



HIGH SCHOOL COURSE OUTLINE

Department	General Studies			Course Title	Health Education 9 SDAIE/PLS		
Course Code	2016	Grade Level	9	Course Length	1 semester	Credits/Semester	5
Required for Graduation		Yes	Meets H.S. Grad Requirement		Yes	Elective Credit	No
Prerequisites	Currently enrolled in ELD 0, 1 or 2						
Meets UC "a-g" Requirement		No		Meets NCAA Requirement		No	
Teacher Certification		BCLAD, BCC or CLAD, LDS, SB 1969, SB 395 and a Bilingual Aide					

COURSE DESCRIPTION:

Health Education SDAIE/PLS is a 9th grade course designed specifically for the needs of English Language Learners who are at the Beginning, Early Intermediate, and Intermediate levels of listening, speaking, reading and writing in English. Students in this SDAIE/PLS course cover the same essential content and utilize the same basic textbook as their Fluent English Speaker counterparts, supplemented with content parallel materials at a simplified reading level. In addition, primary language materials will be provided, when available, to facilitate the preview and review of essential content. The course varies in the pacing, instructional methodology, and supplemental materials. These are designed to provide depth vs. breadth of the content standards, more comprehensible input, primary language support, and literacy development through the content area.

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.

GOALS:

- Explore health concepts in-depth.
- Analyze and solve real-life health problems.
- Work cooperatively on tasks that develop and enhance their conceptual understanding of health.
- Develop lifelong positive attitudes and behaviors related to health.
- Incorporate health-related knowledge into everyday behavior.
- Understand the effects of personal behavior on the health and well-being of others.
- Understand the influence that people have on the environment and the way in which elements within the environment affect the health of groups and individuals.
- Express concern for the health of others in the family, school, peer group, and community.
- Understand the aspects of physical, mental, emotional, and social growth and development common to all people as well as those aspects that are unique to individuals.

- Think critically about health-related information and be a selective consumer of health-related services and products.
- Continue the development of critical thinking skills, especially decision-making.
- Explore career options in health.

ACADEMIC LITERACY IN SDAIE CONTENT-AREA CLASSES FOR ELLS AT LEVELS 0, 1, 2

The ELD Standards of reading, writing, listening and speaking describe the linguistic pathway that ELLs take to achieve academic literacy in English. SDAIE content area classes play an important role in developing and strengthening students' progress towards this goal. Students should be encouraged to expand their English skills, even though grammatical and vocabulary approximations will occur during this process.

When content-area information and materials have been made comprehensible through instruction in the SDAIE class, ELLs at each level will progress through the following phases of developing academic literacy in English. The students' degrees of literacy in their primary language will significantly affect the pace that students move through these levels.

ELD Level 0

Upon entering ELD Level 0, students have little or no academic English proficiency and have **little or no literacy skills in their first language**. ELLs progressing through this level will:

- participate in modified group/class projects, discussions and oral presentations with non-verbal responses (e.g., gestures, drawings, graphic organizers) and/or single words or phrases with assistance (e.g., word walls, language structure walls).
- begin to participate orally in some content area reading strategies (especially pre-reading, KWL, and anticipation guides presented orally), with single words or phrases to analyze concepts from explicitly taught texts and other course reading materials.
- respond to Curriculum Embedded Assessment prompts (read to them and clarified for them) nonverbally (e.g., graphic organizers with drawings) and/or orally with single words or phrases.
- begin to use the English alphabet to write in teacher-guided learning logs, selected homework and interactive notebooks, and to organize and record expository information on pictures, lists, charts and tables using single words or phrases.
- understand the need for using modified test-taking strategies (using taught vocabulary) on the required district/state assessments, such as, End of Course Exams (with alternate presentation and response), and STAR.

ELD Level 1

Upon entering ELD Level 1, students have little or no academic English proficiency and varying levels of academic literacy skills and concepts in their first language. ELLs progressing through this level will:

- participate in group/class projects, discussions and presentations with non-verbal responses (e.g., gestures, drawings, graphic organizers, role-playing) and/or single words, phrases and simple sentences with assistance (e.g., using the academic participation cards).
- participate orally in some content area reading strategies (especially pre-reading, KWL, academic participation cards, anticipation guides) with single words, phrases and/or simple sentences to analyze concepts from taught texts and other course reading materials.
- respond to Curriculum Embedded Assessment prompts (read to them and clarified for them) nonverbally (e.g., graphic organizers with drawings) and/or orally with single words, phrases and simple sentences in an outline format.

- use writing in a variety of ways such as, but not limited to, guided class note-taking, learning logs, interactive notebooks, representing information on pictures, lists, charts and tables using single words, phrases or simple sentences, and completing student handouts, selected homework, and modified class projects.
- understand the need for using test-taking strategies (using taught vocabulary) on the required district/state assessments, such as, End of Course Exams (with alternate presentation and response), CST, and CAT-6.

ELD Level 2

Upon entering ELD Level 2, students have some academic English proficiency about topics that have been explicitly taught to them. ELLs progressing through this level will:

- participate in group/class projects, discussions and presentations with simple sentences and many attempts at more complex sentences.
- use content area reading strategies (especially pre-reading, KWL, academic participation cards, anticipation guides, Reciprocal Teaching and Question/Answer Relationships) to analyze concepts from taught texts and other course reading materials.
- respond to Curriculum Embedded Assessment prompts (read to them and clarified for them) orally and with simple and some complex sentence structures in at least three paragraphs.
- use writing in a variety of ways such as, but not limited to, class note-taking, learning logs, interactive notebooks, response logs, and completing student handouts, homework, and class projects.
- understand the need for using test-taking strategies (using taught vocabulary) on the required district/state assessments, such as, End of Course Exams (with alternate presentation and response), CST and CAT-6.

CALIFORNIA 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 required for Health Education. 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
End-of-Course Exam	Less than 51%	52% - 69%	70% - 85%	86% - 100%

OUTLINE OF CONTENT AND TIME ALLOTMENT:

The Health Education units of study are based on the Health Education Content Standards for California Public Schools (2008). Effective health education emphasizes the connections between the content areas of health so that students can explore the inter-relationships in health.

The time allotment reflects 18 weeks of instruction. The time allotment identified is to serve as a guide, not a mandate, for instructional time. To provide more time for literacy development and comprehensible input, English Language Learners in this course should receive instruction only on the essential curriculum objectives which are reflected in bold print in each outlined unit of study.

The essential Performance Indicators are reflected in bold print in each outlined unit of study.

Personal and Community Health

14 days

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.

Performance Indicators for Personal and Community Health (PCH)	Essential Questions & Key Vocabulary	Key Assignments & Assessments	Textbook and Supplemental Materials
<p>Standard 1: Essential Concepts</p> <p>1.1.P Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).</p> <p>1.2.P Evaluate the importance of regular medical and dental check-ups, vaccinations, and examinations.</p> <p>1.3.P Identify symptoms that should prompt individuals to seek health care.</p> <p>1.4.P Identify types of pathogens that cause disease.</p> <p>1.5.P Investigate the causes and symptoms of communicable and non-communicable diseases.</p> <p>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.</p> <p>1.7.P Identify symptoms that indicate a need for an ear, eye, or dental exam.</p> <p>1.8.P Examine common types and symptoms of cancer.</p> <p>1.9.P Identify the importance of medical screenings (including breast, cervical, testicular and prostate examinations) and other testing necessary to maintain reproductive health.</p> <p>1.10.P Explain how public health policies and government regulations influence health promotion and disease prevention.</p> <p>1.11.P Examine ways to prevent and manage asthma.</p> <p>1.12.P Identify global environmental issues.</p> <p>1.13.P Describe the impact of air and water pollution on health.</p> <p>1.14.P Identify ways to reduce pollution</p>	<p>What does it mean to be healthy?</p> <p>What responsibilities do individuals have toward maintaining their health?</p> <p>How do healthy lifestyle choices prevent illness?</p> <p>What are healthy ways to manage chronic disease?</p> <p>How is one's health and safety affected by the environment?</p> <p>What responsibilities do individuals have toward the environment?</p> <p>What is the importance of utilizing effective communication skills?</p> <p>What is the importance of utilizing effective decision making skills?</p> <p>What is the importance of setting goals?</p> <p>How can we promote personal and community health?</p>	<p><u>From the Health Education Assessment Guide for High Schools</u></p> <p><u>Short/Extended Response Performance Based Assessments:</u></p> <p>Preventing Disease and Infection (EC/PB)</p> <p>Environmental Health and Resource Conservation (EC/PB)</p>	<ul style="list-style-type: none"> Chapters 1-3, 14, 24, 26, 29: <u>Health</u>, Glencoe Teachers' Edition: pp. TM26-29 Textbook Support Resources http://www.glencoe.com/sec/health/gh2005/index.php/ca <u>Too Good For Drugs and Violence, #1, 3</u>, Mendez Foundation (2000 edition) www.mendezfoundation.org <u>HealthTeacher</u>, ToucanEd AudioVisuals available from OMS and SMRC Assessment Guide for High School, LBUSD

Performance Indicators for Personal and Community Health (PCH)	Essential Questions & Key Vocabulary	Key Assignments & Assessments	Textbook and Supplemental Materials
<p>and harmful effects (e.g., by using alternative methods of transportation).</p> <p>Standard 2: Analyzing Influences</p> <p>2.1.P Discuss influences that affect positive health practices.</p> <p>2.2.P Evaluate influences on the selection of personal health care products and services.</p> <p>2.3.P Analyze how environmental conditions affect personal and community health.</p> <p>2.4.P Discuss ways to stay informed about environmental issues.</p> <p>2.5.P Analyze the social influences that encourage or discourage sun-safety practices.</p> <p>2.6.P Evaluate the benefits of informed health choices.</p> <p>2.7.P Evaluate the need for sleep, rest, and exercise.</p> <p>Standard 3: Accessing Valid Information</p> <p>3.1.P Access valid information about personal health products and services available in the community.</p> <p>3.2.P Access valid information about common diseases.</p> <p>3.3.P Evaluate current research about the health consequences of poor environmental conditions.</p> <p>3.4.P Identify government and community agencies that promote health and protect the environment.</p> <p>3.5.P Assess ways to be a responsible consumer of health products and services.</p> <p>Standard 4: Interpersonal Communication</p> <p>4.1.P Use effective communication skills to ask for assistance from parents, guardians, medical or dental health care professionals to enhance health.</p> <p>Standard 5: Decision Making</p> <p>5.1.P Apply a decision-making process to a personal health issue or problem.</p> <p>5.2.P Explain how decisions regarding health behaviors have consequences for oneself and others.</p> <p>5.3.P Apply a decision-making process to a community or environmental health issue.</p> <p>5.4.P Analyze how using alcohol,</p>	<p>antibodies attitudes balance behavior biodegradable carcinogen chronic communicable communication conservation decision-making disease goal goal-setting health immunity pollution recycle sanitation toxic transmission values wellness</p>		

Performance Indicators for Personal and Community Health (PCH)	Essential Questions & Key Vocabulary	Key Assignments & Assessments	Textbook and Supplemental Materials
<p>tobacco, and other drugs influences health and other behaviors.</p> <p>5.5.P Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume).</p> <p>Standard 6: Goal Setting</p> <p>6.1.P Develop a plan of preventive health management.</p> <p>6.2.P Develop a plan of preventive dental health management.</p> <p>Standard 7: Practicing Health-Enhancing Behaviors</p> <p>7.1.P Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming these barriers.</p> <p>7.2.P Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate sleep and rest.</p> <p>7.3.P Demonstrate the proper steps for protecting oneself against harmful effects of the sun.</p> <p>7.4.P Describe steps involved in breast or testicular self-exams.</p> <p>Standard 8: Health Promotion</p> <p>8.1.P Support personal or consumer health issues that promote community wellness.</p> <p>8.2.P Encourage societal and environmental conditions that benefit health.</p>			

Mental, Emotional, and Social Health (MESH)

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.

Performance Indicators for Mental, Emotional, and Social Health (MESH)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
Standard 1: Essential Concepts			
1.1.M Describe the benefits of having positive relationships with trusted adults.	Where can we access valid information about mental, emotional, and social health services?	From the Health Education Assessment Guide for High Schools	<ul style="list-style-type: none"> Chapters 7-9: <u>Health</u>, Glencoe Teachers' Edition: pp. TM26-29 Textbook Support Resources http://www.glencoe.com/sec/health/gh2005/index.php/ca <u>Too Good For Drugs and Violence, #2, 7, 13</u> Mendez Foundation (2000 edition) www.mendezfoundation.org <u>HealthTeacher</u>, ToucanEd AudioVisuals available from OMS and SMRC Assessment Guide for High School, LBUSD
1.2.M Analyze the qualities of healthy peer and family relationships.	What is the importance of utilizing effective communication skills to promote mental, emotional and social health?	<u>Short/Extended Response Performance Based Assessments:</u>	
1.3.M Describe healthy ways to express caring, friendship, affection, and love.	What is the importance of utilizing effective decision making skills?	Resources and Support (EC/AVI)	
1.4.M Describe qualities that contribute to a positive self-image.	What is the importance of setting goals?	Stress Management (EC/PB)	
1.5.M Describe how social environments affect health and well-being.	What does it mean to have a positive body image and accept the differences of others?	Influences on Food Choices... Eating Disorders (EC/AI)	
1.6.M Describe the importance of recognizing signs of disordered eating and other common mental health conditions.	How do media and societal norms affect self concept and body image?	Suicide Prevention (EC/AVI)	
1.7.M Analyze signs of depression, potential suicide, and other self-destructive behaviors.	How can we promote positive mental, emotional and social health at school and in our community?	Emotional Health (EC/PB)	
1.8.M Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.	Anorexia Nervosa Bulimia emotions conflict resolution consideration coping depression	<u>Performance Events and Tasks:</u> Positive Self-Image (EC/AI)	
1.9.M Classify personal stressors at home, in school, and with peers.			
1.10.M Identify warning signs for suicide.			
1.11.M Identify loss and grief.			
Standard 2: Analyzing Influences			
2.1.M Analyze the internal and external issues related to seeking mental health assistance.			
Standard 3: Accessing Valid Information			
3.1.M Access school and community resources to help with mental, emotional, and social health concerns.			
3.2.M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.			
Standard 4: Interpersonal Communication			
4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.		Suicide Prevention (EC/AVI)	
4.2.M Discuss healthful ways to respond			

Performance Indicators for Mental, Emotional, and Social Health (MESH)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>when you or someone you know is grieving.</p> <p>Standard 5: Decision Making</p> <p>5.1.M Monitor personal stressors and assess techniques for managing them.</p> <p>5.2.M Compare various coping mechanisms for managing stress.</p> <p>5.3.M Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.</p> <p>Standard 6: Goal Setting</p> <p>6.1.M Evaluate how preventing and managing stress and getting help for mental and social problems help achieve short- and long-term goals.</p> <p>6.2.M Set a goal to reduce life stressors in a health-enhancing way.</p> <p>Standard 7: Practicing Health-Enhancing Behaviors</p> <p>7.1.M Assess personal patterns in response to stress and use of resources.</p> <p>7.2.M Practice effective coping mechanisms and strategies for managing stress.</p> <p>7.3.M Discuss suicide-prevention strategies.</p> <p>7.4.M Practice respect for individual differences and diverse backgrounds.</p> <p>7.5.M Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.</p> <p>7.6.M Practice setting personal boundaries in a variety of situations.</p> <p>Standard 8: Health Promotion</p> <p>8.1.M Support the needs and rights of others regarding mental and social health.</p> <p>8.2.M Promote a positive and respectful environment at school and in the community.</p> <p>8.3.M Object appropriately to teasing of peers and community members based on perceived personal characteristics and sexual orientation.</p>	<p>disordered eating diversity grief respect self-image suicide tolerance</p>		

Nutrition and Physical Activity

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.

Performance Indicators for Nutrition and Physical Activity (NPA)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
Standard 1: Essential Concepts			
1.1.N	Distinguish between facts and myths regarding nutrition practices, products, and physical performance.	What is a balanced diet?	<ul style="list-style-type: none"> Chapters 4-6: <u>Health</u>, Glencoe Teachers' Edition: pp. TM26-29 Textbook Support Resources http://www.glencoe.com/sec/health/gh2005/index.php/ca <u>HealthTeacher</u>, ToucanEd www.MyPyramid.gov AudioVisuals available from OMS and SMRC Assessment Guide for High School, LBUSD
1.2.N	Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.	How does fitness affect health?	
1.3.N	Explain the importance of variety and moderation in food selection and consumption.	Where can one access valid nutrition and fitness information?	
1.4.N	Describe dietary guidelines, food groups, nutrients, and serving size for healthy eating habits.	What is the importance of utilizing effective communication skills around the issues of nutrition and fitness?	
1.5.N	Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.	What is the importance of utilizing effective decision making skills?	
1.6.N	Explain how to keep food safe through proper food purchasing, preparation, and storage practices.	What is the importance of setting goals?	
1.7.N	Describe nutrition practices that are important for the health of a pregnant woman and her baby.	How can we promote healthy eating and physical activity?	
1.8.N	Describe the prevalence, causes and long-term consequences of unhealthy eating.	calories carbohydrates diet fats fitness malnutrition nutrients obesity proteins saturated supplements vigorous	
1.9.N	Analyze the relationship between physical activity and overall health.		
1.10.N	Evaluate various approaches to maintaining a healthy weight.		
1.11.N	Identify the causes, symptoms and harmful effects of eating disorders.		
1.12.N	Explain why people with eating disorders need professional help.		
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.		
1.14.N	Analyze the harmful effects of	From the Health Education Assessment Guide for High Schools <u>Short/Extended Response Performance Based Assessments:</u> Healthy Eating (EC/PB) Influences on Food Choices (EC/PB) Healthy Physical Activity (EC/GS) <u>Performance Events and Tasks:</u> Accessing Nutrition Information and Products (EC/GS)	

Performance Indicators for Nutrition and Physical Activity (NPA)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>1.15.N using diet pills and anabolic steroids. Explain physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease.</p>			
Standard 2: Analyzing Influences			
<p>2.1.N Evaluate internal and external influences that affect food choices.</p>			
<p>2.2.N Assess personal barriers to healthy eating and physical activity.</p>			
<p>2.3.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.</p>			
<p>2.4.N Analyze the impact of nutritional choices on future reproductive and prenatal health.</p>			
<p>2.5.N Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.</p>			
<p>2.6.N Examine internal and external influences that affect physical activity.</p>			
Standard 3: Accessing Valid Information			
<p>3.1.N Access sources of accurate information about safe and healthy weight management.</p>			
<p>3.2.N Evaluate the accuracy of claims about food and dietary supplements.</p>			
<p>3.3.N Describe how to use nutrition information on food labels to compare products.</p>			
<p>3.4.N Evaluate the accuracy of claims about the safety of fitness products.</p>			
<p>3.5.N Describe community programs and services that help people gain access to affordable, healthy foods.</p>			
<p>3.6.N Describe internal and external influences that affect physical activity.</p>			
Standard 4: Interpersonal Communication			
<p>4.1.N Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.</p>			
<p>4.2.N Practice how to refuse less-nutritious foods in social settings.</p>			

Performance Indicators for Nutrition and Physical Activity (NPA)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p><u>Standard 5: Decision Making</u></p> <p>5.1.N Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.</p> <p>5.2.N Use a decision-making process to plan nutritionally adequate meals at home and away from home.</p> <p>5.3.N Demonstrate how to use safe food handling procedures when preparing meals and snacks.</p> <p><u>Standard 6: Goal Setting</u></p> <p>6.1.N Assess one's personal nutrition needs and level of physical activity.</p> <p>6.2.N Develop practical solutions for removing barriers to healthy eating and physical activity.</p> <p>6.3.N Create a personal nutrition and physical activity plan based on current guidelines.</p> <p><u>Standard 7: Practicing Health-Enhancing Behaviors</u></p> <p>7.1.N Select healthy foods and beverages in a variety of settings.</p> <p>7.2.N Critique one's own personal diet for overall balance of key nutrients.</p> <p>7.3.N Identify strategies for eating more fruits and vegetables.</p> <p>7.4.N Describe how to take more personal responsibility for eating healthy foods.</p> <p>7.5.N Participate in school and community activities that promote fitness and health.</p> <p><u>Standard 8: Health Promotion</u></p> <p>8.1.N Advocate enhanced nutritional options in the school and community.</p> <p>8.2.N Educate family and peers to choose healthy foods.</p>			

Drug, Alcohol, and Tobacco

16 days

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.

Performance Indicators for Alcohol, Tobacco, and Other Drugs (ATOD)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
Standard 1: Essential Concepts			
1.1.A Describe health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.	How do drugs impact health?	From the Health Education Assessment Guide for High Schools	<ul style="list-style-type: none"> Chapters 21-23: <u>Health</u>, Glencoe Teachers' Edition: pp. TM26-29 Textbook Support Resources http://www.glencoe.com/sec/health/gh2005/index.php/ca <u>Too Good For Drugs and Violence, #4, 5, 9-12, 14</u> Mendez Foundation (2000 edition) <u>Too Good for Drugs and Violence, #1-10</u> Mendez Foundation (2008 edition) <u>HealthTeacher</u>, ToucanEd AudioVisuals available from OMS and SMRC Assessment Guide for High School, LBUSD
1.2.A Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.	What is the difference between drug use, misuse, and abuse?	<u>Short/Extended Response Performance Based Assessments:</u>	
1.3.A Explain the connection between alcohol and tobacco use and the risk of oral cancer.	How does drug use increase risk of being involved in dangerous situations?	Influences on Tobacco Use	
1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.	Where can we access valid information and help regarding legal and illegal drugs?	Short and Long Term Consequences of AOD Use 1 (EC/DM)	
1.5.A Describe the use and abuse of prescription and nonprescription medicines and illegal substances.	What is the importance of utilizing effective communication skills?	Short and Long Term Consequences of AOD Use 2 (EC/PB)	
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.	What is the importance of utilizing effective decision making skills?	Communicating Healthy Choices about AOD Use 1 (EC/IC)	
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.	What is the importance of setting goals?	Communicating Healthy Choices about AOD Use 2 (EC/IC)	
1.8.A Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.	How can we promote a drug-free lifestyle?	Positive and Negative Influences on AOD Use (EC/HP)	
1.9.A Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.	abstinence addiction dependence depressant hallucinogen performance-enhancing prescription pressure recovery refusal stimulant tolerance	<u>Performance Events and Tasks:</u>	
1.10.A Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.		Choosing to be Tobacco Free	
Standard 2: Analyzing Influences			
2.1.A Evaluate strategies for managing the impact of internal and external influences on			

Performance Indicators for Alcohol, Tobacco, and Other Drugs (ATOD)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>alcohol, tobacco, and other drug use.</p> <p>2.2.A Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.</p> <p>2.3.A Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.</p>	<p>withdrawal</p>	<p>(EC/HP)</p> <p>Short and Long Term Effects of AOD Use (EC/DM)</p>	
<u>Standard 3: Accessing Valid Information</u>			
<p>3.1.A Access information, products, and services related to the use of alcohol, tobacco, and other drugs.</p>			
<p>3.2.A Evaluate prevention, intervention, and treatment resources and programs concerning alcohol, tobacco, and other drugs.</p>			
<u>Standard 4: Interpersonal Communication</u>			
<p>4.1.A Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.</p>			
<p>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.</p>			
<u>Standard 5: Decision Making</u>			
<p>5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.</p>			
<p>5.2.A Explain healthy alternatives to alcohol, tobacco, and other drug use.</p>			
<u>Standard 6: Goal Setting</u>			
<p>6.1.A Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.</p>			
<u>Standard 7: Practicing Health-Enhancing Behaviors</u>			
<p>7.1.A Use effective coping strategies when faced with a variety of social situations involving the use of alcohol, tobacco, and other drugs.</p>			
<u>Standard 8: Health Promotion</u>			
<p>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.</p>			

Performance Indicators for Alcohol, Tobacco, and Other Drugs (ATOD)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
8.2.A Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youths.			

Injury Prevention and Safety

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.

Performance Indicators for Injury Prevention and Safety (IPS)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
Standard 1: Essential Concepts			
1.1.S	Discuss ways to reduce risk of injuries that can occur during athletic and social activities.	What is safety and emergency preparedness?	<ul style="list-style-type: none"> Chapters 13, 27, 28: <u>Health</u>, Glencoe Teachers' Edition: pp. TM26-29 Textbook Support Resources http://www.glencoe.com/sec/health/gh2005/index.php/ca <u>Too Good For Drugs and Violence</u>, #,6, 8 Mendez Foundation (2000 edition) www.mendezfoundation.org <u>In Touch with Teens and Sexual Harassment</u>, LA Commission on Assaults Against Women <u>HealthTeacher</u>, ToucanEd AudioVisuals available from OMS and SMRC Assessment Guide for High School, LBUSD
1.2.S	Recognize potentially harmful or abusive relationships, including dangerous dating situations.	How can conflict be resolved in nonviolent ways?	
1.3.S	Analyze emergency preparedness plans for the home, school, and community.	How can an individual impact the safety and well-being of others?	
1.4.S	Examine ways that injuries are caused while traveling to and from school and in the community.	Where can one access valid information and help when confronted with violence?	
1.5.S	Describe rules and laws intended to prevent injuries.	What is the importance of utilizing effective communication skills to decrease violence?	
1.6.S	Evaluate the risks and responsibilities associated with teen driving and auto accidents.	What is the importance of utilizing effective decision making skills?	
1.7.S	Discuss the characteristics of gang members.	What is the importance of setting goals?	
1.8.S	Describe California laws regarding bullying, sexual violence, and sexual harassment.	How can we promote safety and non-violence?	
1.9.S	Explain the effects of violence on individuals, families, and communities.	abuse aggression assault assertive bullying conflict demeaning emergency	
1.10.S	Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.		
1.11.S	Identify ways to stay safe during natural disasters and emergency situations (e.g., land-slides, floods, earthquakes, wildfires, electrical storms, winter storms, and terrorist attacks.)		
1.12.S	Identify ways to prevent situations that might harm vision, hearing, or dental health.		
Standard 2: Analyzing Influences			
2.1.S	Analyze internal and external influences on personal, family, and community safety.		
2.2.S	Analyze the influence of alcohol and other drug use on personal, family, and community safety.		

Performance Indicators for Injury Prevention and Safety (IPS)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials			
2.3.S Explain how one's behavior when traveling as a passenger in a vehicle influences the behavior of others.	gangs harassment hazards intimidation mediation neglect negotiation precautions prejudice rape violence weapons					
2.4.S Analyze reasons why it is risky to belong to a gang.						
Standard 3: Accessing Valid Information						
3.1.S Analyze sources of information and services concerning safety and violence prevention.						
3.2.S Analyze community resources for disaster preparedness.						
Standard 4: Interpersonal Communication						
4.1.S Demonstrate effective negotiation skills for avoiding dangerous and risky situations.						
4.2.S Use effective communication skills for preventing and reporting sexual assault and molestation.						
Standard 5: Decision Making						
5.1.S Apply a decision-making process to avoid potentially dangerous situations.						
5.2.S Analyze the laws regarding and detrimental effects of sexual harassment.						
5.3.S Analyze the consequences of gang involvement for self, family, and community.						
5.4.S Analyze the consequences of violence to self, family, and the community.						
Standard 6: Goal Setting						
6.1.S Develop a plan to prevent injuries during emergencies and natural disasters.						
Standard 7: Practicing Health-Enhancing Behaviors						
7.1.S Practice injury prevention during athletic, social, and motor vehicle-related activities.						
7.2.S Demonstrate conflict resolution skills to avoid potentially violent situations.						
7.3.S Demonstrate first aid and CPR procedures.						
7.4.S Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.						
7.5.S Assess characteristics of harmful or abusive in relationships.						
Standard 8: Health Promotion						
8.1.S Identify and support changes in						

Performance Indicators for Injury Prevention and Safety (IPS)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
8.2.S the home, at school, or in the community that promote safety. Encourage peers to use safety equipment during physical activity. 8.3.S Encourage actions to promote safe driving experiences.			

Growth, Development, and Sexual Health (GDSH)

18 days

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.***

Performance Indicators for Growth, Development, and Sexual Health (GDSH)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
Standard 1: Essential Concepts			
1.1.G Describe physical, social, and emotional changes associated with being a young adult.	What physical changes occur through adolescence?	From the Health Education Assessment Guide for High Schools Short/Extended Response Performance Based Assessments: HIV and Other STD Prevention (EC/AVI) Sexual Behavior 1 (EC/IC) Families and Relationships (EC/HP) Sexual Behavior 2 (EC/DM) Pregnancy Prevention (EC/AVI) Performance Events and Tasks: HIV and Other STD Prevention	<ul style="list-style-type: none"> Chapters 10-12, 18-20, 25: <u>Health</u>, Glencoe Teachers' Edition: pp. TM26-29 Textbook Support Resources http://www.glencoe.com/sec/health/gh2005/index.php/ca http://www.cdc.gov/std/default.htm <u>Positive Prevention</u> <u>HealthTeacher</u>, ToucanEd <u>In Touch with Teens</u> <u>Human Sexuality Module</u>, Glencoe AudioVisuals available from OMS and SMRC Assessment Guide for High School, LBUSD
1.2.G Explain how conception occurs, the stages of pregnancy, and responsibilities of parenting.	How does one change physically, mentally, emotionally and socially throughout the stages of life?		
1.3.G* Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.	How does one build healthy relationships?		
1.4.G* Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.	What are the benefits of abstinence?		
1.5.G Summarize fertilization, fetal development, and childbirth.	What are consequences of sexual activity?		
1.6.G* Examine responsible prenatal and perinatal care and parenting, including California's Safely Surrendered Baby Law.	Where can we access valid information about growth, development and sexual health?		
1.7.G* Describe the short- and long-term effects of HIV, AIDS, and other STDs.	What is the importance of utilizing effective communication skills?		
1.8.G Analyze STD rates among teens.	What is the importance of utilizing effective decision making skills?		
1.9.G Explain laws related to sexual behavior and involvement of minors.	What is the		
1.10.G* Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.			
1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.			
1.12.G Evaluate the safety and			

Performance Indicators for Growth, Development, and Sexual Health (GDSH)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>effectiveness (including success and failure rates) of FDA-approved condoms and other contraceptives for preventing HIV, other STDs, and pregnancy.</p> <p>Standard 2: Analyzing Influences</p> <p>2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.</p> <p>2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.</p> <p>2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.</p> <p>2.4.G* Assess situations that could lead to pressure for sexual activity and the risk of HIV, other STDs, and pregnancy.</p> <p>2.5.G* Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.</p> <p>Standard 3: Accessing Valid Information</p> <p>3.1.G* Analyze the validity of health information, products, and services related to reproductive and sexual health.</p> <p>3.2.G* Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.</p> <p>3.3.G* Compare the success and failure rates of all FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.</p> <p>3.4.G Evaluate laws related to sexual involvement with minors.</p> <p>Standard 4: Interpersonal Communication</p> <p>4.1.G Analyze how interpersonal communication affects relationships.</p> <p>4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs,</p>	<p>importance of setting goals?</p> <p>How can we promote safe, respectful and responsible relationships?</p> <p>abstinence adolescence commitment conception contraception cooperation exploitation family maturation monogamy parenting peers pregnancy prenatal puberty relationships reproductive respect responsibility</p>	<p>(EC/AVI)</p> <p>Sexual Behavior (EC/HP)</p> <p>Pregnancy Prevention (EC/AVI)</p>	

Performance Indicators for Growth, Development, and Sexual Health (GDSH)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>4.3.G and pregnancy. Demonstrate effective communication skills within healthy dating relationships.</p>			
<p>Standard 5: Decision Making</p>			
<p>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.</p>			
<p>5.2.G* Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.</p>			
<p>5.3.G* Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.</p>			
<p>5.4.G* Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy.</p>			
<p>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.</p>			
<p>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.</p>			
<p>5.7.G Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.</p>			
<p>Standard 6: Goal Setting</p>			
<p>6.1.G* Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.</p>			
<p>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.</p>			
<p>Standard 7: Practicing Health-Enhancing Behaviors</p>			
<p>7.1.G Describe personal actions that</p>			

Performance Indicators for Growth, Development, and Sexual Health (GDSH)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>can protect sexual and reproductive health (including one’s ability to deliver a healthy baby in adulthood).</p> <p>Standard 8: Health Promotion</p> <p>8.1.G Encourage and support safe, respectful, and responsible relationships.</p> <p>8.2.G* Advocate the respect for and dignity of persons living with HIV or AIDS.</p> <p>8.3.G* Support others in making positive and healthful choices about sexual behavior.</p>			

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. Understanding the influence of a positive self-concept
2. Skills to interact positively with others
3. Understanding the impact of growth and development.

Many career options in health will be explored. These careers will focus on traditional health occupations as well as non-traditional and emerging health careers. (See Health text; visit health.glencoe.com, career corner.) The students will:

1. Identify occupations related to units of study.
2. Research a health career utilizing print and on-line (www.eguidance.com) resources.
3. Provide a written report discussing job description, salary, education, required skills, etc. addressing one of the health content areas and the Accessing Information skill.

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 health education may be interested in the following careers.

Health Teacher, Social Worker, Psychiatrist, Guidance Counselor, Veterinarian, Coach, Childcare Assistance, Obstetrician, Teacher, Gerontologist, EEG Technician, Cardiology Technician, Radiologic Technologist, Gynecologist, Dental Hygienist, Optometric Technician, Audiologist, Athletic Trainer, Physical Therapist, Exercise Physiologist, Dietician, Dietetic Technician, Pharmaceutical Sales, Respiratory Therapist, Rehabilitation Counselor, Drug Enforcement Officer, Occupational Therapist, Medical Laboratory Technician, Epidemiologist, Surgeon, Marine Biologist, Environmentalist.

Service Learning: Service learning is an instructional strategy that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility. Service learning enhances what is taught in the course by extending learning beyond the classroom and providing opportunities for students to use newly acquired skills and knowledge in real-life situations in their own communities. Service learning makes coursework relevant.

There are many opportunities, on campus and in the community, to participate in service learning activities related to Health Education. The preparation, action, and reflection of these activities will be credited toward the district's 40-hour service learning requirement for a High School diploma. Students are expected to complete a service learning activity, with a minimum of 5 hours, prior to the completion of the course. Any products developed for the project and reflection on the service activity, not the service itself, will be graded by the instructor as one of the performance based assessments.

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.

<p>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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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 Processing 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: Health, Mary Bronson and Don Merki, Glencoe/McGraw Hill, 2005

Support for English Language Learners:

Spanish Student Edition available

Spanish Chapter Summaries of the basic text

Spanish Chapter Summaries on cassette

Language Support Activities for ELL's accompany the basic text

Supplementals:

Textbook Support Resources:

- Glencoe Health online at <http://health.glencoe.com>
- 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) 2000 edition: 16 lessons or 2008 edition: 10 lessons
- 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
- Health Teacher: 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

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:

Required Assessments:

- Cumulative Exam

Additional 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, including Service Learning projects	25%
Cumulative 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: 10/1/08, 6/1/2009