Required credit for 2012-2014

OFFICE OF CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

HIGH SCHOOL COURSE OUTLINE

<table>
<thead>
<tr>
<th>Department</th>
<th>General Studies</th>
<th>Course Title</th>
<th>Health Education</th>
<th>Course Code</th>
<th>2001</th>
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</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>9</td>
<td>Short Title</td>
<td>Health Ed</td>
<td>Grad Requirement</td>
<td>Yes</td>
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<tr>
<td>Course Length</td>
<td>1 semester</td>
<td>Credits per Semester</td>
<td>5</td>
<td>Approved for Honors</td>
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<tr>
<td>Prerequisites</td>
<td>None</td>
<td>Co-requisites</td>
<td>None</td>
<td>None</td>
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<td>Articulated with LBCC</td>
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<td>Articulated with CSULB</td>
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<tr>
<td>Meets UC “a-g” Requirement</td>
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<td>Meets NCAA Requirement</td>
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**COURSE DESCRIPTION:**

This course is designed to assist students to obtain accurate information, develop lifelong positive attitudes and behaviors, and make wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

**COURSE PURPOSE: GOALS**

Content:
Students will learn physical, mental/emotional and social health concepts through an exploration of content as listed in the course description. They will learn the skills and behaviors that enhance life-long personal and community health.

Skills:
Students will apply the health skills identified in the California Health Education Content standards (2-8), to everyday behavior in a variety of settings. Students will apply selected Career Technical Education standards (2-5 and 7-9) to health behaviors in a variety of settings.

Literacy:
Students will communicate health related concepts and skills to a variety of audiences through suitable media utilizing research, writing and oral presentation methods. Students will demonstrate selected Career Technical Education standards (2) through their research, writing and oral presentations.

Applications:
Students will apply personal health behaviors and skills necessary to succeed in all careers. Students will also explore a variety of career options in health.
COURSE PURPOSE: EXPECTED OUTCOMES

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content and skill standards for Health Education. Levels of proficiency are defined near the end of this course outline under Performance Criteria.

*Health Education Standards:* from the Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, adopted by the California State Board of Education in March, 2008.

1. All students will comprehend essential concepts related to enhancing health. (Essential Health Concepts, EC)
2. All students will demonstrate the ability to analyze internal and external influences that affect health. (Analyzing Health Influences, AI)
3. All students will demonstrate the ability to access and analyze health information, products, and services. (Accessing Valid Health Information, AVI)
4. All students will demonstrate the ability to use interpersonal communication skills to enhance health. (Interpersonal Communication, IC)
5. All students will demonstrate the ability to use decision-making skills to enhance health. (Decision-Making, DM)
6. All students will demonstrate the ability to use goal-setting skills to enhance health. (Goal Setting, GS)
7. All students will demonstrate the ability to practice behaviors that reduce risk and promote health. (Practicing Health-Enhancing Behaviors, PB)
8. All students will demonstrate the ability to promote and support personal, family, and community health. (Health Promotion, HP)

COURSE PURPOSE: EXPECTED INTEGRATED OUTCOMES

Students are also expected to proficiently apply common skills that are relevant across curriculum areas and career pathways. The following are those skills most applicable to Health Education.

*CTE Foundation Standards:* from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in May, 2005.

**Foundation Standard 2: Communication**

**Writing 2.3** Write expository compositions, including analytical essays and research reports:
   a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
   b. Convey information and ideas from primary and secondary sources accurately and coherently.
   c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
   d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
   e. Anticipate and address readers’ potential misunderstanding, biases, and expectations.
   f. Use technical terms and notations accurately.

**Written and Oral English Language Conventions 1.4** Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

**Listening and Speaking 2.5** Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).
   a. Structure ideas and arguments in a coherent, logical fashion.
   b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
   c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
   d. Anticipate and address the listener’s concerns and counterarguments.
Foundation Standard 3: Career Planning and Management

3.6 Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.

Foundation Standard 4: Technology

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.

Foundation Standard 5: Problem Solving and Critical Thinking

5.3 Use critical thinking skills to make informed decisions and solve problems.

Foundation Standard 7: Responsibility and Flexibility

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.4 Understand that individual actions can affect the larger community.

Foundation Standard 8: Ethics and Legal Responsibilities

8.3 Understand the role of personal integrity and ethical behavior in the workplace.

Foundation Standard 9: Leadership and Teamwork

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
Unit or Topic: Personal and Community Health

The area of health education that focuses on the priority a person assigns to being health literate, maintaining and improving health, preventing disease, and reducing health-related risk behaviors. Included in this instructional area is staying informed about environmental issues, initiatives to protect the environment, and being a health advocate for the environment. Community health education focuses on acquiring knowledge of laws to protect health, recognizing consumer rights, choosing healthful entertainment, analyzing ways messages are delivered through technology, making responsible choices about health care providers and products, and investigating public health needs.

Sample Essential Question(s):
What does it mean to be healthy? What responsibilities do individuals have toward maintaining their health?
How do healthy lifestyle choices prevent illness? What are healthy ways to manage chronic disease?
How is one’s health affected by the environment? What responsibilities do individuals have toward the environment?
What is the importance of utilizing effective communication skills? utilizing effective decision making skills? setting goals?
How can we promote personal and community health?

### Content Standards

#### Students Know (content)

**Personal Health/Self-Management**

1.1.P Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).

1.2.P Evaluate the importance of regular medical and dental check-ups, vaccinations, and examinations.

1.3.P Identify symptoms that should prompt individuals to seek health care.

1.7.P Identify symptoms that indicate a need for an ear, eye, or dental exam.

1.9.P Identify the importance of medical screenings (including breast, cervical, testicular and prostrate examinations) and other testing necessary to maintain reproductive health.

### Students are Able to Do (skill)

**Personal Health/Self-Management**

2.1.P Discuss influences that affect positive health practices.

2.2.P Evaluate influences on the selection of personal health care products and services.

2.5.P Analyze the social influences that encourage or discourage sun-safety practices.

2.6.P Evaluate the benefits of informed health choices.

2.7.P Evaluate the need for sleep, rest, and exercise.

3.1.P Access valid information about personal health products and services available in the community.

3.5.P Assess ways to be a responsible consumer of health products and services.

4.1.P Use effective communication skills to ask for assistance from parents, guardians, medical or dental health care professionals to enhance health.

5.1.P Apply a decision-making process to a personal health issue or problem.

5.2.P Explain how decisions regarding health

### Instructional Support

- **Key Assignments/Assessments**
  - See Key Assignments, page 25-26
  - Unit Assessment (pg 29)

- **Suggested Assignments/Assessments**
  - From the Health Education Assessment Guide for High Schools

- **Short/Extended Response Performance Based Assessments**
  - Preventing Disease and Infection (EC/PB)
  - Environmental Health and Resource Conservation (EC/PB)

- **Service Learning Projects**

- **CTE Foundation Standard 2:**
  - W/O Conventions 1.4
  - Produce legible work that shows accurate spelling and correct use of the
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<thead>
<tr>
<th>Disease Prevention</th>
<th>Environmental Health</th>
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</thead>
<tbody>
<tr>
<td>1.4.P Identify types of pathogens that cause disease.</td>
<td>1.10.P Explain how public health policies and government regulations influence health promotion and disease prevention.</td>
</tr>
<tr>
<td>1.5.P Investigate the causes and symptoms of communicable and non-communicable diseases.</td>
<td>1.11.P Examine ways to prevent and manage asthma.</td>
</tr>
<tr>
<td>1.6.P Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure.</td>
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<tr>
<td>1.8.P Examine common types and symptoms of cancer.</td>
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<tr>
<td>1.11.P Examine ways to prevent and manage asthma.</td>
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</tbody>
</table>

**Disease Prevention**

- **1.4.P** Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.
- **5.4.P** Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume).
- **6.1.P** Develop a plan of preventive health management.
- **6.2.P** Develop a plan of preventive dental health management.
- **7.1.P** Analyze environmental barriers to adopting positive personal health personal health practices and strategies for overcoming these barriers.
- **7.2.P** Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate sleep and rest.
- **8.1.P** Support personal or consumer health issues that promote community wellness.

**Environmental Health**

- **2.3.P** Analyze how environmental conditions affect personal and community health.
- **2.4.P** Discuss ways to stay informed about environmental issues.

**Environmental Health**

- **2.3.P** Demonstrate the proper steps for protecting oneself against harmful effects of the sun.
- **7.4.P** Describe steps involved in breast or testicular self-exams.

- **7.3.P** Access valid information about common diseases.
- **7.4.P** Describe steps involved in breast or testicular self-exams.

| conventions of punctuation and capitalization. | L/S 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects). | conservation decision-making disease goal goal-setting health immunity pollution recycle sanitation toxic transmission values wellness |
Environmental issues.

1.13.P Describe the impact of air and water pollution on health.

1.14.P Identify ways to reduce pollution and harmful effects (e.g., by using alternative methods of transportation).

**CTE Foundation Standards**

7.4 Understand that individual actions can affect the larger community.

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3.3.P Evaluate current research about the health consequences of poor environmental conditions.

3.4.P Identify government and community agencies that promote health and protect the environment.

5.3.P Apply a decision-making process to a community or environmental health issue.

8.2.P Encourage societal and environmental conditions that benefit health.

**CTE Foundation Standards**

3.6 Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.

5.3 Use critical thinking skills to make informed decisions and solve problems.

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
Unit or Topic: Mental, Emotional, and Social Health (MESH)  
Approx. Time 12 days
The area of health education that includes the ability to express needs, wants, and emotions in positive ways; to manage anger and conflict; and to deal with frustrations. Included in this area are practicing life skills, making responsible decisions, developing good character, following a plan to manage stress, and being resilient during difficult times.

Sample Essential Question(s):
Where can we access valid information about mental, emotional, and social health services?
What is the importance of utilizing effective communication skills to promote mental, emotional and social health decision making skills?
What does it mean to have a positive body image and accept the differences of others?
How do media and societal norms affect self concept and body image?
How can we promote positive mental, emotional and social health at school and in our community?

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Performance Standard Measures</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Know (content)</strong></td>
<td><strong>Students Are Able to Do (skill)</strong></td>
<td><strong>Students Demonstrate Knowledge and Skill</strong></td>
</tr>
<tr>
<td><strong>Mental Health</strong></td>
<td><strong>Mental Health</strong></td>
<td><strong>Key Assignments/Assessments</strong></td>
</tr>
<tr>
<td>1.4.M Describe qualities that contribute to a positive self-image.</td>
<td>2.1.M Analyze the internal and external issues related to seeking mental health assistance.</td>
<td>See Key Assignments, page 25-26</td>
</tr>
<tr>
<td>1.9.M Classify personal stressors at home, in school, and with peers.</td>
<td>3.1.M Access school and community resources to help with mental, emotional, and social health concerns.</td>
<td>Unit Assessment (pg 29)</td>
</tr>
<tr>
<td>1.10.M Identify warning signs for suicide.</td>
<td>3.2.M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.</td>
<td>Suggested Assignments/Assessments</td>
</tr>
<tr>
<td>1.11.M Identify loss and grief.</td>
<td>5.1.M Monitor personal stressors and assess techniques for managing them.</td>
<td>From the Health Education Assessment Guide for High Schools</td>
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<tr>
<td></td>
<td>5.2.M Compare various coping mechanisms for managing stress.</td>
<td>Short/Extended Response:</td>
</tr>
<tr>
<td></td>
<td>5.3.M Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.</td>
<td>Resources and Support (EC/AVI)</td>
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<td>6.1.M Evaluate how preventing and managing stress and getting help for mental and social problems help achieve short- and long-term goals.</td>
<td>Stress Management (EC/PB)</td>
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<td>6.2.M Set a goal to reduce life stressors in a health-enhancing way.</td>
<td>Influences on Food Choices… Eating Disorders (EC/AI)</td>
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<td></td>
<td>7.1.M Assess personal patterns in response to stress and use of resources.</td>
<td>Suicide Prevention (EC/AVI)</td>
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**Supplemental Materials Correlation:**
- HealthTeacher, ToucanEd
- AudioVisuals available from OMS and SMRC
- Assessment Guide for High School, LBUSD

**Key Vocabulary:**
- Anorexia Nervosa
- Bulimia
- Emotions
- Conflict resolution
- Consideration
- Coping
- Depression
- Disordered eating
- Diversity
- Grief
- Respect
- Self-image
<table>
<thead>
<tr>
<th>Emotional Health</th>
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<th>Social Health</th>
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<tbody>
<tr>
<td>1.6.M Describe the importance of recognizing signs of disordered eating and other common mental health conditions.</td>
<td>3.1.M Access school and community resources to help with mental, emotional, and social health concerns.</td>
<td>3.1.M Describe the benefits of having positive relationships with trusted adults.</td>
</tr>
<tr>
<td>1.7.M Analyze signs of depression, potential suicide, and other self-destructive behaviors.</td>
<td>3.2.M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.</td>
<td>2.1.M Analyze the qualities of healthy peer and family relationships.</td>
</tr>
<tr>
<td>1.10.M Identify warning signs for suicide.</td>
<td>4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.</td>
<td>1.3.M Describe healthy ways to express caring, friendship, affection, and love.</td>
</tr>
<tr>
<td>1.11.M Identify loss and grief.</td>
<td>4.2.M Discuss healthful ways to respond when you or someone you know is grieving.</td>
<td>1.5.M Describe how social environments affect health and well-being.</td>
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<td>7.4.M Practice respect for individual differences and diverse backgrounds.</td>
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<td>7.5.M Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.</td>
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<td>7.6.M Practice setting personal boundaries in a variety of situations.</td>
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<td>8.1.M Support the needs and rights of others regarding mental and social health.</td>
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</table>

**Service Learning Projects**

**CTE Foundation Standard 2:**
W/O Conventions 1.4
Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

L/S2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).
**CTE Foundation Standards**

### 7.4
Understand that individual actions can affect the larger community.

### mental and social health.

8.2.M Promote a positive and respectful environment at school and in the community.

8.3.M Object appropriately to teasing of peers and community members based on perceived personal characteristics and sexual orientation.

### CTE Foundation Standards

#### 4.2
Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.

#### 5.3
Use critical thinking skills to make informed decisions and solve problems.

#### 7.2
Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

#### 8.3
Understand the role of personal integrity and ethical behavior in the workplace.

#### 9.3
Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals

#### 9.5
Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
Unit or Topic: Nutrition and Physical Activity  
Approx. Time 16 days
Nutrition encompasses healthy eating, which is associated with reduced risk of many diseases, including the three leading causes of death—heart disease, cancer, and stroke. Healthy eating in childhood and adolescence is important for proper growth and development and can prevent obesity, type 2 diabetes, dental caries, and many other health problems. Physical activity is any body movement that is produced by skeletal muscle and that substantially increases energy expenditure.

Sample Essential Question(s):
What is a balanced diet? How does diet and activity affect health?
Where can one access valid nutrition and fitness information?
What is the importance of utilizing effective communication skills around the issues of nutrition and activity? decision making skills? setting goals?
How can we promote healthy eating and physical activity?

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<td><strong>Students Demonstrate Knowledge and Skill</strong></td>
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<tr>
<td><strong>Nutrition</strong></td>
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<tr>
<td>1.1.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.</td>
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<td>1.2.N Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.</td>
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<td>1.3.N Explain the importance of variety and moderation in food selection and consumption.</td>
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<td>1.4.N Describe dietary guidelines, food groups, nutrients, and serving size for healthy eating habits.</td>
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<td>1.7.N Describe nutrition practices that are important for the health of a pregnant woman and her baby.</td>
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**Key Assignments/Assessments**

**Personal Dietary Analysis**
Comparison of intake to recommendations and a plan to improve intake
See page 25-26

Unit Assessment (pg 29)

**Suggested Assignments/Assessments**

From the Health Education Assessment Guide for High Schools Short/Extended Response:

Healthy Eating (EC/PB)
Influences on Food Choices (EC/PB)
Healthy Physical Activity (EC/GS)

Performance Events and Tasks:
Accessing Nutrition Information and Products (EC/GS)

**Service Learning Projects**

**Basic Textbook Correlation**
- Chapters 4-6: Health, Glencoe
- Teachers' Edition: pp. TM26-29
- Textbook Support Resources

**Supplemental Materials Correlation:**
- HealthTeacher, ToucanEd
- AudioVisuals available from OMS and SMRC
- Assessment Guide for High School, LBUSD

**Key Vocabulary:**
calories carbohydrates diet fats fitness malnutrition nutrients obesity proteins
1.9.N Analyze the relationship between physical activity and overall health.

1.13.N Describe the amounts and types of physical activity recommended for teenagers' overall health and for the maintenance of a healthy body weight.

6.2.N Develop practical solutions for removing barriers to healthy eating and physical activity.

6.3.N Create a personal nutrition and physical activity plan based on current guidelines.

7.5.N Participate in school and community activities that promote fitness and health.

CTE Foundation Standard 2:

W 2.3 Write expository compositions, including analytical essays and research reports:

W/O Conventions 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

L 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).

L 3.4 Evaluate the accuracy of claims about the safety of fitness products.

L 3.6 Describe internal and external influences that affect physical activity.

4.1.N Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.

6.1.N Assess one's personal nutrition needs and level of physical activity.

6.3.N Develop practical solutions for removing barriers to healthy eating and physical activity.

8.1.N Advocate enhanced nutritional options in the school and community.

8.2.N Educate family and peers to choose healthy foods.
<table>
<thead>
<tr>
<th><strong>Disease Prevention</strong></th>
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<tbody>
<tr>
<td><strong>1.5.N</strong> Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.</td>
<td><strong>5.3.N</strong> Demonstrate how to use safe food handling procedures when preparing meals and snacks.</td>
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<tr>
<td><strong>1.6.N</strong> Explain how to keep food safe through proper food purchasing, preparation, and storage practices.</td>
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<td><strong>1.8.N</strong> Describe the prevalence, causes and long-term consequences of unhealthy eating.</td>
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<td><strong>1.11.N</strong> Identify the causes, symptoms and harmful effects of eating disorders.</td>
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<td><strong>1.12.N</strong> Explain why people with eating disorders need professional help.</td>
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<tr>
<td><strong>1.15.N</strong> Explain physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease.</td>
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<tr>
<td><strong>1.10.N</strong> Evaluate various approaches to maintaining a healthy weight.</td>
<td><strong>2.5.N</strong> Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.</td>
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<td><strong>3.2.N</strong> Evaluate the accuracy of claims about food and dietary supplements.</td>
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Unit or Topic: Alcohol, Tobacco, and Other Drugs

The area of health education that focuses on safe use of prescription and over-the-counter drugs, not drinking alcohol, avoiding tobacco use, not being involved in illegal drug use, and practicing protective factors.

Approx. Time 16 days

Sample Essential Question(s):
- How do drugs impact health? How does drug use increase risk of being involved in dangerous situations?
- Where can we access valid information and help regarding legal and illegal drugs?
- How can we promote a drug-free lifestyle?
- What is the importance of utilizing effective communication skills? effective decision making skills? setting goals?

<table>
<thead>
<tr>
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<th>Performance Standard Measures (Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</th>
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</tr>
<tr>
<td>1.1.A Describe health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.</td>
<td>3.1.A Access information, products, and services related to the use of alcohol, tobacco, and other drugs.</td>
<td>See Key Assignments, page 25-26</td>
</tr>
<tr>
<td>1.2.A Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.</td>
<td>1.5.A Describe the use and abuse of prescription and nonprescription medicines and illegal substances.</td>
<td>Alcohol, tobacco and/or other drugs research, written report and/or presentation.</td>
</tr>
<tr>
<td>1.3.A Explain the connection between alcohol and tobacco use and the risk of oral cancer.</td>
<td>1.6.A Analyze the consequences for the mother and child of using alcohol, tobacco, and other drugs during pregnancy—including fetal alcohol spectrum disorders and other birth defects.</td>
<td>Unit Assessment (pg 29)</td>
</tr>
<tr>
<td>1.7.A Analyze consequences of binge drinking and its relationship to cancer; to liver, pancreatic, and cardiovascular diseases; and to a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders.</td>
<td>1.9.A Explain the impact of alcohol and other drug</td>
<td>From the Health Education Assessment Guide for High Schools</td>
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<tr>
<td>5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.</td>
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<td>Short/Extended Response: Influences on Tobacco Use</td>
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<td>Short and Long Term Consequences of AOD Use 1 (EC/DM)</td>
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<td>Short and Long Term Consequences of AOD Use 2 (EC/PB)</td>
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<td>Communicating Healthy Choices about AOD Use 1 (EC/IC)</td>
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<td>Communicating Healthy Choices about AOD Use 2 (EC/IC)</td>
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<td>Positive and Negative Influences on AOD Use (EC/HP)</td>
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<td><strong>Key Vocabulary:</strong></td>
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<tr>
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<td>abstinence</td>
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<td>hallucinogen</td>
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<td>performance-enhancing</td>
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<td>prescription pressure</td>
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<td>stimulant</td>
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<td>tolerance</td>
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</tbody>
</table>

**Basic Textbook Correlation:**
- Chapters 21-23: Health, Glencoe
- Teachers’ Edition: pp. TM26-29
- Textbook Support Resources

**Supplemental Materials Correlation:**
- Too Good for Drugs and Violence, #1-10 Mendez Foundation (2008 edition)
- HealthTeacher, ToucanEd
- AudioVisulas available from OMS and SMRC
- Assessment Guide for High School, LBUSD

**Key Vocabulary:**
- abstinence
- addiction
- dependence
- depressant
- hallucinogen
- performance-enhancing
- prescription pressure
- recovery
- refusal
- stimulant
- tolerance
use on vehicle crashes, injuries, violence, and risky sexual behavior.

Social Norms/Legal Issues

1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.  
1.8.A Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.  
1.10.A Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.

Social Norms/Legal Issues

2.1.A Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.  
2.2.A Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.  
2.3.A Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.  
4.1.A Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.  
4.2.A Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.  
5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.  
5.2.A Explain healthy alternatives to alcohol, tobacco, and other drug use.  
7.1.A Use effective coping strategies when faced with a variety of social situations involving the use of alcohol, tobacco, and other drugs.  
8.1.A Participate in activities that support other individuals in the school and community to make positive health choices regarding the use of alcohol, tobacco, and other drugs.  
8.2.A Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youths.

Cessation, Recovery, Maintenance

1.1.A Describe health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.  
1.5.A Describe the use

Cessation, Recovery, Maintenance

3.1.A Access information, products, and services related to the use of alcohol, tobacco, and other drugs.  
3.2.A Evaluate prevention, intervention, and treatment

Performance Events and Tasks:

Choosing to be Tobacco Free (EC/HP)  
Short and Long Term Effects of AOD Use (EC/DM)

Service Learning Projects

CTE Foundation

Standard 2:

W 2.3 Write expository compositions, including analytical essays and research reports:  
W/O Conventions 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.  
L/S2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).
<table>
<thead>
<tr>
<th>CTE Foundation Standards</th>
<th>and abuse of prescription and nonprescription medicines and illegal substances.</th>
<th>resources and programs concerning alcohol, tobacco, and other drugs.</th>
<th>CTE Foundation Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.4 Understand that individual actions can affect the larger community.</td>
<td>6.1.A Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.</td>
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<td>3.6 Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.</td>
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<td>4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.</td>
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<tr>
<td>5.3 Use critical thinking skills to make informed decisions and solve problems.</td>
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<td>8.3 Understand the role of personal integrity and ethical behavior in the workplace.</td>
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<td>9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.</td>
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<tr>
<td>9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</td>
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</table>
Unit or Topic: Injury Prevention and Safety  
Approx. Time 12 days
The area of health education that focuses on safety practices to reduce the risk of unintentional injuries to self and others. Included in this area are practicing protective factors to reduce violence, gang prevention, weapons, safety guidelines for weather or natural disasters, fires, poisoning, bicycling and sport safety, motor vehicle safety, and helping others with basic first aid skills.

Sample Essential Question(s):
What is safety and emergency preparedness? accident prevention?  
How can conflict be resolved in nonviolent ways? How can an individual impact the safety and well-being of others?  
Where can one access valid information and help when confronted with violence?  
What is the importance of utilizing effective communication skills to decrease violence? effective decision making skills? setting goals?  
How can we promote safety and non-violence?

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<thead>
<tr>
<th>Content Standards</th>
<th>Performance Standard Measures</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
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<td><strong>Students Know (content)</strong></td>
<td><strong>Students are Able to Do (skill)</strong></td>
<td><strong>Students Demonstrate Knowledge and Skill</strong></td>
</tr>
<tr>
<td><strong>Accident Prevention and Environmental Health</strong></td>
<td><strong>Accident Prevention and Environmental Health</strong></td>
<td><strong>Key Assignments/Assessments</strong></td>
</tr>
<tr>
<td>1.1.S Discuss ways to reduce risk of injuries that can occur during athletic and social activities.</td>
<td>2.1.S Analyze internal and external influences on personal, family, and community safety.</td>
<td>See Key Assignments, page 25-26</td>
</tr>
<tr>
<td>1.3.S Analyze emergency preparedness plans for the home, school, and community.</td>
<td>2.2.S Analyze the influence of alcohol and other drug use on personal, family, and community safety.</td>
<td>Unit Assessment (pg 29)</td>
</tr>
<tr>
<td>1.4.S Examine ways that injuries are caused while traveling to and from school and in the community.</td>
<td>2.3.S Explain how one’s behavior when traveling as a passenger in a vehicle influences the behavior of others.</td>
<td>Suggested Assignments/Assessments</td>
</tr>
<tr>
<td>1.5.S Describe rules and laws intended to prevent injuries.</td>
<td>3.1.S Analyze sources of information and services concerning safety and violence prevention.</td>
<td>From the Health Education Assessment Guide for High Schools</td>
</tr>
<tr>
<td>1.6.S Evaluate the risks and responsibilities associated with teen driving and auto accidents.</td>
<td>3.2.S Analyze community resources for disaster preparedness.</td>
<td>Short/Extended Response:</td>
</tr>
<tr>
<td>1.10.S Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.</td>
<td>5.1.S Apply a decision-making process to avoid potentially dangerous situations.</td>
<td>First Aid (EC/PPB)</td>
</tr>
<tr>
<td>1.11.S Identify ways to stay safe during natural disasters and emergency situations (e.g., land-slides, floods, earthquakes, wild fires, electrical storms, winter storms, and terrorist attacks.)</td>
<td>6.1.S Develop a plan to prevent injuries during emergencies and natural disasters.</td>
<td>Violence Prevention 1 (EC/IC)</td>
</tr>
<tr>
<td>1.12.S Identify ways to prevent situations that might harm vision, hearing, or dental health.</td>
<td>7.1.S Practice injury prevention during athletic, social, and motor vehicle-related activities.</td>
<td>Violence Prevention 2 (EC/IC)</td>
</tr>
<tr>
<td>8.1.S Identify and support changes in the home, at school, or in the community that promote safety.</td>
<td>Performance Events and Tasks:</td>
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<tr>
<td><strong>Service Learning Projects</strong></td>
<td>Transportation Safety (EC/HP)</td>
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<tr>
<td><strong>Key Vocabulary:</strong></td>
<td>abuse</td>
<td>aggression</td>
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<td></td>
<td>assault</td>
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<td>First Aid</td>
<td>8.2.S Encourage peers to use safety equipment during physical activity.</td>
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<tr>
<td>1.10.S Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.</td>
<td>8.3.S Encourage actions to promote safe driving experiences.</td>
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<tr>
<td><strong>Violence, Bullying, Sexual Violence</strong></td>
<td><strong>CTE Foundation Standard 2:</strong></td>
<td></td>
</tr>
<tr>
<td>1.2.S Recognize potentially harmful or abusive relationships, including dangerous dating situations.</td>
<td>W/O Conventions 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</td>
<td></td>
</tr>
<tr>
<td>1.5.S Describe rules and laws intended to prevent injuries.</td>
<td><strong>L/S2.5</strong> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).</td>
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<td>1.7.S Discuss the characteristics of gang members.</td>
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<td>1.8.S Describe California laws regarding bullying, sexual violence, and sexual harassment.</td>
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<td>1.9.S Explain the effects of violence on individuals, families, and communities.</td>
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<td>1.11.S Identify ways to stay safe during natural disasters and emergency situations (e.g., landslides, floods, earthquakes, wildfires, electrical storms, winter storms, and terrorist attacks.)</td>
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<tr>
<td>3.1.S Analyze sources of information and services concerning safety and violence prevention.</td>
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<tr>
<td>7.3.S Demonstrate first aid and CPR procedures.</td>
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<tr>
<td><strong>Violence, Bullying, Sexual Violence</strong></td>
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<tr>
<td>2.4.S Analyze reasons why it is risky to belong to a gang.</td>
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<td>3.1.S Analyze sources of information and services concerning safety and violence prevention.</td>
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<td>4.1.S Demonstrate effective negotiation skills for avoiding dangerous and risky situations.</td>
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<tr>
<td>4.2.S Use effective communication skills for preventing and reporting sexual assault and molestation.</td>
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<td>5.1.S Apply a decision-making process to avoid potentially dangerous situations.</td>
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<tr>
<td>5.2.S Analyze the laws regarding and detrimental effects of sexual harassment.</td>
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<td>5.3.S Analyze the consequences of gang involvement for self, family, and community.</td>
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<tr>
<td>5.4.S Analyze the consequences of violence to self, family, and the community.</td>
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<tr>
<td>7.2.S Demonstrate conflict resolution skills to avoid potentially violent situations.</td>
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<tr>
<td>7.4.S Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.</td>
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<tr>
<td>7.5.S Assess characteristics of harmful or abusive in relationships.</td>
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<tr>
<td>8.1.S Identify and support assertive bullying conflict demeaning emergency hazards harassment harassment intimidation mediation neglect negotiation precautions prejudice rape violence weapons</td>
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<tr>
<td>CTE Foundation Standards</td>
<td>7.4 Understand that individual actions can affect the larger community.</td>
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<tr>
<td>4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.</td>
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## Unit or Topic: Growth, Development and Sexual Health

**Growth and Development:** The area of health education that focuses on learning about the growth and development of the human body, keeping body systems healthy, developing habits that promote healthful development, developing habits that promote healthful aging, and choosing behaviors to reduce the risk of STD/HIV infection.

**Sexual Health:** The area of health education that encompasses a broad scope of concepts and skills, including acquiring information about sexual development, reproductive health, interpersonal relationships, body image, and gender roles; recognizing habits that protect female and male reproductive health; learning about pregnancy and childbirth; and learning about development of infants and children. It also includes skill development in areas such as communication, decision making, refusal techniques, and goal setting. Sexual health topics are grounded in the premise that sexuality is a natural, ongoing process that begins in infancy and continues through life.

This unit requires parent notification. Indicators marked with an * are taken from Education Code.

### Sample Essential Question(s):
- How does one change physically, mentally, emotionally and socially throughout the stages of life?
- How does one build healthy relationships?
- What are consequences of sexual activity?
- What are the benefits of abstinence?
- Where can we access valid information about growth, development and sexual health?
- What is the importance of utilizing effective communication skills? effective decision making skills? setting goals?
- How can we promote safe, respectful and responsible relationships?

### Content Standards

<table>
<thead>
<tr>
<th>Students Know (content)</th>
<th>Students are Able to Do (skill)</th>
<th>Students Demonstrate Knowledge and Skill</th>
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<tbody>
<tr>
<td><strong>Changes Through the Lifespan</strong></td>
<td><strong>Changes Through the Lifespan</strong></td>
<td><strong>Key Assignments/Assessments</strong></td>
</tr>
<tr>
<td>1.1.G Describe physical, social, and emotional changes associated with being a young adult.</td>
<td>2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.</td>
<td>See Key Assignments, page 25-26</td>
</tr>
<tr>
<td>1.10.G* Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.</td>
<td>5.5.G* Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.</td>
<td>Unit Assessment (pg 29)</td>
</tr>
<tr>
<td><strong>Reproductive and Sexual Health</strong></td>
<td><strong>Reproductive and Sexual Health</strong></td>
<td><strong>End of Course Exam</strong></td>
</tr>
<tr>
<td>1.2.G Explain how conception occurs, the stages of pregnancy, and responsibilities of parenting.</td>
<td>2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.</td>
<td>Suggested Assignments/Assessments</td>
</tr>
<tr>
<td>1.4.G* Identity why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.</td>
<td>2.4.G* Assess situations that could lead to pressure for sexual activity and the risk of HIV, other STDs, and pregnancy.</td>
<td>From the Health Education Assessment Guide for High Schools</td>
</tr>
<tr>
<td>1.5.G Summarize fertilization, fetal development, and childbirth.</td>
<td>2.5.G* Evaluate how culture, media, and other people influence perceptions about body image, gender roles,</td>
<td>Short/Extended Response:</td>
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<tr>
<td>1.6.G* Examine responsible prenatal and perinatal care</td>
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<td>HIV and Other STD Prevention (EC/AVI)</td>
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<td>Sexual Behavior 1 (EC/IC)</td>
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<td>Families and Relationships (EC/HP)</td>
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<td>Sexual Behavior 2 (EC/DM)</td>
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<td>Pregnancy Prevention (EC/AVI)</td>
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### Instructional Support

<table>
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<tr>
<th>Basic Textbook Correlation</th>
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<tbody>
<tr>
<td>- Chapters 10-12, 18-20, 25: Health, Glencoe</td>
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<tr>
<td>- Teachers’ Edition: pp. TM26-29</td>
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<td>- Textbook Support Resources</td>
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</table>

### Supplemental Materials Correlation:

- http://www.cdc.gov/std/default.htm
- Positive Prevention
- HealthTeacher, ToucanEd
- In Touch with Teens
- Human Sexuality Module, Glencoe
- AudioVisuals available from...
and parenting, including California’s Safely Surrendered Baby Law.

1.7.G* Describe the short-and long-term effects of HIV, AIDS, and other STDs.

1.8.G Analyze STD rates among teens.

1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.

sexuality, attractiveness, relationships, and sexual orientation.

3.1.G* Analyze the validity of health information, products, and services related to reproductive and sexual health.

3.2.G* Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.

3.3.G* Compare the success and failure rates of all FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.

4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.

5.1.G* Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.

5.2.G* Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.

5.3.G* Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.

5.4.G* Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy.

5.6.G Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society.

5.7.G Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.

6.1.G* Evaluate how HIV, Other STD Prevention (EC/AVI)

Sexual Behavior (EC/HP)

Pregnancy Prevention (EC/AVI)

**Performance Events and Tasks:**

**OMS and SMRC**

- Assessment Guide for High School, LBUSD

**Key Vocabulary:**

- abstinence
- adolescence
- commitment
- conception
- contraception
- cooperation
- exploitation
- family
- maturation
- monogamy
- parenting
- peers
- pregnancy
- prenatal
- puberty
- relationships
- reproductive
- respect
- responsibility

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**CTE Foundation Standard 2:**

W 2.3 Write expository compositions, including analytical essays and research reports:

W/O Conventions 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

L/S 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).
Healthy Relationships

1.3.G* Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.
1.9.G Explain laws related to sexual behavior and involvement of minors.
1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.

AIDS, other STDs, or pregnancy could impact life goals.

6.2.G* Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and contraceptives for pregnancy and STD prevention.

7.1.G Describe personal actions that can protect sexual and reproductive health (including one’s ability to deliver a healthy baby in adulthood).

8.2.G* Advocate the respect for and dignity of persons living with HIV or AIDS.
8.3.G* Support others in making positive and healthful choices about sexual behavior.

Healthy Relationships

2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.

2.5.G* Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.

4.1.G Analyze how interpersonal communication affects relationships.

4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.

4.3.G Demonstrate effective communication skills within healthy dating relationships.

5.1.G* Use a decision-
Legal Issues

1.6.G* Examine responsible prenatal and perinatal care and parenting, including California’s Safely Surrendered Baby Law.
1.9.G Explain laws related to sexual behavior and involvement of minors.
1.12.G* Evaluate the safety and effectiveness (including success and failure rates) of FDA-approved condoms and other contraceptives for preventing HIV, other STDs, and pregnancy.

CTE Foundation Standards

7.4 Understand that individual actions can affect the larger community.

making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.
5.2.G* Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.
5.3.G* Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.
5.6.G Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society.
8.1.G Encourage and support safe, respectful, and responsible relationships.
8.3.G* Support others in making positive and healthful choices about sexual behavior.

Legal Issues

3.4.G Evaluate laws related to sexual involvement with minors.

CTE Foundation Standards

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.
5.3 Use critical thinking skills to make informed decisions and solve problems.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and
| 8.3 | Understand the role of personal integrity and ethical behavior in the workplace. |
| 9.3 | Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals. |
| 9.5 | Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others. |

Summary and Closing: 2 days
KEY ASSIGNMENTS/ASSESSMENTS:

<table>
<thead>
<tr>
<th>Content-based Activities that illustrate the level of rigor expected</th>
<th>For any of the six content areas, students read from the basic text, current articles and brochures, valid internet websites, and a variety of health product advertisements/labels/menus. They may analyze current music, television and film. They will analyze the information for validity and its influence on perceived norms and health behaviors. They will verbally communicate what they learned through discussion, fishbowl activities, expert groups, debates, role-play, and oral presentations. They will communicate what they learned in writing through notes, concept maps, quick writes, and short/extended response items, and performance based assessments such as brochures, letters, and posters. They will apply what they learned to their own personal behaviors as they utilize decision-making and goal-setting models, practice those health-promoting behaviors, and encourage the health of others. Verbal and written work may be expository or persuasive. In addition to the Health Education Standards, student work demonstrates CTE Foundation Std 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Written Assignments</td>
<td>In at least one of the six content areas, students research assigned content utilizing a variety of valid sources and create a multiple paragraph/page essay. The essay may be expository or persuasive. In addition to the Health Education Standards, student work demonstrates CTE Foundation Std 2</td>
</tr>
<tr>
<td>Unit Assessments</td>
<td>For each of the six content areas, students complete written tests which may include selected response and short response items connecting essential concepts and health skills. These unit assessments may be taken from the basic text resources, developed by individual teachers, or developed as common assessments by Health teachers within the department. Teachers may substitute culminating performance-based assessments in lieu of written tests. These are aligned to state standards and assess knowledge, comprehension, application and analysis of the essential concepts and health skills taught in class. In addition to the Health Education Standards, student work demonstrates CTE Foundation Std 2</td>
</tr>
<tr>
<td>Comprehensive Semester Finals</td>
<td>Students complete a district-developed, 50 item selected response end of course exam connecting essential concepts and health skills taught in all six content areas. Items for this exam are taken from the CCSSO~SCASS Health Education Assessment Project item bank. Items are aligned to state standards.</td>
</tr>
</tbody>
</table>
| Projects-Quad D and Service Learning | Performance Based Assessments (Projects)  
In at least two units (Nutrition/Physical Activity and Alcohol/Tobacco/Other Drugs), students will complete performance based assessments which require research, analysis, and presentation of information.  
Service Learning  
Service Learning activities involve research, preparation, action/demonstration, and reflection of experiential applications of the content and will be credited toward the district’s high school Service Learning requirement. Students are expected to complete a Service Learning activity with a minimum of 5 hours, prior to the completion of this course. The learning (any products developed, reflection on the service) will be graded by the instructor as one of the performance based assessments; the service itself will not be graded or judged.  
In addition to the Health Education Standards, student work demonstrates CTE Foundation Std 2 |
Nutrition/Physical Activity
Students complete an analysis of their dietary intake over a given period, compare their results to the Dietary Guidelines for Americans and their personal MyPryamid plan, make a decision that would improve their dietary intake, and set a goal to reach that improved dietary intake. Students will complete a follow-up reflection on progress toward their goal and adjustments needed to reach their goal. Students will present their information through a variety of multimedia products and/or presentations.

- Rubric Cards (intranet): .......... http://intranet.lbusd.k12.ca.us/curriculum/health/AssessmentH.htm

Alcohol, Tobacco, Other Drugs
Students research alcohol, tobacco and/or other drugs, accessing valid health information, creating a written report and/or participating in an oral presentation (alone, in expert groups, through debate) on the short- and long-term consequences of use, internal and external influences on use, impact on life goals, refusal communication, practice of healthy behaviors and promotion of healthy activities without using substances.

- Rubric Cards (intranet): .......... http://intranet.lbusd.k12.ca.us/curriculum/health/AssessmentH.htm

Service Learning
Students will take the information learned in any of the six content areas and apply it to an identified community need/issue by providing service (direct or indirect) or engaging in an advocacy project. Students will research the need/issue, create multimedia products and/or develop a presentation to be made to student or community groups to promote health. Students will create a written reflection addressing how their service linked what they had learned in the course with the needs of the community and the impact of their service on the community and themselves.

INSTRUCTIONAL METHOD AND/OR STRATEGIES:
A variety of instructional strategies will be utilized to accommodate all learning styles:

Health Education-specific Methods:
1. Lectures, audiovisuals, discussion groups
2. Readings from the text, articles, health product labels and advertisements, and valid internet sites
3. Demonstrations with instructional props and realia
4. Presentations by approved guest speakers

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<table>
<thead>
<tr>
<th>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</th>
<th>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</th>
</tr>
</thead>
</table>

Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.
Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

<table>
<thead>
<tr>
<th>COVERT</th>
<th>OVERT (Oral)</th>
<th>OVERT (Written)</th>
<th>OVERT (Gestures)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recall</td>
<td>• Think (Write)/Pair/Share</td>
<td>• Restate in Notes</td>
<td>• Hand Signals</td>
</tr>
<tr>
<td>• Imagine</td>
<td>• Idea Wave</td>
<td>• Response Boards</td>
<td>• Model with Hand Motions</td>
</tr>
<tr>
<td>• Observe</td>
<td>• Choral Response</td>
<td>• Graphic Organizers</td>
<td>• Stand up/ Sit down</td>
</tr>
<tr>
<td>• Consider</td>
<td>• Give One, Get One</td>
<td>• Folded Paper</td>
<td>• Point to Examples</td>
</tr>
<tr>
<td></td>
<td>• Socratic Seminar</td>
<td>• Ticket Out of Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cooperative Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Diverse learning styles may be addressed by implementing combinations of the following:

**Significant, Proven Strategies for ALL Health Education Students**
- Personal Health Assessments
- Short/Long-term projects
- Student Presentations
- Summarization
- Essential Questions
- Thematic Units
- Guest Speakers
- Current Events

**Reading Strategies in Health Education**
- Vocabulary Development (including conceptual and non-linguistic components)
- Anticipation Guides
- Pre-teaching
- Text Structures
- Reciprocal Teaching
- Functional Text

**SDAIE Strategies for English Learners**
- Lower the Affective Filter (including Processing Time)
- Tapping/Building Prior Knowledge (Graphic Organizers, Schema)
- Acquisition Levels
- Language Sensitivity
- Grouping Strategies
- Home/School Connection (including Cultural Aspects)
- Multiple Intelligences
- Adapt the Text
- Manipulatives & Visuals

**Strategies for Students with Disabilities**
- IEP Accommodations (refer to student's IEP document or IEP summary sheet)
- Curricular Adaptations (e.g., quantity, input, participation, time, level of difficulty, level of support, output, substitute curriculum, alternate goals)
- Think Alouds
- Small Group Instruction / Learning Centers
- Manipulatives & Visuals
- Peer Assisted Learning

**Differentiation for Advanced Learners**
- Curriculum Compacting
- Depth and Complexity
- Tiered Assignments
- Independent Study
- Acceleration
- Flexible Grouping

Please note that these strategies often overlap and should not be limited to specifically defined courses or student populations.

**TEXTBOOKS:**

Basic Textbook:  
- Read in entirety
- Excerpts used

Health, Mary Bronson and Don Merki, Glencoe/McGrath Hill, 2005 ©
Spanish Student Edition available

**SUPPLEMENTAL INSTRUCTIONAL MATERIALS:**

In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students

**Textbook Support Resources:**

- Glencoe Health online at http://health.glencoe.com
- Choose State, Identify User, Select Subject: Health & Fitness, Enter; Select High School Health, Select Glencoe Health 2005, Select Online Student Edition
- Sign in or register (indicate 2005 and ISBN number from the text)
- Teacher Works CD ROM
- Teaching Resources by Glencoe
  - Hands-On Health
  - Human Sexuality
• Student Activity Workbook
• Inclusion Strategies
• Transparency Binder
• Applications by Glencoe
  • Concept Mapping Activities
  • Reteaching Activities
  • Cross-Curriculum Activities
  • Decision-Making Activities
  • Health Labs
  • Enrichment Activities
• Reading Resources by Glencoe
  • Foldables (Dinah Zike’s Reading and Study Skills for Glencoe Health)
  • Reading Tutor
  • Guided Reading Activities
  • Vocabulary PuzzleMaker CD ROM
• Assessment Resources by Glencoe
  • Lesson Quizzes
  • Chapter and Unit Tests
  • Performance Assessment Activities
  • English Chapter Summaries, Quizzes, and Activities
  • Spanish Chapter Summaries, Quizzes, and Activities
  • ExamView Pro Testmaker Software
  • Mindjogger Videoquizzes

Additional Supplementals:
• Too Good For Drugs and Violence, Best Foundation (Mandated use for compliance with No Child Left Behind) 2008 edition: 10 lessons
• Project Towards No Drug Use (TND), University of Southern California (Research-Validated)
• Positive Prevention: HIV/STD Prevention Education for California Youth, Level B, American Red Cross (Mandated use for compliance with AB 11)
• CCSSO~SCASS Health Education Assessment Project Tools Notebook
• HealthTeacher: Teaching Health Concepts and Skills High School, ToucanEd Publishing
• Age-appropriate health education materials from American Cancer Society, American Heart Association, American Lung Association, Dairy Council of California, etc.
• District-approved instructional teaching props, videos and print materials available from OMS and SMRC

RESOURCES:
Documents
- California Health Education Standards:
  ..................................................... http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf
- National Health Education Standards:
  ..................................................... http://www.cdc.gov/HealthyYouth/SHER/standards/index.htm
- Characteristics of Effective Health Education Curriculum:
  ..................................................... http://www.cdc.gov/HealthyYouth/SHER/characteristics/index.htm
- District Health Education Pacing Calendar and Unit Planning Guide:
  http://www.lbusd.k12.ca.us/Main_Offices/Curriculum/Areas/Health_Education/maps_pacing_charts.cfm
- District Health Education Assessment Guide (intranet):
  ..................................................... http://intranet.lbusd.k12.ca.us/curriculum/health/AssessmentH.htm
- Rubric Cards (intranet): .......... http://intranet.lbusd.k12.ca.us/curriculum/health/AssessmentH.htm
ASSESSMENT METHODS AND/OR TOOLS:
Student achievement in this course will be measured using multiple assessment tools including but not limited to:

**Suggested Evaluation Tools:**

<table>
<thead>
<tr>
<th>District Developed Assessments</th>
<th>Source</th>
<th>Diagnostic (Diagnose)</th>
<th>Formative (Monitor)</th>
<th>Summative (Evaluate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glencoe/McGraw Hill: Health</td>
<td>Chapter Pre-tests</td>
<td>Short/Extended Response and Performance Based Assessment Items</td>
<td>Health Education End of Course Exam</td>
<td></td>
</tr>
<tr>
<td>Teacher Developed Assessments</td>
<td>Brainstorming, KWLs, Quick Writes, Journals, Homework Anticipatory Sets, Notes</td>
<td>Cooperative Group Assignments, Learning Logs, Short Response Items, Performance Based Tasks, Written reports, Oral Presentations, Teacher Observation</td>
<td>Learning Logs/Ticket Out Reflections, Unit Post-tests: Selected Response and Open-Ended Items, Performance Based Assessment Items</td>
<td></td>
</tr>
</tbody>
</table>

- District Health Education Assessment Guide (intranet): http://intranet.lbusd.k12.ca.us/curriculum/health/AssessmentH.htm
- Rubric Cards (intranet): http://intranet.lbusd.k12.ca.us/curriculum/health/AssessmentH.htm

**PERFORMANCE STANDARDS CRITERIA:**
Defines how good is good enough on which measures to demonstrate achievement of content standards.

**District Performance Standards:**
The Long Beach Unified School District has common assessments and key assignments that are required for Health Education. The Performance Standard Criteria for district-wide and classroom setting are shown in the table below.

<table>
<thead>
<tr>
<th>End-Of-Course Exam</th>
<th>Not Proficient</th>
<th>Partial Proficient</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Based Assessments</td>
<td>Less than 51%</td>
<td>52% - 69%</td>
<td>70% - 85%</td>
<td>86% - 100%</td>
</tr>
<tr>
<td>(4 pt rubric) 1</td>
<td>(4 pt rubric) 2</td>
<td>(4 pt rubric) 3</td>
<td>(4 pt rubric) 4</td>
<td></td>
</tr>
</tbody>
</table>

**Classroom Performance Standards:**
The objective of instruction is to help all students achieve at or above the Proficient Level and receive a C or better in the course. Performance level is determined by the average of the assessments or assignments.

<table>
<thead>
<tr>
<th>Graded Student Work</th>
<th>Not Proficient</th>
<th>Partial Proficient</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labs, Written Assignments, Performance Based Assessments, and Projects</td>
<td>Rubric Avg. of 1 or less than 60%</td>
<td>Rubric Avg. of 2 or 60% - 69%</td>
<td>Rubric Avg. of 3 or 70% - 84%</td>
<td>Rubric Avg. of 4 or 85% - 100%</td>
</tr>
<tr>
<td>(4 pt rubric) 1</td>
<td>(4 pt rubric) 2</td>
<td>(4 pt rubric) 3</td>
<td>(4 pt rubric) 4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Dept-developed Tests and Exams</th>
<th>Not Proficient</th>
<th>Partial Proficient</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labs, Written Assignments, Performance Based Assessments, and Projects</td>
<td>Less than 60%</td>
<td>60% - 69%</td>
<td>70% - 84%</td>
<td>85% - 100%</td>
</tr>
</tbody>
</table>
**Suggested Grade Weighting:**

1. **Assessment (Performance Based)** ~25%
   - Performance based assessments shift the emphasis from knowing health facts to developing health skills, thus providing a more complete and authentic picture of student achievement. These should be engaging and relevant to students, reflect real-world situations, and assess content knowledge and skill application.

2. **Tests and Exams** ~25%
   - Unit Quizzes are quick assessments to check for student understanding of Health content and skills. Teachers use these mini-assessments to determine if students are ready to move on to the next unit of study. These may be oral, selected response, and short answer.
   - The End of Unit tests are culminating assessments used to evaluate students’ understanding of the Health content and skills. These may be oral, selected response, short answer, or performance-based assessments (brochures, posters, skills, etc.).

3. **Class Participation, Classwork, Notebook** ~30%
   - Participation in class discussion, think-pair-share, role-plays, and presentation of impromptu skits provide students with the opportunity to engage with the content, skills, and their peers.
   - Engagement in quick writes, note-taking, interactive notebooks, journals, and class projects provide students with the opportunity to engage with the content and skills.

4. **End of Course Exam** not more than 10%
   - This is a 50 item multiple choice exam based on the six Health Content Areas. The items address content, skills, and the application of skills to life-like scenarios.

5. **Homework** not more than 10%
   - This practice reinforces the learning done in class. The work should be checked for completion but not graded. It is reinforcement of the content or practice in a skill. Homework could be vocabulary study, readings, journal writing, accessing valid information, analysis of media influences, interviews of family members, rough draft revision, completion of long term projects, etc.

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**STANDARD GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Proficient</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>Proficient</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>Partial Proficient</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>Not Proficient</td>
<td>60 – 69%</td>
</tr>
<tr>
<td></td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>

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Submitted by: Robin Sinks, Health Curriculum Leader

Submission Date: 

School/Office: Health Curriculum Office

Curriculum Writing Team Members: Amelia Gaither, Synthia Kaitanjian, Enrique Najera, Danielle Sawyer

Original Board Approval Date: 

Revised Board Approval Date: 6/9/08, 6/1/09, 3/15/11