



MIDDLE SCHOOL COURSE OUTLINE

Department	Health	Course Code	2110		
Course Title	Building Healthy Relationships, Promoting Peace				
Abbreviation	Build Hlthy Rltns	Grade Level	6, 7, and/or 8		
Course Length	1 trimester or 1 semester	Required		Elective	X

COURSE DESCRIPTION:

This course is designed to assist students to build a strong foundation toward a safe and respectful environment and enhance harmony. It is designed to increase the students' level of social competence through empathy training, intrapersonal skills (self control and decision making), interpersonal skills (refusal, communication, decision making, non-violent conflict resolution, mediation), and anger management. This course supports the Health Education Standards through 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.

GOALS: (Student needs the course is intended to meet)

- To provide experiences in analyzing and solving real-life problems.
- To provide opportunities to work cooperatively on tasks which develop and enhance their conceptual understanding of healthy behaviors.
- To provide the knowledge and skills that can lead to lifelong positive attitudes and behaviors.
- To provide opportunities to incorporate healthy skills (communication, conflict resolution, mediation, acceptance of others) into everyday behavior.
- To provide understanding of the effects of personal behavior on the health and well-being of others.
- To provide understanding of the influence that people have on the environment and the way in which elements with the environment affect the health of groups and individuals.
- To provide opportunities to express concern for the health of others in the family, school, peer group, and community.
- To provide understanding of the aspects of physical, mental, emotional, and social growth and development common to all people as well as those aspects which are unique to individuals.
- To provide continuing development of critical thinking skills, especially decision-making.
- To provide an awareness of community resources and accessing services.

DISTRICT HEALTH EDUCATION CONTENT STANDARDS:

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)

DISTRICT PERFORMANCE STANDARDS

The Long Beach Unified School District has common assessments and assignments that are available for classroom use. The Performance Standard Criteria is shown in the table below. The objective is to have 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.

Health Education Performance Standard Criteria

Assessment/ Assignments	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
Graded Student Work	Average is a 1 or less than 60%	Average is a 2 or 60% - 69%	Average is a 3 or 70% - 84%	Average is a 4 or 85% - 100%
Written Responses, Performance- based Assessments	1	2	3	4
Final Exam	Less than 51%	52% - 69%	70% - 85%	86% - 100%

OUTLINE OF CONTENT AND TIME ALLOTMENT

The Preventing Violence, Building Healthy Relationships units of are based on the Health Education Content Standards for California Public Schools (2008) for the content areas of Injury Prevention and Safety (IPS) and Mental, Emotional, and Social Health (MESH). See below.

Effective health education emphasizes the connections between the content areas of health so that students can explore the inter-relationships in health.

Injury Prevention and Safety (IPS)

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.

Performance Indicators for **Injury Prevention and Safety (IPS)**

Standard 1: Essential Concepts

- 1.1.S Describe the differences between physical, verbal, and sexual violence.
- 1.2.S Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- 1.3.S Describe how the presence of weapons increases the risk of serious violent injuries.
- 1.4.S Discuss the importance of reporting weapon possession.
- 1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.
- 1.6.S Identify trusted adults to whom school or community violence should be reported.
- 1.7.S Describe possible legal consequences of sexual harassment and violence.
- 1.8.S Describe types of sexual harassment and ways to report them.

Standard 2: Analyzing Influences

- 2.2.S Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.

Standard 3: Accessing Valid Information

- 3.1.S Analyze sources of information regarding injury and violence prevention.
- 3.2.S Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying.

Standard 4: Interpersonal Communication

- 4.1.S Report to a trusted adult situations that could lead to injury or harm.
- 4.2.S Use communication and refusal skills to avoid violence, gang involvement, and risky situations.
- 4.3.S Describe ways to manage interpersonal conflicts nonviolently.
- 4.4.S Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.
- 4.5.S Describe characteristics of effective communication.
- 4.6.S Differentiate between passive, aggressive, and assertive communication.

Standard 5: Decision Making

- 5.1.S Use a decision-making process to examine risky social and dating situations.
- 5.2.S Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.
- 5.3.S Use a decision-making process to analyze the consequences of gang involvement.
- 5.4.S Evaluate why some students are bullies.
- 5.5.S Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.

Standard 6: Goal Setting

- 6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.
- 6.2.S Create a personal-safety plan.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.2.S Practice ways to solve conflicts nonviolently.

Standard 8: Health Promotion

- 8.1.S Support changes to promote safety in the home, at school, and in the community.
- 8.2.S Design a campaign for preventing violence, aggression, bullying, and harassment.

Mental, Emotional, and Social Health (MESH)

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.

Performance Indicators for **Mental, Emotional, and Social Health (MESH)**

Standard 1: Essential Concepts

- 1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).
- 1.2.M Identify a variety of nonviolent ways to respond when angry or upset. *(also IPS)*
- 1.3.M Identify qualities that contribute to a positive self-image.
- 1.4.M Describe how emotions change during adolescence. *(also GDSH)*
- 1.5.M Recognize diversity among people, including disability, gender, race, sexual orientation, and body size. *(also IPS)*
- 1.6.M Describe the changing roles and responsibilities of adolescents as members of the family and community.
- 1.7.M Describe the benefits of having positive relationships with trusted adults.

Standard 2: Analyzing Influences

- 2.1.M Analyze internal and external influences on mental, emotional, and social health.
- 2.2.M Analyze techniques that are used to pressure someone to engage in or be a target of violence behavior.
- 2.3.M Analyze the influence of culture on family values and practices.

Standard 3: Accessing Valid Information

- 3.1.M Access accurate sources of information and services about mental, emotional, and social health.
- 3.2.M Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access such help for oneself and others. *(also IPS)*
- 3.3.M Identify trusted adults to report to if people are in danger of hurting themselves or others.
- 3.4.M Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.

Standard 4: Interpersonal Communication

- 4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.

Standard 5: Decision Making

- 5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.
- 5.2.M Monitor personal stressors and assess techniques for managing them.
- 5.3.M Describe healthy ways to express caring, friendship, affection, and love.
- 5.4.M Describe situations for which someone would seek help with stress, loss, an unrealistic body image, and depression.
- 5.5.M Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

Standard 6: Goal Setting

- 6.1.M Develop achievable goals for handling stressors in healthy ways.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.M Demonstrate effective coping mechanisms and strategies for managing stress.
- 7.2.M Practice respect for individual differences and diverse backgrounds. *(also IPS)*
- 7.3.M Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.
- 7.4.M Practice personal boundaries in a variety of situations.
- 7.5.M Demonstrate skills to avoid or escape from potentially violent situations, including dating.

Standard 8: Health Promotion

- 8.1.M Promote a positive and respectful school environment.
- 8.2.M Object appropriately to teasing of peers and community members based on perceived personal characteristics and sexual orientation.

The time allotment reflects 9 weeks of instruction (1 trimester) and 15 weeks of instruction (1 semester) to enable schools flexibility in scheduling this elective. The time allotment identified is to serve as a guide, not a mandate, for instructional time.

Introduction and Understanding the Problem

5 days/10 days

Ground rules for discussions, Team building

Interpersonal Conflict

Factors Contributing to Violence: emotions, stress, seeing violence, substance use

Factors Contributing to Nonviolence: prosocial skills, positive models, rules, laws

Curriculum Objectives	Essential Questions & Key Vocabulary	Health Skills	Textbook and Supplemental Materials
<ol style="list-style-type: none"> 1. Define interpersonal conflict and interpersonal violence. 2. Identify factors that contribute to violence. 3. Identify causes of stress. 4. Identify the risks of possessing a weapon. 5. Analyze the role the mass media plays in promoting violence. 6. Describe how alcohol and other drugs play a role in many violent situations. 7. Identify factors that contribute to nonviolence. 8. Identify behaviors and skills that decrease the risk of becoming involved in potentially dangerous situations. 9. Demonstrate strategies for coping with stress. 10. Analyze the benefits of positive actions towards others. 11. State the district policy for possession of weapons on school grounds. 	<p>What is conflict? What causes violence? What does it mean to be nonviolent? What can be done to promote nonviolence?</p> <p>Conflict Violence Nonviolence Factor Influences</p>	<p>Accessing Information</p> <p>Analyzing Internal/External Influences</p>	<ul style="list-style-type: none"> • Second Step: Lesson 1 • Chapters 9, 14, 11: <u>Teen Health 2</u>, Glencoe • Teachers' Edition: pp. TM24-25 • Textbook Support Resources • <u>Comprehensive Health for the Middle Grades</u>, ETR • <u>HealthTeacher</u>, ToucanEd • <u>In Touch With Teens</u>, LACAAW • <u>Too Good for Violence</u>, Mendez Foundation • <u>The Missing Link: Personal/Social Skills Lessons</u>, LACOE • AudioVisuals available from OMS and SMRC

Empathy

10 days/15 days

Identifying and managing feelings

Taking Perspective

Reducing Labeling and Stereotyping

Communicating and Listening

Curriculum Objectives	Essential Questions & Key Vocabulary	Health Skills	Textbook and Supplemental Materials
<ol style="list-style-type: none"> 1. Identify emotions when presented with a variety of clues. 2. Discuss ways to express feelings appropriately. 3. Create a plan for managing fluctuating emotions and feelings. 4. Discuss what influences one's perspective. 5. Discuss the importance of avoiding demeaning statements directed at/to others. 6. Analyze the benefits of positive actions towards others. 7. Demonstrate the ability to use 	<p>What is empathy? What are the six basic emotions? How can labeling and stereotyping be reduced? What is the importance of utilizing effective communication skills?</p> <p>Empathy</p>	<p>Accessing Information</p> <p>Analyzing Internal/External Influences</p> <p>Goal-Setting</p> <p>Interpersonal Communication</p> <p>Self-</p>	<ul style="list-style-type: none"> • Second Step: Lessons 2-5 • Chapters 7, 9, 14: <u>Teen Health 2</u>, Glencoe • Teachers' Edition: pp. TM24-25 • Textbook Support Resources • <u>Comprehensive Health for the Middle Grades</u>, ETR • <u>HealthTeacher</u>,

Curriculum Objectives	Essential Questions & Key Vocabulary	Health Skills	Textbook and Supplemental Materials
<p>interpersonal communication skills to enhance health.</p> <p>8. Describe nonviolent ways to resolve conflicts.</p> <p>9. Demonstrate use of refusal skills.</p>	<p>Sympathy</p> <p>Emotions</p> <p>Point of View</p> <p>Labels</p> <p>Stereotype</p> <p>Passive</p> <p>Assertive</p> <p>Aggressivre</p>	<p>Management</p>	<p>ToucanEd</p> <ul style="list-style-type: none"> • In Touch With Teens, LACAAW • Too Good for Violence, Mendez Foundation • The Missing Link: Personal/Social Skills Lessons, LACOE • AudioVisuals available from OMS and SMRC

Anger Management
Identifying Anger
Controlling Anger

5 days/10 days

Curriculum Objectives	Essential Questions & Key Vocabulary	Health Skills	Textbook and Supplemental Materials
<p>1. Identify consequences of anger.</p> <p>2. Recognize physical signs of anger.</p> <p>3. Describe appropriate ways to express anger.</p> <p>4. Examine the effects of self-destructive behaviors.</p> <p>5. Demonstrate anger management skills.</p> <p>6. Identify reliable resources and support for coping with strong feelings.</p>	<p>How can one tell when one is feeling anger?</p> <p>How can anger be managed in a healthy manner?</p> <p>Anger</p> <p>Igniting Event</p> <p>Hot Talk</p> <p>Impulse</p> <p>Self Talk</p> <p>Cool Talk</p>	<p>Accessing Information</p> <p>Analyzing Internal/External Influences</p> <p>Decision-Making</p> <p>Goal-Setting</p> <p>Interpersonal Communication</p> <p>Self-Management</p>	<ul style="list-style-type: none"> • Second Step: Lessons 6-7 • Chapter 7: Teen Health 2, Glencoe • Teachers' Edition: pp. TM24-25 • Textbook Support Resources • Comprehensive Health for the Middle Grades, ETR • HealthTeacher, ToucanEd • In Touch With Teens, LACAAW • Too Good for Violence, Mendez Foundation • The Missing Link: Personal/Social Skills Lessons, LACOE • AudioVisuals available from OMS and SMRC

Problem Solving
Identifying Problems
Choosing Solutions
Evaluating Actions

5 days/10 days

Curriculum Objectives	Essential Questions & Key Vocabulary	Health Skills	Textbook and Supplemental Materials
<p>1. Interpret and apply the six steps in the decision- making process.</p>	<p>What is the importance of the decision-making (problem-solving) skill?</p>	<p>Accessing Information</p> <p>Analyzing Internal/External Influences</p>	<ul style="list-style-type: none"> • Second Step: Lessons 8-10 • Chapter 2: Teen Health 2, Glencoe • Teachers' Edition: pp. TM24-25 • Textbook Support

Curriculum Objectives	Essential Questions & Key Vocabulary	Health Skills	Textbook and Supplemental Materials
	Problem Solution Blame Brainstorm Consequence Evaluate Timing Obstacles	Decision-Making	Resources <ul style="list-style-type: none"> • Comprehensive Health for the Middle Grades, ETR • HealthTeacher, ToucanEd • In Touch With Teens, LACAAW • Too Good for Violence, Mendez Foundation • The Missing Link: Personal/Social Skills Lessons, LACOE • AudioVisuals available from OMS and SMRC

Applying Skills in Different Situations
 Making a Complaint
 Dealing with Peer Pressure
 Resisting Gangs
 Dealing with Bullying
 Diffusing a Fight

10 days/15 days

Curriculum Objectives	Essential Questions & Key Vocabulary	Health Skills	Textbook and Supplemental Materials
1. Demonstrate the ability to use interpersonal communication skills, including “I” messages, to enhance health. 2. Describe appropriate situations to get help from a trusted adult. 3. Practice strategies for resisting negative peer pressure. 4. Demonstrate use of refusal skills. 5. Identify consequences of gang involvement. 6. Demonstrate strategies for dealing with bullying behaviors. 7. Describe nonviolent ways to resolve conflicts (avoid a fight). 8.	How can an individual impact the safety and well-being of others? Complaint Peer Pressure Refusal Bully Harassment Bystander Ostracize Diffuse Saving Face	Accessing Information Analyzing Internal/External Influences Decision-Making Interpersonal Communication Self-Management	<ul style="list-style-type: none"> • Second Step: Lessons 11-15 • Chapters 9, 14: Teen Health 2, Glencoe • Teachers’ Edition: pp. TM24-25 • Textbook Support Resources • Comprehensive Health for the Middle Grades, ETR • HealthTeacher, ToucanEd • In Touch With Teens, LACAAW • Too Good for Violence, Mendez Foundation • The Missing Link: Personal/Social Skills Lessons, LACOE • AudioVisuals available from OMS and SMRC

Beyond Tolerance

Building Healthy Relationships--family, peers, community, school, etc.
Making Friends
Celebrating Diversity (racial, gender, persons with disabilities)

10 days/15 days

Curriculum Objectives	Essential Questions & Key Vocabulary	Health Skills	Textbook and Supplemental Materials
<ol style="list-style-type: none"> Describe family roles in different family structures. Predict how roles may change due to various factors (i.e. divorce, aging, etc...) Identify qualities they value in friends. Demonstrate effective ways to say “no” while maintaining friendships. Describe the importance of interacting effectively with many different people. (i.e. religious group, culture, gender, sexual orientation, etc...) 	How does one build healthy relationships?	<p>Accessing Information</p> <p>Analyzing Internal/External Influences</p> <p>Interpersonal Communication</p> <p>Self-Management</p>	<ul style="list-style-type: none"> Chapter 8: <u>Teen Health 2</u>, Glencoe Teachers’ Edition: pp. TM24-25 Textbook Support Resources <u>Comprehensive Health for the Middle Grades</u>, ETR <u>HealthTeacher</u>, ToucanEd <u>In Touch With Teens</u>, LACAAW <u>Too Good for Violence</u>, Mendez Foundation <u>The Missing Link: Personal/Social Skills Lessons</u>, LACOE AudioVisuals available from OMS and SMRC

Creating Change

Individual or group activity/project to apply concepts and skills to the school and/or neighborhood community

Woven throughout

Curriculum Objectives	Essential Questions & Key Vocabulary	Health Skills	Textbook and Supplemental Materials
<ol style="list-style-type: none"> Demonstrate the ability to advocate for personal, family, and community health. 	How can one individual impact the safety and well-being of others?	Advocacy	<ul style="list-style-type: none"> <u>Teen Health 2</u>, Glencoe Teachers’ Edition: pp. TM24-25 Textbook Support Resources <u>Comprehensive Health for the Middle Grades</u>, ETR <u>HealthTeacher</u>, ToucanEd <u>In Touch With Teens</u>, LACAAW <u>Too Good for Violence</u>, Mendez Foundation

Summary and Closing

2 days

APPLICATION OF THE CONTENT:

Career Connections:

Within the content areas, aspects of the following Career Development Competencies are addressed:

- 1) Knowledge of the influence of a positive self-concept
- 2) Skills to interact with others
- 3) Awareness and knowledge of the importance of growth and change

Many career options in health will be explored. These careers will focus on traditional health occupations as well as an introduction to many other non-traditional and emerging health careers. (See Teen Health Course 2 text; visit health.glencoe.com, career corner)

Related Major Skills & Characteristics - Accessing Information, Analyzing Influences, Interpersonal Communication, Decision-making, Goal Setting, Self-Management, Advocacy, Problem Solving, Negotiation, Organizational Skills, Numerical Computation, Ability to Analyze & Interpret Data, Critical Thinking, Computer Literacy

Related Career Titles – Students who have an interest in violence prevention may be interested in the following careers.

Social Worker, Psychiatrist, Guidance Counselor, Teacher, Law Enforcement Officer

METHODS: A variety of instructional strategies will be utilized to accommodate all learning styles and to reinforce reading, writing and health skills while learning health content.

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.

Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice
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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:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
Recall	Pair/Share	Restate in Journals / Notes	Hand Signals
Imagine	Idea Wave	Response Boards	Model with Manipulatives
Observe	Choral Response	Graphic Organizers	Stand up/ Sit down
Consider	Give One, Get One	Folded Paper	Point to Examples
	“Foggiest” point	Ticket Out of Class	
	Cooperative Discussion Groups (i.e. Talking Chips, Gambit Chips)		

Baldrige Quality Tools

- Affinity Diagram
- Plus/Delta
- Flow Chart
- Consensogram
- Force Field Analysis
- Scatter Diagram

Literacy and Differentiation Strategies

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

Reading Strategies in Health

- Learning Logs
- Pre-teaching
- Vocabulary
- Pre-reading
- Anticipation Guides
- Reciprocal Teaching

SDAIE Strategies for English Learners

- Tapping/Building Prior Knowledge (Graphic Organizers, Schema)
- Grouping Strategies
- Multiple Intelligences
- Adapt the Text
- Interactive Learning (Manipulatives, Visuals)
- Acquisition Levels
- Language Sensitivity
- Lower the Affective Filter (including P1 Time)
- Home/School Connection (including Cultural Aspects)

Strategies for Special Needs Students

- Interactive Learning (manipulatives, visuals))
- Adapt Text
- Homogeneous Grouping
- Small Group Instruction
- Direct Instruction
- Graphic Organizers
- Partner
- Build Prior Knowledge
- Differentiate Instruction
- Use of Instructional Accommodations: (i.e., Change of response, scheduling, presentation, and setting)
- Modify/adapt the Curriculum: (i.e., Change quantity, timing, level of support, input, difficulty, output, participation, have alternate goals)

Primary Language Support

- Preview/review Grouping
- Parallel Texts
- Cognates

Differentiation for Advanced Learners

- Curriculum Compacting
- Tiered Assignments
- Flexible Grouping
- Acceleration
- Depth and Complexity
- Independent Study

MATERIALS USED IN TEACHING THE COURSE: In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students.

Basic Text: No Basic Textbook

Supplementals:

Teen Health Course 2; Bronson, 2005, Glencoe/McGraw Hill
Spanish Student Edition available

Textbook Support Resources:

- Glencoe Health online at <http://health.glencoe.com>
- Teacher Works CD ROM
- Teaching Resources by Glencoe
 - Student Activity Workbook
 - Inclusion Strategies
 - Transparency Binder
 - Safety and Injury Prevention Module
 - Tobacco, Alcohol, and Other Drugs Module
- Applications by Glencoe
 - Concept Mapping Activities
 - Reteaching Activities
 - Cross-Curriculum Activities
 - Decision-Making Activities
 - Health Labs
 - Enrichment Activities
 - Building Health Skills
- Reading Resources by Glencoe
 - Foldables (Dinah Zike's Reading and Study Skills for Glencoe Health)
 - Reading Tutor
 - Vocabulary PuzzleMaker CD ROM
- Assessment Resources by Glencoe
 - Lesson Quizzes and Chapter Tests
 - Performance Assessment
 - English Chapter Summaries, Quizzes, and Activities
 - Spanish Chapter Summaries, Quizzes, and Activities
 - ExamView Pro Testmaker Software
 - Mindjogger Videoquizzes

Additional Supplementals:

- A World of Difference, Anti-Defamation League
- CCSSO~SCASS Health Education Assessment Project Tools Notebook
- Comprehensive Health for the Middle Grades: Communication & Anger Management, ETR Publishers
- Comprehensive Health for the Middle Grades: Self Esteem, ETR Publishers
- Comprehensive Health for the Middle Grades: Peer Relationships, ETR Publishers
- Comprehensive Health for the Middle Grades: Family Relationship, ETR Publishers
- Comprehensive Health for the Middle Grades: Injury Prevention, ETR Publishers
- Comprehensive Health for the Middle Grades: Violence, ETR Publishers
- Health Teacher: Teaching Health Concepts and Skills Middle School, ToucanEd Publishing
- In Touch with Teens, LA Commission on Assaults Against Women
- Too Good for Violence, Mendez Foundation
- Second Step, Committee for Children
- The Missing Link: Personal and Social Skills, Los Angeles County Office of Education

- District-approved instructional teaching props, videos and print materials available from OMS and SMRC

Related Career Resources

There are many web sites that will help with career selection such as Eguidance.com, BRIDGES.com, and icouldbe.org. Call the Career/Tech Ed Office (562-989-7872 x 291) for more information on careers.

EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to:

Assessments:

Teacher-Based evaluation will include

- Lesson quizzes and chapter tests to determine acquisition of health content
- Performance-based assessment events and tasks (written and or oral reports, posters, cartoons, skits, songs, charts, displays, etc.) to allow students to demonstrate getting the information (define, describe, identify, etc.), processing it (compare, contrast, analyze, etc.), and using it (inform, persuade, motivate)
- Performance-based assessments assess health concepts and skills in the context of scenarios that can closely approximate real world situations (these assessments can only infer whether students "know how to" engage in healthy behaviors and "know why" they are healthy; they will not be able to tell whether they are actually using their knowledge to engage in health-enhancing behaviors outside the classroom)

Student-Based evaluation will include:

- Personal health inventories and plans
- Assessment of performance events and tasks
- Selection of work samples for health portfolios

GRADING POLICY: A common grading policy ensures consistency between schools and classrooms across the district.

Suggested Percent of Grade:

Chapter Tests and Quizzes	25%
Performance Based Assessments	25%
Final Exam	10%
Classwork, Notebook	20%
Class Participation	10%
Homework	10%

The assignment of letter grades will be based on the following grading scale:

- A** 90% - 100%
- B** 80% - 89%
- C** 70% - 79%
- D** 60% - 69%
- F** Below 60%

GRADING SCALE			
	Letter Grade	Percentage	Four Point Rubric Score
Advanced Proficient	A	90 - 100%	Advanced Proficient 4
Proficient	B	80 – 89%	Proficient 3
	C	70 – 79%	
Partially Proficient	D	60 – 69%	Partially Proficient 2
Not Proficient	F	Below 60%	Not Proficient 1

Submitted by: Robin Sinks

School: Health/PE Office

Revised Date: 9/05, 11/08, 6/09, 10/09