

Santa Ana Unified School District
Educational Services Division



HIGH SCHOOL COURSE OUTLINE

COURSE OUTLINE: Health Education

DEPARTMENT Health or Science

LENGTH OF COURSE: One Semester

AVAILABLE TO STUDENTS AT ALL
GRADE LEVELS (9th or 10th preferred)

NO PRE-REQUISITES

REQUIRED COURSE

TITLE OF COURSE: Health Education

COURSE OUTLINE AND CURRICULUM

5 UNITS/SEMESTER

KEY ASSIGNMENTS

1. Vocabulary development, concept development, and character development including definition and student generated examples demonstrating understanding
2. Hands on activities
3. Writing across the curriculum for all concepts.
4. Technology assignments.

METHODS OF INSTRUCTION

Direct Instruction
Hands-on Activities
Audio-Visual Presentations
SDAIE Strategies in general with an emphasis on
multiple representations.
Guest Speakers
Internet assignments and activities
Use of visual aids

METHODS OF ASSESSMENT (not inclusive)

Student notebook of organized notes and foldable study organizers
Use of rubrics
Pre/Post/ Assessments
Test/Quizzes
Spot Check for Understanding
Exams
Written unit summaries
Projects

**TEXTBOOK & SUPPLEMENT INSTRUCTIONAL
MATERIALS:**

Glencoe Health
American Red Cross, Positive Prevention: HIV/STD
Prevention Education for California Youth

TOPIC # 1.0**TOPIC NAME: Personal Health**

1. Practice good personal hygiene. (1A1) and (2A5)-
2. Participate regularly in a variety of enjoyable physical activities. (1C2)
3. Analyze personal motivators related to pursuing physical activity. (1C3)
4. Explore ways to continue regular exercise practices when schedules change, such as during travel or while working. (1C4)
5. Explore ways to engage in out-of-school activities that promote fitness and health. (1C5)
6. Follow through with a personal fitness plan based on fitness goals and the results of periodic self-assessment. (1C6)
7. Make adjustments needed for successful implementation of a personal fitness plan. (1C7)
8. Demonstrate characteristics that contribute to self-confidence and self-esteem. (1D1)
9. Develop and use effective communication skills. (1D2) and (4A1) and (7B2)
10. Develop and use effective coping strategies. (1D3)
11. Avoid self-destructive behaviors and practice strategies for resisting negative peer pressure. (1D4)
12. Relate in positive ways to peers and adults in and out of school. (1D5)
13. Identify risk factors for negative behaviors and develop effective strategies for counteracting these risk factors. (1D6)
14. Identify risk factors that help foster resiliency. (1D7)
15. Select entertainment that promotes mental and physical health. (1D8)
16. Identify personal habits influencing mental and emotional health and develop strategies for changing behaviors as needed to promote positive mental and emotional health. (1D9)
17. Analyze personal behaviors in relation to health, well-being, and personal goals. (2A4)
18. Analyze one's patterns related to treatment of disease to determine their effectiveness. (2B7)
19. Use skills to avoid, resolve, and cope with conflicts. (3A2)
20. Exercise self-control. (3B1)
21. Develop and use interpersonal and communication skills such as assertiveness, refusal, negotiation, and conflict resolution. (3B2)
22. Know and use appropriate ways to make new friends. (5A1)
23. Demonstrate positive actions towards others. (5A2)
24. Resolve conflicts in a positive, constructive way. (5A3)

25. Interact effectively with many different people, including males and females and members of different ethnic and cultural groups. (5A4)
26. Avoid demeaning statements towards others. (5A7)
27. Promote positive health behaviors among peers. (5A8)
28. Participate in group activities as a means of getting to know other people. (5A9)
29. Respect the dignity of others. (5A10)
30. Adapt group activities to include a variety of students. ((7A5)
31. Identify, express and manage feelings appropriately. (7B1)
32. Recognize one's strengths and limitations. (7B3)
33. Use coping strategies, including time-management skills. (7B4)
34. Develop a focus for the future. (7B5)

SUGGESTED TIME FRAME: 15 days (3 weeks)

TOPIC # 2.0**TOPIC NAME: Consumer and Community Health**

1. Interpret correctly instructions written on medicine container labels, including information about side effects. (2A3)
2. Determine when treatment of illness at home is appropriate and when and how to seek further help when needed. (2A4)
3. Interpret correctly information provided by health care providers regarding tests or procedures. (2A6)
4. Understand and follow school rules related to health. (5A1)
5. Participate in school efforts to promote health. (5A2)
6. Assume responsibility for helping to take care of the school. (5A3)
7. Encourage others to become involved in health-promotion efforts at school. (5A5)
8. Analyze the impact of laws, policies, and practices on health-related issues. (5A6)
9. Encourage others to become involved in health-promotion efforts at many levels. (5A7)
10. Access appropriately services available in the community. (5A8)
11. Initiate and involve others in health-promotion efforts at school or in the community. (5A9)
12. Evaluate what students can do to counteract the false norms portrayed in the media. (8A9)
13. Identify a variety of consumer influences and analyze how those influences affect decisions. (9A1)
14. Use critical-thinking skills to analyze marketing and advertising techniques and their influence. (9A2)
15. Recognize helpful products and services. (9A3)
16. Seek care from the school nurse or school-linked services when appropriate. (9A4)
17. Develop and apply criteria for the selection or rejection of health products, services, and information. (9A6)
18. Use critical-thinking skills to analyze the cost benefits of health care products and services. (9A7)
19. Develop and use strategies for identifying and combating fraudulent or misleading health products, services and information. (9A8)
20. Use unit pricing to determine the most economical purchases. (9A14)
21. Use effective consumer skills to purchase healthy foods. (9A13)

SUGGESTED TIME FRAME: 5 days (1 week)

TOPIC # 3.0

TOPIC NAME: Injury Prevention and Safety

1. Use protective equipment, such as wearing a helmet when cycling, or practice behaviors to protect the body, such as avoiding exposure to excessive noises. (1A2)
2. Observe safety rules during physical activities. (1C1)
3. Develop and use skills to identify, avoid, and cope with potentially dangerous situations. (3A1)
4. Understand and follow rules prohibiting possession of weapons at school. (3A3)
5. Identify factors that reduce risks of accidents. (3A4)
6. Use thinking and decision-making skills in high-risk situations involving motor vehicles and other safety hazards. (3A6)
7. Practice safe behavior in or near motorized vehicles, including observing basic traffic safety rules when driving, developing proficiency in handling a vehicle in difficult situations, wearing a seat belt, and ensuring that others wear seat belts. (3A7)
8. Carry appropriate emergency equipment and use **vinyl** gloves when assisting individuals who are injured. (3A8)
9. Practice safe behavior in recreational activities, even in the absence of adults. (3A9)
10. Practice safe behavior in and near water. (3A10)
11. Report or obtain assistance when faced with unsafe situations. (3A11)
12. Demonstrate how peers can help each other avoid and cope with potentially dangerous situations in healthy ways. (3A13)
13. Identify ways to seek assistance if abused. (3C1)
14. Recognize and avoid situations that can increase risks of abuse. (3C3)
15. Develop and use assertiveness skills and learn self-defense techniques. (3C4)
16. Recognize emergencies and respond appropriately. (3D1)
17. Develop and maintain with other family members a personal and family emergency supplies at home and in vehicle. (3D2)
18. Identify appropriate use of local emergency services. (3D3)
19. Use latex gloves when assisting persons who are injured. (3D4)
20. Identify safety hazards in the home and help to remove them. (4A7)

SUGGESTED TIME FRAME: 5 days (1 week)

TOPIC # 4.0**TOPIC NAME: Alcohol, Tobacco, and Other Drugs**

1. Avoid self-destructive behaviors and practice strategies for resisting negative peer pressure. (1D4)
Recognize that the use of alcohol, tobacco, and other drugs plays a role in many dangerous situations.
2. Take prescription and over-the-counter medicines properly. (2B2)
3. Interpret correctly instructions written on medicine container labels, including information about side effects. (2B3)
4. Exercise self-control. (3B1)
5. Develop and use interpersonal and communication skills such as assertiveness, refusal, negotiation, and conflict resolution. (3B2)
6. Avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs. (3B3)
7. Use positive peer pressure to help counteract the negative effects of living in an environment where alcohol, tobacco, or other drug abuse or dependency exists. (3B4)
8. Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs. (3B5)
9. Distinguish between helpful and harmful substances. (3B6)
10. Differentiate between the use and misuse of prescription and nonprescription drugs. (3B7)
11. Identify and participate in positive alternative activities, such as alcohol-, tobacco-, and drug-free events. (3B8)
12. Help to develop and support the school's no-use policy and work to support it. (3B9)
13. Seek assistance if living in a family where abuse of alcohol or other drugs exists (e.g., participating in a support for teens who are the children of alcoholics). (4A2)
14. Demonstrate how to resist negative peer pressure. (5A6)
15. Practice behaviors that will provide the option of healthy parenting later in life, such as avoidance of substance abuse. (6A1)
16. Recognize the effects of performance-altering substances and avoid the use of those substances. (7A4)

SUGGESTED TIME FRAME: 13 days (2.5 weeks)

TOPIC # 5.0**TOPIC NAME: Nutrition**

1. Respond appropriately to the physical development of older adolescents in ways that promote physical health through such preventive measures as healthy food choices and exercise. (1A4)
2. Make healthy food choices in a variety of settings. (1B1)
3. Establish and maintain healthy eating practices. (1B2)
4. Select appropriate practices to maintain, lose, or gain weight based on scientific research. (1B3)
5. Recognize the need for updating one's personal nutrition plan as individual needs or activities change. (1B4)
6. Analyze influence on food choices. (1B5)
7. Develop a realistic body image. (7A2)
8. Recognize problems associated with not having a realistic body image. (7A3)
9. Use scientific data as a basis for individual nutrition and fitness plans. (7A7)
10. Use critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection. (9A9)
11. Use valid nutrition information to make healthy food choices. (9A10)
12. Use critical-thinking skills to distinguish facts from fallacies concerning the nutritional value of food and food supplements. (9A11)
13. Use critical thinking skills to analyze weight modification practices and select appropriate practices to maintain, lose, or gain weight according to individual need and scientific research. (9A12)
14. Use labels to compare the contents of food products. (9A13)
15. Use effective consumer skills to purchase healthy foods. (9A15)
16. Adapt recipes to make them healthier by lowering the amount of fat, salt, or sugar and increasing the amount of fiber. (9A16)

SUGGESTED TIME FRAME: 12 days (2.5 weeks)

TOPIC # 6.0**TOPIC NAME: Environmental Health**

1. Identify environmental factors that affect health and safety. (3A12)
2. Participate in community efforts to address local health and environmental issues. (5B4)
3. Analyze the impact of laws, policies, and practices on health-related issues. (5B6)

SUGGESTED TIME FRAME: 3 days (0.5 week)

TOPIC # 7.0**TOPIC NAME: Family Living**

1. Make a commitment to abstain from sexual activity. (2A8)
2. Identify ways to seek assistance if worried, abused, or threatened. (3C1)
3. Avoid, recognize, and respond to negative social influences and pressure to become sexually active, including applying refusal skills when necessary. (3C2)
4. Educate students in comprehensive sex education, and not solely an abstinence-based curriculum. (Ed Code 51933)
5. Educate students on measures to prevent teen pregnancies. (Ed Code 51933)
6. Support and value all family members. (4A3)
7. Demonstrate ways to help support positive family interactions. (4A4)
8. Practice health-promoting behaviors within the family. (4A5)
9. Complete self-initiated activities beyond assigned chores to help support the family. (4A6)
10. Use effective strategies to cope with change within the family. (4B1)
11. Develop a plan to facilitate transition from the role of a child to the role of an independent adult. (4B2)
12. Discuss with parents plans to continue education beyond high school and develop a mutual understanding of how this will affect family roles and interactions. (4B3)
13. Analyze appropriate behaviors in a dating relationship. (5A5)
14. Respect marriage. (5A11)
15. Use good judgment to recognize and avoid situations that could lead to subsequent sexual activity. (8A1)
16. Avoid, recognize, and respond to negative social influences and pressure to become sexually active. (8A2)
17. Demonstrate assertiveness and refusal skills and apply those skills to situations involving pressure to be sexually active. (8A3)
18. Practice behaviors that support the decision to abstain from sexual activity. (8A4)
19. Analyze messages about sexuality from society, including the media, and identify how those messages affect behavior. (8A5)
20. Develop and use effective communication skills, including the ability to discuss with parents questions on sexuality. (8A6)
21. Identify appropriate ways to show affection. (8A7)
22. Identify ways to seek assistance if abused. (8A8)
23. Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing pregnancy and sexually transmitted diseases. (8A10)

SUGGESTED TIME FRAME: 15 days (3 weeks)

TOPIC # 8.0

TOPIC NAME: Individual Growth and Development

1. Recognize and accept differences in body types and maturation levels. (1A3)
2. Recognize the importance of prenatal and perinatal care. (2A6)
3. Recognize and be prepared to adapt to the changes that occur during life, such as changes associated with young adulthood, pregnancy, middle age, or old age. (6A2)
4. Develop and use effective communication skills to discuss with parents or other trusted adults the changes that occur during adolescence. (6A3)
5. Recognize and acknowledge that different people progress through different stages of the life cycle at different rates. (6A4)
6. Express support and compassion for others who are grieving. (6A5)
7. Recognize and discuss with parents and other trusted adults questions regarding death and dying. (6A6)
8. Demonstrate an understanding of individual differences. (7A1)
9. Promote acceptance of a range of body types and abilities. (7A6)

SUGGESTED TIME FRAME: 10 days (2 weeks)

TOPIC # 9.0

TOPIC NAME: Chronic and Communicable Diseases

KEY CONCEPTS:

1. Practice positive health behaviors to reduce the risk of disease. (2A1)
2. Cooperate in regular health screenings. (2A2)
3. Practice and use effective self-examination procedures. (2A3)
4. Demonstrate care and concern toward ill persons in the family, the school, and the community. (2A7)
5. Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms in preventing AIDS and other sexually transmitted diseases. (2A9)
6. Recognize symptoms of common illnesses. (2B1)
7. Determine when treatment of illness at home is appropriate and when and how to seek further help when needed. (2B4)
8. Accept responsibility for active involvement in the treatment or management of disease. (2B5)
9. Review family histories and determine whether a genetic disorder exists in the family. (6A7)

SUGGESTED TIME FRAME: 12 days (2.5 weeks)

Health

Topic	Expectations	Objectives	Model Tasks and Activities	Text
<p>Topic #1: Personal Health</p> <p>Suggested Time Frame: 15 days (3 weeks)</p>	<p>1. Students will demonstrate ways in which they can enhance and maintain their health and well-being.</p>	<ol style="list-style-type: none"> 1. Practice good personal hygiene. (1A1) and (2A5) 2. Participate regularly in a variety of enjoyable physical activities. (1C2) 3. Analyze personal motivators related to pursuing physical activity. (1C3) 4. Explore ways to continue regular exercise practices when schedules change, such as during travel or while working. (1C4) 5. Explore ways to engage in out-of-school activities that promote fitness and health. (1C5) 6. Follow through with a personal fitness plan based on fitness goals and the results of periodic self-assessment. (1C6) 7. Make adjustments needed for successful implementation of a personal fitness plan. (1C7) 8. Demonstrate characteristics that contribute to self-confidence and self-esteem. (1D1) 9. Develop and use effective communication skills. (1D2) and (4A1) and (7B2) 	<p>Activity #1 <u>You're In The Front Page News</u>: Students create the front page of a newspaper using regular or legal size paper. The title of the newspaper is their name. The newspaper contains three articles and one picture minimum. The picture or photo is of the individual student. The articles are modeled like a newspaper and are referenced to the three aspects of health: physical, mental-emotional, and social. Each article has a headline followed by the start of the article. The article exemplifies real or fictitious examples of the aspects of health listed above. Projects are displayed as student work in the classroom.</p> <p>Optional Activity #1 <u>My Healthy Self-Collage</u>: Students obtain pictures from magazines, other sources, or draw their own depicting their health in terms of the three aspects of health. Students will have</p>	<p>Note: Although multiple chapters are listed, only portions of some chapters apply to the topic. Teachers should preview the test for related information before teaching a topic.</p> <p>Chapters 1, 2, 4, 7, 8, 9, 10, & 14</p>

<p>Topic #1: Personal Health</p>	<p>2. Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.</p>	<p>10. Develop and use effective coping strategies. (1D3) 11. Avoid self-destructive behaviors and practice strategies for resisting negative peer pressure. (1D4) 12. Relate in positive ways to peers and adults in and out of school. (1D5) 13. Identify risk factors for negative behaviors and develop effective strategies for counteracting these risk factors. (1D6) 14. Identify risk factors that help foster resiliency. (1D7) 15. Select entertainment that promotes mental and physical health. (1D8) 16. Identify personal habits influencing mental and emotional health and develop strategies for changing behaviors as needed to promote positive mental and emotional health. (1D9) 17. Analyze personal behaviors in relation to health, well-being, and personal goals. (2A4) 18. Analyze one's patterns related to treatment of disease to determine their effectiveness. (2B7)</p>	<p>ten or more pictures that describe their life in these terms; and each picture will be labeled as physical, social, or mental/emotional. The collage also contains a picture of the student. Upon completion of the collage, students will present their collage to the class.</p> <p>Activity #2 Students determine the level of stress in their personal life through a standardized stress assessment test.</p> <p>Activity #3 Students create overheads of correct personal hygiene rules for each of the following areas: Skin & Body Odor Hair Fingernails & Toenails Teeth & Mouth Ears Eyes</p> <p>Activity #4 Students brainstorm a list of ways to positively interact with adults that will improve and foster harmonious relationships. Each student selects 3-5 ideas to practice in their home. A parallel</p>	
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<p>Topic #1: Personal Health</p>	<p>3. Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.</p> <p>5. Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.</p>	<p>19. Use skills to avoid, resolve, and cope with conflicts. (3A2)</p> <p>20. Exercise self-control. (3B1)</p> <p>21. Develop and use interpersonal and communication skills such as assertiveness, refusal, negotiation, and conflict resolution. (3B2)</p> <p>22. Know and use appropriate ways to make new friends. (5A1)</p> <p>23. Demonstrate positive actions towards others. (5A2)</p> <p>24. Resolve conflicts in a positive, constructive way. (5A3)</p> <p>25. Interact effectively with many different people, including males and females and members of different ethnic and cultural groups. (5A4)</p> <p>26. Avoid demeaning statements towards others. (5A7)</p> <p>27. Promote positive health behaviors among peers. (5A8)</p> <p>28. Participate in group activities as a means of getting to know other people. (5A9)</p> <p>29. Respect the dignity of others. (5A10)</p>	<p>activity may be used to examine peer relationships.</p> <p>Pamphlet: <u>Anger—What Young People Should Know</u>. (Channing L. Bete Co.Inc. item # 41681A-8-94 call 800-628-7733)</p>	
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<p>Topic #1: Personal Health</p>	<p>7. Students will understand and accept individual differences in growth and development.</p> <p>.</p>	<p>30. Adapt group activities to include a variety of students. ((7A5)</p> <p>31. Identify, express and manage feelings appropriately. (7B1)</p> <p>32. Recognize one's strengths and limitations. (7B3)</p> <p>33. Use coping strategies, including time-management skills. (7B4)</p> <p>34. Develop a focus for the future. (7B5)</p>		
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Health

Topic	Expectations	Objectives	Model Tasks and Activities	Text
<p>Topic #2: Consumer and Community Health</p> <p>Suggested Time Frame: 5 days (1 week)</p>	<p>2. Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.</p> <p>5. Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.</p>	<ol style="list-style-type: none"> 1. Interpret correctly instructions written on medicine container labels, including information about side effects. (2A3) 2. Determine when treatment of illness at home is appropriate and when and how to seek further help when needed. (2A4) 3. Interpret correctly information provided by health care providers regarding tests or procedures. (2A6) 4. Understand and follow school rules related to health. (5A1) 5. Participate in school efforts to promote health. (5A2) 6. Assume responsibility for helping to take care of the school. (5A3) 7. Encourage others to become involved in health-promotion efforts at school. (5A5) 8. Analyze the impact of laws, policies, and practices on health-related issues. (5A6) 9. Encourage others to become involved in health-promotion efforts at many levels. (5A7) 10. Access appropriately services available in the 	<p>Activity #1 Letter writing activity: students write a letter to a non-profit health agency of their choice requesting information. A list of non-profit health organizations should be provided to the students.</p> <p>Activity #2 Students create an organized list of key health agencies that would be appropriate for high school students. The list is printed on a business card or designed as a pamphlet for easy access.</p> <p>Activity #3 Students work with student government or other student organizations or clubs on health related calendar events such as the Great American Smoke Out, Earth Day, Friday Night Live, etc.</p> <p>Activity #4 Students examine and analyze advertising techniques.</p>	<p>Note: Although multiple chapters are listed, only portions of some chapters apply to the topic. Teachers should preview the test for related information before teaching a topic.</p> <p>Chapter 3</p>

<p>Topic #2: Consumer and Community Health</p>	<p>8. Students will understand their developing sexuality, will choose to abstain from sexual activity, will learn about protecting their sexual health, and will treat the sexuality of others with respect.</p> <p>9. Students will identify information, products, and services that may be helpful or harmful to their health.</p>	<p>community. (5A8)</p> <p>11. Initiate and involve others in health-promotion efforts at school or in the community. (5A9)</p> <p>12. Evaluate what students can do to counteract the false norms portrayed in the media. (8A9)</p> <p>13. Identify a variety of consumer influences and analyze how those influences affect decisions. (9A1)</p> <p>14. Use critical-thinking skills to analyze marketing and advertising techniques and their influence. (9A2)</p> <p>15. Recognize helpful products and services. (9A3)</p> <p>16. Seek care from the school nurse or school-linked services when appropriate. (9A4)</p> <p>17. Develop and apply criteria for the selection or rejection of health products, services, and information. (9A6)</p> <p>18. Use critical-thinking skills to analyze the cost benefits of health care products and services. (9A7)</p> <p>19. Develop and use strategies for identifying and combating fraudulent or misleading health products, services and information. (9A8)</p>	<p>Activity #5</p> <p>Students compare similar health products for cost, efficiency, side effects (if any), ease of use, and consumer appeal.</p>	
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		<p>20. Use unit pricing to determine the most economical purchases. (9A14)</p> <p>21. Use effective consumer skills to purchase healthy foods. (9A13)</p>		
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Health

Topic	Expectations	Objectives	Model Tasks and Activities	Text
<p>Topic #3: Injury Prevention and Safety</p> <p>Suggested Time Frame: 5 days (1 week)</p>	<p>1. Students will demonstrate ways in which they can enhance and maintain their health and well-being.</p> <p>3. Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.</p>	<ol style="list-style-type: none"> 1. Use protective equipment, such as wearing a helmet when cycling, or practice behaviors to protect the body, such as avoiding exposure to excessive noises. (1A2) 2. Observe safety rules during physical activities. (1C1) 3. Develop and use skills to identify, avoid, and cope with potentially dangerous situations. (3A1) 4. Understand and follow rules prohibiting possession of weapons at school. (3A3) 5. Identify factors that reduce risks of accidents. (3A4) 6. Use thinking and decision-making skills in high-risk situations involving motor vehicles and other safety hazards. (3A6) 7. Practice safe behavior in or near motorized vehicles, including observing basic traffic safety rules when driving, developing proficiency in handling a vehicle in difficult situations, wearing a seat belt, and ensuring that others wear seat belts. (3A7) 	<p>Activity #1</p> <p>1. HOME HAZARD HUNT (on graph paper)</p> <ol style="list-style-type: none"> A. Draw a floor plan of your home to scale. B. Find at least ten “hazards” in your home. <ol style="list-style-type: none"> a. (Something that could cause an accident) C. Locate them on your map (number them 1-10) D. Make a key: Identify how you can fix the hazard. E. Add color. <p>Activity #2</p> <p>EARTHQUAKE KIT (on a blank 8 1/2 X 11 sheet of paper)</p> <ol style="list-style-type: none"> A. Identify 10 items that are necessary for survival after an earthquake. B. Draw, make cutouts, or another idea of your own to prepare a “visual” kit. C. Use color. <p>Activity #3</p>	<p>Note: Although multiple chapters are listed, only portions of some chapters apply to the topic. Teachers should preview the test for related information before teaching a topic.</p> <p>Chapters 13, 27, & 28</p>

<p>Topic #3: Injury Prevention and Safety</p>	<p>4. Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.</p>	<p>8. Carry appropriate emergency equipment and use vinyl gloves when assisting individuals who are injured. (3A8)</p> <p>9. Practice safe behavior in recreational activities, even in the absence of adults. (3A9)</p> <p>10. Practice safe behavior in and near water. (3A10)</p> <p>11. Report or obtain assistance when faced with unsafe situations. (3A11)</p> <p>12. Demonstrate how peers can help each other avoid and cope with potentially dangerous situations in healthy ways. (3A13)</p> <p>13. Identify ways to seek assistance if abused. (3C1)</p> <p>14. Recognize and avoid situations that can increase risks of abuse. (3C3)</p> <p>15. Develop and use assertiveness skills and learn self-defense techniques. (3C4)</p> <p>16. Recognize emergencies and respond appropriately. (3D1)</p> <p>17. Develop and maintain with other family members a personal and family emergency supplies at home and in vehicle. (3D2)</p>	<p>COMMUNITY MAP (on graph paper)</p> <p>A. Locate the following emergency resources closest to your home.</p> <ol style="list-style-type: none"> Police Fire Hospital Food Red Cross Disaster Center <p>B. Make a map to show routes to these locations from your home.</p> <ol style="list-style-type: none"> Label streets Make a key <p>C. Show an alternate route between the Red Cross Disaster Center (your high school) and your home.</p> <p>D. Show six (6) routes total, the five above and the alternate route between the Red Cross Disaster Center (your high school) and your home.</p> <p>Activity #4 The following activity may be as individuals, pairs, or small groups. Research and provide written answers on poster paper for the following First Aid.</p>	
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<p>Topic #3: Injury Prevention and Safety</p>		<p>18. Identify appropriate use of local emergency services. (3D3)</p> <p>19. Use latex gloves when assisting persons who are injured. (3D4)</p> <p>1. 20. Identify safety hazards in the home and help to remove them. (4A7)</p>	<p>Situations/Problems.</p> <p>Following the completion of research, orally report to the class.</p> <ol style="list-style-type: none"> 2. What are the signs and symptoms of the situation? 3. What should you do for a victim in this situation? 4. What should you <u>NOT</u> do? 5. What steps could have been taken to prevent this situation from occurring? <p>Examples of First Aid situations/problems: Choking, Bleeding, Burns, Shock, Broken Bone, Knocked out Tooth, etc.</p>	
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Health

Topic	Expectations	Objectives	Model Tasks and Activities	Text
<p>Topic #4: Alcohol, Tobacco, and Other Drugs</p> <p>Suggested Time Frame: 13 days (2.5 weeks)</p>	<p>1. Students will demonstrate ways in which they can enhance and maintain their health and well-being.</p> <p>2. Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.</p> <p>3. Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.</p>	<ol style="list-style-type: none"> 1. Avoid self-destructive behaviors and practice strategies for resisting negative peer pressure. (1D4) 2. Take prescription and over-the-counter medicines properly. (2B2) 3. Interpret correctly instructions written on medicine container labels, including information about side effects. (2B3) 4. Recognize that the use of alcohol, tobacco, and other drugs plays a role in many dangerous situations. (3A5) 5. Exercise self-control. (3B1) 6. Develop and use interpersonal and communication skills such as assertiveness, refusal, negotiation, and conflict resolution. (3B2) 7. Avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs. (3B3) 8. Use positive peer pressure to help counteract the negative effects of living in an environment where alcohol, 	<p>Activity #1 The Party Using an 8-page college blue book, students write a true or fictitious story about a party they attend and use drug refusal skills. The author of the story must use refusal skills and the author must use their true name. A pre-writing assignment (outline or cluster or mind map) is usually on the last page of the blue book. The blue book is decorated with artwork and color.</p> <p>Activity #2. Big Poster Project <u>Healthy Means Drug Free</u> Four students are grouped with each member having a job description (leader, artist, painter, worker). Each group creates a positive poster on butcher paper. Every poster must have the title of the assignment, “Healthy Means Drug Free.” The letters must be at least 6 inches tall. A typical poster is 3 feet tall and 10-15 feet long. Nothing negative may be in the poster (no drugs, needles, marijuana</p>	<p>Note: Although multiple chapters are listed, only portions of some chapters apply to the topic. Teachers should preview the test for related information before teaching a topic.</p> <p>Chapters 21, 22, & 23</p>

Topic #4: Alcohol, Tobacco, and Other Drugs

- 4. Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.
- 5. Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.
- 6. Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.
- 7. Students will understand and accept individual differences in growth and development.

- tobacco, or other drug abuse or dependency exists. (3B4)
- 9. Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs. (3B5)
- 10. Distinguish between helpful and harmful substances. (3B6)
- 11. Differentiate between the use and misuse of prescription and nonprescription drugs. (3B7)
- 12. Identify and participate in positive alternative activities, such as alcohol-, tobacco-, and drug-free events. (3B8)
- 13. Help to develop and support the school's no-use policy and work to support it. (3B9)
- 14. Seek assistance if living in a family where abuse of alcohol or other drugs exists (e.g., participating in a support for teens who are the children of alcoholics). (4A2)
- 15. Demonstrate how to resist negative peer pressure. (5A6)

leaves, etc.). The students must highlight a lifestyle that is positive and drug free.

- Activity #3
Drug Report
- 1. Write a 2 page typed report on the history of a famous person or musical artist. Include drug use, possible rehabilitation and consequences of drug use. Also include information about the drug itself. Include a photo of the person.
 - 2. Include a chart or graph of information about the drug used. Any chart that highlights the drug is acceptable.
 - 3. Examples of artists or famous people:
Jim Morrison
Jimi Hendrix
Kurt Cobain
Richard Pryor
Judy Garland

		<p>16. Practice behaviors that will provide the option of healthy parenting later in life, such as avoidance of substance abuse. (6A1)</p> <p>6. 17. Recognize the effects of performance-altering substances and avoid the use of those substances. (7A4)</p>		
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Health

Topic	Expectations	Objectives	Model Tasks and Activities	Text
<p>Topic #5: Nutrition</p> <p>Suggested Time Frame: 12 days (2.5 weeks)</p>	<p>1. Students will demonstrate ways in which they can enhance and maintain their health and well-being.</p> <p>7. Students will understand and accept individual differences in growth and development.</p> <p>9. Students will identify information, products, and services that may be helpful or harmful to their health.</p>	<ol style="list-style-type: none"> 1. Respond appropriately to the physical development of older adolescents in ways that promote physical health through such preventive measures as healthy food choices and exercise. (1A4) 2. Make healthy food choices in a variety of settings. (1B1) 3. Establish and maintain healthy eating practices. (1B2) 4. Select appropriate practices to maintain, lose, or gain weight based on scientific research. (1B3) 5. Recognize the need for updating one’s personal nutrition plan as individual needs or activities change. (1B4) 6. Analyze influence on food choices. (1B5) 7. Develop a realistic body image. (7A2) 8. Recognize problems associated with not having a realistic body image. (7A3) 9. Use scientific data as a basis for individual nutrition and fitness plans. (7A7) 	<p>Activity #1 Analyze nutrition labels</p> <p>Activity #2 Students analyze their daily food intake. After keeping a Log of their food intake, students will log on to www.nutritiondata.com and create a food label that includes the student’s entire food intake for one day.</p> <p>Activity #3 Participate in the OCDE Nutrition Essay Contest.</p>	<p>Note: Although multiple chapters are listed, only portions of some chapters apply to the topic. Teachers should preview the test for related information before teaching a topic.</p> <p>Chapters 5 & 6</p>

<p>Topic #5: Nutrition</p>		<p>10. Use critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection. (9A9)</p> <p>11. Use valid nutrition information to make healthy food choices. (9A10)</p> <p>12. Use critical-thinking skills to distinguish facts from fallacies concerning the nutritional value of food and food supplements. (9A11)</p> <p>13. Use critical thinking skills to analyze weight modification practices and select appropriate practices to maintain, lose, or gain weight according to individual need and scientific research. (9A12)</p> <p>14. Use labels to compare the contents of food products. (9A13)</p> <p>15. Use effective consumer skills to purchase healthy foods. (9A15)</p> <p>16. Adapt recipes to make them healthier by lowering the amount of fat, salt, or sugar and increasing the amount of fiber. (9A16)</p>		
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Health

Topic	Expectations	Objectives	Model Tasks and Activities	Text
<p>Topic #6: Environmental Health</p> <p>Suggested Time Frame: 3 days (0.5 week)</p>	<p>3. Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.</p> <p>5. Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.</p>	<ol style="list-style-type: none"> 1. Identify environmental factors that affect health and safety. (3A12) 2. Participate in community efforts to address local health and environmental issues. (5B4) 3. Analyze the impact of laws, policies, and practices on health-related issues. (5B6) 	<p>Activity #1 Students create a chart showing the effects of a specific pollutant on the different human body systems.</p> <p>Activity #2 Students create a database of vocabulary and their definitions. Carcinogen and teratogen must be included in the list. The database may be in any form including 3X5 cards or Cornell Note format.</p>	<p>Note: Although multiple chapters are listed, only portions of some chapters apply to the topic. Teachers should preview the test for related information before teaching a topic.</p> <p>Chapter 29</p>

Health

Topic	Expectations	Objectives	Model Tasks and Activities	Text
<p>Topic #7: Family Living</p> <p>Suggested Time Frame: 15 days (3 weeks)</p>	<p>2. Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.</p> <p>3. Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.</p> <p>4. Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.</p>	<ol style="list-style-type: none"> 1. Make a commitment to abstain from sexual activity. (2A8) 2. Identify ways to seek assistance if worried, abused, or threatened. (3C1) 3. Avoid, recognize, and respond to negative social influences and pressure to become sexually active, including applying refusal skills when necessary. (3C2) 4. Educate students in comprehensive sex education, and not solely an abstinence-based curriculum. 5. Educate students on measures to prevent teen pregnancies 6. Support and value all family members. (4A3) 7. Demonstrate ways to help support positive family interactions. (4A4) 8. Practice health-promoting behaviors within the family. (4A5) 9. Complete self-initiated activities beyond assigned 	<p>Activity #1 Guest Speakers:</p> <ol style="list-style-type: none"> a. Remember to have written parental permission for non-District speakers b. Get District approval for non-District speakers (CHOICES is not an approved speakers bureau.) <p>Activity #2 Students trace the path of sperm through the body. Students trace the path of an egg through the body.</p> <p>Activity #3 Students trace and label drawings of the male and female reproductive systems.</p> <p>Activity #4 Students create a chart of the major methods of family planning including name, effectiveness, cost, and advantages and disadvantages.</p>	<p>Note: Although multiple chapters are listed, only portions of some chapters apply to the topic. Teachers should preview the test for related information before teaching a topic.</p> <p>Chapters 11, 12, & 18</p>

<p>Topic #7: Family Living</p>	<p>5. Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.</p> <p>8. Students will understand their developing sexuality, will choose to abstain from sexual activity, will learn about protecting their sexual health, and will treat the sexuality of others with respect.</p>	<p>chores to help support the family. (4A6)</p> <p>10. Use effective strategies to cope with change within the family. (4B1)</p> <p>11. Develop a plan to facilitate transition from the role of a child to the role of an independent adult. (4B2)</p> <p>12. Discuss with parents plans to continue education beyond high school and develop a mutual understanding of how this will affect family roles and interactions. (4B3)</p> <p>13. Analyze appropriate behaviors in a dating relationship. (5A5)</p> <p>14. Respect marriage. (5A11)</p> <p>13. Use good judgment to recognize and avoid situations that could lead to subsequent sexual activity. (8A1)</p> <p>14. Avoid, recognize, and respond to negative social influences and pressure to</p>		
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Topic #7: Family Living

- become sexually active. (8A2)
15. Demonstrate assertiveness and refusal skills and apply those skills to situations involving pressure to be sexually active. (8A3)
 16. Practice behaviors that support the decision to abstain from sexual activity. (8A4)
 17. Analyze messages about sexuality from society, including the media, and identify how those messages affect behavior. (8A5)
 18. Develop and use effective communication skills, including the ability to discuss with parents questions on sexuality. (8A6)
 19. Identify appropriate ways to show affection. (8A7)
 20. Identify ways to seek assistance if abused. (8A8)
 21. Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing pregnancy and sexually transmitted diseases. (8A10)

Health

Topic	Expectations	Objectives	Model Tasks and Activities	Text
<p>Topic #8: Individual Growth and Development</p> <p>Suggested Time Frame: 10 days (2 weeks)</p>	<p>1. Students will demonstrate ways in which they can enhance and maintain their health and well-being.</p> <p>2. Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.</p> <p>6. Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.</p> <p>7. Students will understand and accept individual differences in growth and development.</p>	<p>1. Recognize and accept differences in body types and maturation levels. (1A3)</p> <p>2. Recognize importance of prenatal & perinatal care (2A6)</p> <p>3. Recognize and be prepared to adapt to the changes that occur during life, such as changes associated with young adulthood, pregnancy, middle age, or old age. (6A2)</p> <p>4. Develop and use effective communication skills to discuss with parents or other trusted adults the changes that occur during adolescence. (6A3)</p> <p>5. Recognize and acknowledge that different people progress through different stages of the life cycle at different rates. (6A4)</p> <p>6. Express support and compassion for others who are grieving. (6A5)</p> <p>7. Recognize and discuss with parents and other trusted adults questions regarding death and dying. (6A6)</p> <p>8. Demonstrate an understanding of individual differences. (7A1)</p> <p>9. Promote acceptance of a range of body types and abilities. (7A6)</p>	<p>Activity #1 Students create a Human Lifecycle booklet containing information on each stage of development as well as questions related to each topic.</p> <p>Activity #2 Participate in the “Mission Possible” program through the Child Abuse Prevention Center (Costa Mesa).</p>	<p>Note: Although multiple chapters are listed, only portions of some chapters apply to the topic. Teachers should preview the test for related information before teaching a topic.</p> <p>Chapters 19 & 20</p>

Health

Topic	Expectations	Objectives	Model Tasks and Activities	Text
<p>Topic #9: Chronic and Communicable Diseases</p> <p>Suggested Time Frame: 12 days (2.5 weeks)</p>	<p>2. Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.</p> <p>6. Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.</p>	<p>1. Practice positive health behaviors to reduce the risk of disease. (2A1)</p> <p>1. 2. Cooperate in regular health screenings. (2A2)</p> <p>2. Practice and use effective self-examination procedures. (2A3)</p> <p>3. Demonstrate care and concern toward ill persons in the family, the school, and the community. (2A7)</p> <p>4. Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms in preventing AIDS and other sexually transmitted diseases. (2A9)</p> <p>5. 6. Recognize symptoms of common illnesses. (2B1)</p> <p>6. Determine when treatment of illness at home is appropriate and when and how to seek further help when needed. (2B4)</p> <p>7. Accept responsibility for active involvement in the treatment or management of disease. (2B5)</p> <p>8. Review family histories and determine whether a genetic disorder exists in the family. (6A7)</p>	<p>Activity #1 Students are paired and research a communicable disease. The following information is gathered: the infectious agent, symptoms, transmission, effects on the body, treatment, and prevention.</p> <p>Activity #2 Guest Speakers to speak on Sexually Transmitted Infections from the Huntington Beach Community Clinic.</p> <p>Activity #3 Guest Speaker from Positively Speaking in Irvine. (HIV+ speaker)</p> <p>Activity #4 Students present orally explanations for each of the Patient Bill of Rights. (Patient Bill of Rights available at any hospital)</p> <p>Activity #5 Students interview parents and/or other family members to determine existence and/or prevalence of any chronic, autoimmune, or genetic diseases.</p>	<p>Note: Although multiple chapters are listed, only portions of some chapters apply to the topic. Teachers should preview the test for related information before teaching a topic.</p> <p>Chapters 24, 25, & 26</p>

			<p><u>Positive Prevention</u> . Stereotypes and Myths Regarding Persons with HIV/AIDS</p> <p>The HIV/AIDS Pandemic; Effects on the Human Body;Transmission Myths and Facts</p> <p>Sexually Transmitted Diseases</p> <p>Recognizing and Reducing Risks, Condom Success/Failure Rates</p> <p>Refuting Peer Pressure</p> <p>HIV Antibody and STD Testing, Community Resources</p>	
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Name and URL addresses for Glencoe Health book by chapter:

Note: Web sites can be accessed through the Glencoe website or directly through the Internet.

Chapter 1

CDC's Adolescent and School Health Information

<http://www.cdc.gov/nccdphp/dash/yrbs/index.htm>

Chapter 2

<http://www.giraffe.org/gate.html>

Chapter 3

U.S. Consumer Product Safety Commission

<http://www.cpsc.gov/consumer.html>

Chapter 4

CDC: Physical Activity and Health, Adolescents and Young Adults

<http://www.cdc.gov/nccdphp/sgr/adoles.htm>

President's Council on Physical Fitness and Sports

<http://www.fitness.gov/activelife/activelife.html>

Survival Skills—Top 10 Tips for a Safety Savvy Workout

<http://www.bam.gov/survival/top10.htm>

Chapter 5

Food Guide Pyramid

<http://www.nal.usda.gov:8001/py/pmap.htm>

Food Label Quiz

<http://www.cfsan.fda.gov/~dms/flquiz1.html>

Chapter 6

FDA/CFSAN Dietary Supplements

<http://www.cfsan.fda.gov/~dms/ds-faq.html>

Chapter 7

Understanding Emotions

<http://pbskids.org/itsmylife/emotions/index.html>

Chapter 8

NIMH—What to do When a Friend Is Depressed: Guide for Students

<http://www.nimh.nih.gov/publicat/friend.cfm>

Chapter 9

National Center for Post-Traumatic Stress Disorder

http://www.ncptsd.org/facts/specific/fs_children.html

Chapter 10

Family Works—Building Supportive Relationships

<http://www.urbanext.uiuc.edu/familyworks/teen-04.html>

Chapter 11

Communication: The Name of the Game

http://www.fcs.wa.gov.au/content/parenting_information/lwp/commgame.htm

What Is Child Maltreatment?

<http://www.calib.com/nccanch/pubs/factsheets/childmal.cfm>

Chapter 12

Family Works—Friendship Is Important to Teens

<http://www.urbanext.uiuc.edu/familyworks/teen-05.html>

Chapter 13

Child Abuse Prevention

http://www.americanhumane.org/site/PageServer?pagename=pc_prevention_fp_what

Chapter 14

EPA Sun Wise Activities

<http://epa.gov/sunwise/kids/medium.htm>

Ear Anatomy

http://www.drf.org/beltone/ear_anatomy.htm

Chapter 15

The Skeletal System

<http://emuseum.mnsu.edu/biology/humananatomy/skeletal/skeletalsystem.html>

Chapter 16

Inside the Human Body—The Respiratory System

http://www.lung.ca/children/grades7_12/respiratory/

Chapter 17

Dietary Guidelines for Americans

<http://www.health.gov/dietaryguidelines/>

Your Kidneys and How They Work

<http://www.niddk.nih.gov/health/kidney/pubs/yourkids/index.htm>

Chapter 18
Food Guide Pyramid
<http://www.nal.usda.gov:8001/py/pmap.htm>

Chapter 19
<http://www.ext.vt.edu/pubs/family/350-053/350-053.html>

Chapter 20
Occupational Outlook Handbook
<http://www.bls.gov/oco/home.htm>

Alzheimer's Association
<http://www.alz.org/AboutAD/overview.htm>

Chapter 21
CDC Tips4Youth
http://www.cdc.gov/tobacco/tips_4_youth/quiz.htm

American Lung Association
<http://www.lungusa.org/tobacco/>

Chapter 22
The National Council on Alcoholism and Drug Dependence
<http://www.ncadd.org/facts/index.html>

Chapter 23
American Council for Drug Education
<http://www.acde.org/educate/Research.htm>

Chapter 24
How Lou Got the Flu
http://www.amnh.org/nationalcenter/infection/04_lou/04_lou.html

Chapter 25
Understanding the Immune System
<http://press2.nci.nih.gov/sciencebehind/immune/immune00.htm>

Chapter 26
American Heart Association
<http://www.americanheart.org/>

American Cancer Society
<http://www.cancer.org>

Asthma and Allergy Foundation of America

<http://www.aafa.org/>

National Information Center for Children and Youth with Disabilities

<http://www.nichcy.org/>

Chapter 27

U.S. Consumer Product Safety Commission

<http://www.cpsc.gov/>

American Red Cross Disaster Services

<http://www.redcross.org/services/disaster/>

Chapter 28

American Heart Association-Links in the Chain of Survival

<http://www.cpr-ecc.americanheart.org/Chain/links.htm>

Chapter 29

U.S. EPA Student Center-Air

<http://www.epa.gov/students/air.htm>

U.S. EPA Student Center

<http://www.epa.gov/students>