect on personal nutrition e.g., media, peers, culture, advertisements, stereotypes, body image, personal economics...
d. Analyze claims of performance-enhancing drugs and nutrition supplements.

### 4.1, 4.2-1 Nutrition
a. Respect personal differences and preferences when communicating about nutrition.
b. Demonstrate how to politely request foods that are more nutritious or prepared in healthy ways.
c. Demonstrate interpersonal skills to help deal with negative peer influences on healthy eating.
d. Share plans and advocate for peers and family to maintain/improve eating habits and levels of physical activity.
e. Advocate for healthy eating choices at school and in the community.

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*Adapted from National Health Education Standards*

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<table>
<thead>
<tr>
<th>Strand: PHYSICAL HEALTH [cont’d]</th>
<th>1.1-2 Physical Activity and Wellness</th>
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<tr>
<td>a. Describe the importance of healthy eating and physical activity in maintaining a healthy weight.</td>
<td>a. Choose active over inactive behaviors.</td>
<td>a. Demonstrate the ability to access sources of accurate information about wellness and physical activity, including healthy and safe weight management.</td>
<td>a. Respect personal differences and preferences when communicating about nutrition.</td>
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<td>b. Analyze how a person can incorporate daily moderate or vigorous physical activity into their life without relying on a structured exercise plan or special exercise equipment.</td>
<td>b. Demonstrate a variety of activities for cardio-respiratory fitness, muscular strength and endurance, and flexibility.</td>
<td>b. Evaluate various strategies used in the media to discourage and encourage healthy practices.</td>
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<td>c. Evaluate the short and long-term benefits of moderate and vigorous physical activity, including effect on cardiovascular health, strength, endurance, and flexibility.</td>
<td>c. Design a personal plan for increasing or maintaining physical activity at the recommended level and improving physical fitness.</td>
<td>c. Demonstrate how to access information about preventing common infectious and chronic diseases.</td>
<td>c. Demonstrate interpersonal skills to help deal with negative peer influences on physical activity.</td>
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<td>d. Compare recommended amounts and types of physical activity for adolescents and adults; interpret the age - working heart rate relationship.</td>
<td>d. Develop strategies for overcoming barriers to achieving a personal physical activity plan and ways to track progress.</td>
<td>d. Locate opportunities for physical activity outside of school.</td>
<td>d. Share plans and advocate for peers and family to maintain/improve wellness and levels of physical activity.</td>
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<td>e. Compare and contrast various sports and physical activities in terms of aerobic and anaerobic value and caloric fuel burn.</td>
<td>e. Demonstrate how to warm up and cool down in order to maximize the benefits of physical activity and minimize injury.</td>
<td>e. Analyze factors that may influence choices relating to physical activity and wellness e.g., media, peers, family, teachers, body image.</td>
<td>a. Demonstrate support for other students who have chronic diseases and conditions, such as asthma, allergies, diabetes, and epilepsy.</td>
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<td>f. Analyze the benefits of proper hydration, during and after physical activity; evaluate different types of drinks in terms of this.</td>
<td>f. Summarize the importance of static, dynamic and ballistic warming up before and cooling down after physical activity.</td>
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<td>b. Advocate for family members to get appropriate health screenings and examinations.</td>
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<td>g. Summarize the importance of static, dynamic and ballistic warming up before and cooling down after physical activity.</td>
<td>g. Analyze the behavioral and environmental factors that contribute to the major chronic diseases.</td>
<td>g. Understand the relationship between wellness and rest/sleep, including circadian rhythms and effects on the immune system.</td>
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<td>h. Analyze the behavioral and environmental factors that contribute to the major chronic diseases.</td>
<td>h. Analyze how to minimize potential harm from exposure to the sun while maintaining overall wellness e.g., sufficient exposure to vitamin D.</td>
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Adapted from National Health Education Standards

| 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. |
| 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. |
| 4.2 Advocate for personal, family and community health. |

**Strand: PHYSICAL HEALTH [cont’d]**

### 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).
  - a. Know how HIV and common STD/STIs are transmitted; describe signs and symptoms.
  - b. Understand how setting personal limits can help avoid risky sexual behavior.
  - c. Recognize situations that could lead to being pressured into having sex.
  - d. Know individuals have the right and responsibility to refuse unwanted sexual contact.
  - e. Know health checkups and screenings are beneficial to maintaining reproductive health.
  - f. Summarize the potential health and social consequences of popular fads or trends, such as body piercing and tattooing.

- **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. Recognize and avoid situations/activities that have the potential to cause injury, disease or detract from a healthy future.

- **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, curiosity, personal values.
  - d. Identify external influences on sexual decisions e.g., parents, media, internet, culture, peers, substances, fads and trends.
  - e. Evaluate popular fads and trends that potentially could result in health problems e.g., body piercing.

- **4.1, 4.2-3 Sexual Health and Safety**
  - c. Demonstrate verbal and non-verbal ways to refuse pressure to engage in sexual risk behavior.
  - d. 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.
  - a. Demonstrate healthy ways to express affection, love, friendship, and concern.
  - e. Demonstrate how to communicate clear limits on sexual behaviors and set personal safety strategies.
  - f. Advocate for family members to get appropriate health screenings and examinations.
<table>
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<td><strong>1.1</strong> Understand the relationship between physical, social and mental health and overall wellness.</td>
<td><strong>2.1</strong> Use decision-making skills to enhance health. <strong>2.2</strong> Apply goal-setting skills to enhance health.</td>
<td><strong>3.1</strong> Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</td>
<td><strong>4.1</strong> Communicate effectively with family, peers and others to enhance health and avoid or reduce health risks. <strong>4.2</strong> Advocate for personal, family and community health.</td>
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**Strand: PHYSICAL HEALTH [cont’d]**

### 1.1-4 Substances
- a. Understand the nature, causes and signs of substance abuse and addiction.
- b. Differentiate between proper use and abuse of medicines.
- c. Explain the physical, social and mental health risks related to various types of potentially addictive substances e.g., tobacco, alcohol, stimulants, depressants.
- d. Know the effects and dangers in combining substances e.g., alcohol and depressants.
- e. Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, and sexual risk behaviors.
- f. Explain the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.
- g. Know and comprehend the Singapore Law regarding substance use.

### 2.1, 2.2-4 Substances
- a. Design a plan for choosing 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.

### 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, family, peers, media, culture.
- c. Interpret and evaluate the image of 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.

**Strand: SOCIAL HEALTH**

*Within the Nutrition and Wellness Course, Social Health is addressed in the context of topics in the other strands, particularly as it relates to Sexual Health and Safety and Substances.*

**Strand: MENTAL HEALTH**

*Within the Nutrition and Wellness Course, Mental Health is addressed in the context of the topics in the other strands, particularly as it relates to overall wellness, disorder eating, and the relationship between stress and hormonal cortisol and adrenalin release.*

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