



HIGH SCHOOL COURSE OUTLINE

Department	General Studies			Course Title	Health Education SDC		
Course Code	5342	Grade Level	9-12	Course Length	1 year	Credits/Semester	5
Required for Graduation		Yes	Meets H.S. Grad Requirement		Yes	Elective Credit	No
Prerequisites	Current placement in Special Education program based on IEP						
Articulated with LBCC		No		Articulated with CSULB		No	
Meets UC "a-g" Requirement		No		Meets NCAA Requirement		No	
Teacher Certification		Special Education					

COURSE DESCRIPTION:

Health Education SDC is a two semester 9th-12th grade course designed specifically for the needs of students with mild/moderate disabilities who are at the emergent, early, and intermediate levels of listening, speaking, reading, and writing proficiency. Students in this course cover the essential content and utilize the same basic textbook as their general education counterparts supplemented with content-parallel materials at a simplified reading level. Additionally, primary language materials for ELL students will be provided, when available and as needed, to facilitate the preview and review of essential content. The course delivery varies in pacing, instructional methodology, accommodations and supplemental materials. It is designed to provide depth versus breadth of the content standards, and provide more modified content, comprehensible input, primary language support, and literacy development in 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 SDC CONTENT-AREA CLASSES

- Completion of content courses is essential requirements for students to receive a high school diploma.
- Content area classes play an important role in developing and strengthening students' progress towards reading, writing, listening and speaking.
- Students should be encouraged to expand their vocabulary and other language skills.
- When content-area information and materials have been made comprehensible through instruction in the content area class, special education students will progress through phases of developing academic literacy.
- The students' degrees of literacy will significantly affect the pace that students move through these phases.

The following are stages of literacy development and instructional components that will help teachers determine the appropriate pathway for developing literacy.

Emergent (Kinder- 2nd grade literacy level)

Students have beginning literacy skills.

A student who exhibits some of the following behaviors may be considered an emergent reader:

- decoding cvc, cvvc, cvce words
- reads and writes 0-200 sight words
- answers basic, literal comprehension questions (i.e, who, where)
- writes using inventive or phonetic spelling, basic sight words
- writes using simple sentences
- begins most sentences with the same pattern (I..., My dog...)
- uses few adjectives
- writing is off topic or strays

Students 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) non-verbally (e.g., graphic organizers with drawings) and/or orally with single words or phrases.
- begin to use the 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 previously taught vocabulary) on the required district/state assessments, such as, End of Course Exams (with alternate presentation and response), and STAR.

Early (2nd-3rd grade literacy level)

Students have little or no academic proficiency and varying levels of academic literacy skills and concepts.

A student who exhibits some of the following behaviors may be considered an early reader:

- reads cvc, cvvc, cvce words
- decodes blends, diagraphs, multisyllabic words
- reads and writes 200-300 sight words
- answers literal comprehension questions (i.e., why, how) and is beginning to consciously use comprehension strategies (predicting, rereading, summarizing, etc.)
- writes using correct cvc, cvvc, cvce spelling, sight words, attempts multi-syllabic words
- writes using simple sentences and attempts some complex sentences
- is beginning to use descriptive language
- writing is simple, on topic

Students 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 oral or written single words, phrases and simple sentences with assistance (i.e., using the academic participation cards).
- participate orally in some content area reading strategies (especially pre-reading, KWL, academic participation cards, anticipation guides) or write using single words, phrases and/or simple sentences to analyze concepts from texts and other course reading materials.
- respond to Curriculum Embedded Assessment prompts (read to them and clarified for them) non-verbally (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), and STAR.

Intermediate (4th and 5th grade literacy level)

Students have some academic proficiency about topics that have been explicitly taught to them.

A student who exhibits some of the following behaviors may be considered an intermediate reader:

- reads cvc, cvvc, cvce words, blends, and diagraphs
- decodes multisyllabic words
- reads and writes 400-500 sight words
- answers literal and inferential comprehension questions and consciously uses comprehension strategies (predicting, rereading, summarizing, etc.)
- writes using correct cvc, cvvc, cvce spelling, sight words, most multi-syllabic words
- writes using both simple and complex sentences
- uses descriptive language
- writing is on topic and interesting

Students 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), and STAR.

**Should you have a student who is functioning higher than the above levels (i.e., fluent), it is suggested that you hold an IEP and discuss alternate options such as RSP placement or mainstreaming for content areas.

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

The time allotment reflects 32 weeks of instruction. The time allotment identified is to serve as a guide, not a mandate, for instructional time.

Personal and Community Health	28 days
Mental, emotional, and social health	24 days
Nutrition and physical activity	32 days
Alcohol, tobacco, and other drugs	32 days
Injury prevention and safety	24 days
Growth, development, and sexual health	36 days
<i>*This unit requires parent notification</i>	

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

Personal and Community Health

28 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
Standard 1: Essential Concepts			
1.1.P Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).	What does it mean to be healthy? What responsibilities do individuals have toward maintaining their health?	From the Health Education Assessment Guide for High Schools	<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
1.2.P Evaluate the importance of regular medical and dental check-ups, vaccinations, and examinations.	How do healthy lifestyle choices prevent illness?	<u>Short/Extended Response Performance Based Assessments:</u>	<ul style="list-style-type: none"> • http://www.glencoe.com/sec/health/gh2005/index.php/ca
1.3.P Identify symptoms that should prompt individuals to seek health care.	What are healthy ways to manage chronic disease?	Preventing Disease and Infection (EC/PB)	<ul style="list-style-type: none"> • <u>Too Good For Drugs and Violence, #1, 3</u>, Mendez Foundation (2000 edition)
1.4.P Identify types of pathogens that cause disease. 1.5.P Investigate the causes and symptoms of communicable and non-communicable diseases.	How is one's health and safety affected by the environment?	Environmental Health and Resource Conservation (EC/PB)	<ul style="list-style-type: none"> • www.mendezfoundation.org • <u>HealthTeacher</u>, ToucanEd
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.	What responsibilities do individuals have toward the environment?		<ul style="list-style-type: none"> • AudioVisuals available from OMS and SMRC
1.7.P Identify symptoms that indicate a need for an ear, eye, or dental exam.	What is the importance of utilizing effective communication skills?		<ul style="list-style-type: none"> • Assessment Guide for High School, LBUSD
1.8.P Examine common types and symptoms of cancer. 1.9.P Identify the importance of medical screenings (including breast, cervical, testicular and prostrate examinations) and other testing necessary to maintain reproductive health.	What is the importance of utilizing effective decision making skills?		
1.10.P Explain how public health policies and government regulations influence health promotion and disease prevention.	What is the importance of setting goals?		
1.11.P Examine ways to prevent and manage asthma.	How can we promote personal and community health?		
1.12.P Identify global environmental issues.			
1.13.P Describe the impact of air and water pollution on health.			
1.14.P Identify ways to reduce pollution			

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>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>5.4.P Analyze how using alcohol, 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>			
Ideas for Functional Health Integration		Suggested Community Experiences	
<p>See http://www.glencoe.com/sec/health/ for ideas. Personal health practices (skin care, dental care, sleep), sun safety, noise safety, disease prevention (handwashing, covering sneezes/coughs, not touching others' body fluids).</p>		<ul style="list-style-type: none"> • Explore different resources in the school or community for achieving optimal personal health (i.e. school nurse, counselor, drug stores, clinics, etc.). • Students may go to local Red Cross, Fire Station or Police Station. • <i>Assessment Tool:</i> Students can create a brochure of resources available in the school or community for personal health. 	
<p>Personal inventory to see if they are at risk of disease because of their eating, sleeping and exercising patterns.</p>			
<p>Identify people, places, and resources to obtain valid health information.</p>			
<p>Practice asking adults for health information or assistance.</p>			
<p>Learn how to make a decision (can use same/similar scenarios as above).</p>			
<p>Learn how to set a goal (getting adequate sleep,</p>			

Performance Indicators for Personal and Community Health (PCH)	Essential Questions & Key Vocabulary	Key Assignments & Assessments	Textbook and Supplemental Materials
brushing/flossing teeth, increasing sun safe practices, participating more in class, getting along better with peers/parents).			
Create posters or advertisements to promote healthy behaviors. (Service Learning opportunity)			

Mental, Emotional, and Social Health (MESH)

24 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.			
1.3.M Describe healthy ways to express caring, friendship, affection, and love.			
1.4.M Describe qualities that contribute to a positive self-image.	What is the importance of utilizing effective communication skills to promote mental, emotional and social health?	<u>Short/Extended Response Performance Based Assessments:</u>	
1.5.M Describe how social environments affect health and well-being.	What is the importance of utilizing effective decision making skills?	Resources and Support (EC/AVI)	
1.6.M Describe the importance of recognizing signs of disordered eating and other common mental health conditions.	What is the importance of setting goals?	Stress Management (EC/PB)	
1.7.M Analyze signs of depression, potential suicide, and other self-destructive behaviors.	What does it mean to have a positive body image and accept the differences of others?	Influences on Food Choices... Eating Disorders (EC/AI)	
1.8.M Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.	How do media and societal norms affect self concept and body image?	Suicide Prevention (EC/AVI)	
1.9.M Classify personal stressors at home, in school, and with peers.	How can we promote positive mental, emotional and social health at school and	Emotional Health (EC/PB)	
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		<u>Performance Events and</u>	

Performance Indicators for Mental, Emotional, and Social Health (MESH)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>3.2.M concerns. Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.</p>	<p>in our community?</p>	<p><u>Tasks:</u> Positive Self-Image (EC/AI)</p>	
<p>Standard 4: Interpersonal Communication</p>			
<p>4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.</p>	<p>Anorexia Nervosa Bulimia emotions conflict resolution consideration</p>	<p>Suicide Prevention (EC/AVI)</p>	
<p>4.2.M Discuss healthful ways to respond when you or someone you know is grieving.</p>	<p>coping depression disordered eating</p>		
<p>Standard 5: Decision Making</p>			
<p>5.1.M Monitor personal stressors and assess techniques for managing them.</p>	<p>diversity grief respect self-image suicide tolerance</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</p>			

Performance Indicators for Mental, Emotional, and Social Health (MESH)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>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>			
Ideas for Functional Health Integration		Suggested Community Experiences	
<p>See http://www.glencoe.com/sec/health/ for ideas. Making friends, identifying/managing emotions, getting help for strong emotions or dangerous situations, helping others.</p> <p>Practice stress relievers (exercise, music, breathing, journaling), anger management.</p> <p>Practice saying "Thank You," be polite, respectful, ask for help, practice helping other people.</p> <p>Identify people, places, and resources to obtain valid health information about mental, emotional, social health.</p> <p>Practice asking adults for health information or assistance.</p> <p>Learn how to make a decision (can use same/similar scenarios as above).</p> <p>Create posters or advertisements to promote healthy behaviors. (Service Learning opportunity)</p>		<ul style="list-style-type: none"> Explore different resources in the school or community for achieving optimal mental, emotional, and social health (i.e. school nurse, counselor, clinics, etc.). 	

Nutrition and Physical Activity

32 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			
<p>1.1.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.</p> <p>1.2.N Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.</p> <p>1.3.N Explain the importance of variety and moderation in food selection and consumption.</p> <p>1.4.N Describe dietary guidelines, food groups, nutrients, and serving size for healthy eating habits.</p> <p>1.5.N Describe the relationship</p>	<p>What is a balanced diet?</p> <p>How does fitness affect health?</p> <p>Where can one access valid nutrition and fitness information?</p> <p>What is the importance of utilizing effective communication skills around the issues of</p>	<p>From the Health Education Assessment Guide for High Schools</p> <p>Short/Extended Response Performance Based Assessments:</p> <p>Healthy Eating (EC/PB)</p>	<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

Performance Indicators for Nutrition and Physical Activity (NPA)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>1.6.N between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis. Explain how to keep food safe through proper food purchasing, preparation, and storage practices.</p>	<p>nutrition and fitness? What is the importance of utilizing effective decision making skills?</p>	<p>Influences on Food Choices (EC/PB)</p>	<p>for High School, LBUSD</p>
<p>1.7.N Describe nutrition practices that are important for the health of a pregnant woman and her baby.</p>	<p>What is the importance of setting goals?</p>	<p>Healthy Physical Activity (EC/GS)</p>	
<p>1.8.N Describe the prevalence, causes and long-term consequences of unhealthy eating.</p>	<p>How can we promote healthy eating and physical activity?</p>	<p><u>Performance Events and Tasks:</u></p>	
<p>1.9.N Analyze the relationship between physical activity and overall health.</p>		<p>Accessing Nutrition Information and Products (EC/GS)</p>	
<p>1.10.N Evaluate various approaches to maintaining a healthy weight.</p>	<p>calories carbohydrates</p>		
<p>1.11.N Identify the causes, symptoms and harmful effects of eating disorders.</p>	<p>diet fats fitness</p>		
<p>1.12.N Explain why people with eating disorders need professional help.</p>	<p>malnutrition nutrients</p>		
<p>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.</p>	<p>obesity proteins saturated supplements vigorous</p>		
<p>1.14.N Analyze the harmful effects of using diet pills and anabolic steroids.</p>			
<p>1.15.N Explain physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease.</p>			
<p><u>Standard 2: Analyzing Influences</u></p>			
<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</p>			

Performance Indicators for Nutrition and Physical Activity (NPA)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>and attitudes toward weight management.</p> <p>2.6.N Examine internal and external influences that affect physical activity.</p>			
<p>Standard 3: Accessing Valid Information</p>			
<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>			
<p>Standard 4: Interpersonal Communication</p>			
<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>			
<p>Standard 5: Decision Making</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>Standard 6: Goal Setting</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>Standard 7: Practicing Health-Enhancing</p>			

Performance Indicators for Nutrition and Physical Activity (NPA)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>Behaviors</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>Standard 8: Health Promotion</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>			
Ideas for Functional Health Integration		Suggested Community Experiences	
See http://www.glencoe.com/sec/health/ for ideas.		<ul style="list-style-type: none"> • Compare food label at grocery store or restaurant for healthy menu options for breakfast, lunch, dinner, snacks. • Students may modify a recipe to make it healthy. • Students can explore cookbooks at local bookstores, retail stores in search of healthy recipes. • <i>Assessment tool:</i> Give students a small budget to purchase healthy meal items. Students can explain to class why they choose items. • <i>Assessment tool:</i> Students may create their own nutritional cookbook. 	
Identify a variety of healthy food/beverage choices (avoid labeling any food as “bad” and avoid “diet” talk).			
Practice choosing healthy meals for the following situations: eating out, eating at a friend’s house, traveling, snacking throughout the day.			
Read a variety of food labels from the foods/beverages that students know/eat/like (breakfast cereals, chips, sodas, yogurt, snack bars, etc.).			
Study how a healthy diet decreases risks of disease.			
Understand that people need different amounts of food based on their age, gender, activity.			
Identify a variety of activities that students might engage in and enjoy.			
Do a personal inventory of foods consumed and how much physical activity students have each day.			
Web sites, articles, advertising, labeling and graphics on food products www.mypyramid.gov , www.cancer.org , www.eatright.org , and fast food websites.			
Identify people, places, resources to obtain valid health information about nutrition and physical activity.			
Practice asking adults for nutrition information or assistance.			
Learn how to make a decision (can use same/similar scenarios as above).			
Learn how to set a goal (eating more fruits/veggies, getting more physical activity, avoiding foods high in sugar, salt, fat).			
Create posters or advertisements to promote healthy eating and physical activity behaviors. (Service Learning opportunity)			

Drug, Alcohol, and Tobacco

32 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: Health, 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 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	<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	
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>2.2.A alcohol, tobacco, and other drug use. 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>tolerance withdrawal</p>	<p>Tobacco Free (EC/HP)</p> <p>Short and Long Term Effects of AOD Use (EC/DM)</p>	
Standard 3: Accessing Valid Information			
<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>			
Standard 4: Interpersonal Communication			
<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>			
Standard 5: Decision Making			
<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>			
Standard 6: Goal Setting			
<p>6.1.A Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.</p>			
Standard 7: Practicing Health-Enhancing Behaviors			
<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>			
Standard 8: Health Promotion			
<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.			
Ideas for Functional Health Integration		Suggested Community Experiences	
Review the health consequences of drug use: focus on alcohol, tobacco, marijuana, inhalants, prescription drugs	<ul style="list-style-type: none"> Locate resources in the phone book where substance use/abuse resources can be accessed. 		
Study over the counter drugs labels			
Compare perceptions of use to data (see http://www.lbusd.k12.ca.us/Main_Offices/Research/Studies/surveys.cfm)			
Identify people at school and in the community that can help those with substance use/abuse concerns.			
Identify people, places, resources to obtain valid health information about substance use/abuse.			
Practice asking adults for substance use/abuse information or assistance.			
Practice refusing an offer of substances.			
Learn how to make a decision (trying/buying/using substances, going to a party where there may be drugs, getting in the car when someone has been drinking/using drugs)			
Learn how to set a goal (to not use drugs, to ask for help for others who are using drugs).			
Create posters or advertisements to promote healthy behaviors. (Service Learning opportunity)			

Injury Prevention and Safety

24 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?	<u>From the Health Education Assessment Guide for High Schools</u> <u>Short/Extended Response Performance Based Assessments:</u> First Aid (EC/PB) Violence	<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, #, 6, 8</u> Mendez Foundation (2000 edition) www.mendezfoundation.org <u>In Touch with Teens and Sexual</u>
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.			
1.6.S Evaluate the risks and responsibilities associated with teen driving and auto			

1.7.S	accidents. Discuss the characteristics of gang members.	What is the importance of utilizing effective communication skills to decrease violence?	Prevention 1 (EC/IC)	<u>Harassment, LA Commission on Assaults Against Women</u>
1.8.S	Describe California laws regarding bullying, sexual violence, and sexual harassment.		Violence Prevention 2 (EC/IC)	<ul style="list-style-type: none"> • <u>HealthTeacher, ToucanEd</u>
1.9.S	Explain the effects of violence on individuals, families, and communities.	What is the importance of utilizing effective decision making skills?	<u>Performance Events and Tasks:</u>	<ul style="list-style-type: none"> • AudioVisuals available from OMS and SMRC
1.10.S	Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.	What is the importance of setting goals?	Transportation Safety (EC/HP)	<ul style="list-style-type: none"> • Assessment Guide for High School, LBUSD
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.)	How can we promote safety and non-violence?		
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.	abuse aggression assault assertive bullying conflict demeaning emergency gangs harassment hazards intimidation mediation neglect negotiation precautions prejudice rape violence weapons		
2.2.S	Analyze the influence of alcohol and other drug use on personal, family, and community safety.			
2.3.S	Explain how one's behavior when traveling as a passenger in a vehicle influences the behavior of others.			
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			

<p>gang involvement for self, family, and community.</p> <p>5.4.S Analyze the consequences of violence to self, family, and the community.</p> <p>Standard 6: Goal Setting</p> <p>6.1.S Develop a plan to prevent injuries during emergencies and natural disasters.</p> <p>Standard 7: Practicing Health-Enhancing Behaviors</p> <p>7.1.S Practice injury prevention during athletic, social, and motor vehicle-related activities.</p> <p>7.2.S Demonstrate conflict resolution skills to avoid potentially violent situations.</p> <p>7.3.S Demonstrate first aid and CPR procedures.</p> <p>7.4.S Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.</p> <p>7.5.S Assess characteristics of harmful or abusive in relationships.</p> <p>Standard 8: Health Promotion</p> <p>8.1.S Identify and support changes in the home, at school, or in the community that promote safety.</p> <p>8.2.S Encourage peers to use safety equipment during physical activity.</p> <p>8.3.S Encourage actions to promote safe driving experiences.</p>			
Ideas for Functional Health Integration		Suggested Community Experiences	
Review and practice safety rules for home, school and community.	<ul style="list-style-type: none"> • Students check smoke detectors in the home, fire escape route for rooms • Assemble first aid kits for home. • Visit local fire station. 		
Review and practice basic first aid actions, including universal precautions (latex gloves, not touching body fluids of others)			
Review the health benefits of wearing seatbelts, using helmets			
Practice fire and earthquake drills.			
Identify people at school and in the community that can help those with accidents and violent behaviors.			
Practice asking adults for information or assistance regarding accidents, inappropriate touching or violence.			
Learn how to make a decision to stay safe (answering the door/telephone, crossing the street, riding the bus, getting in the car when someone has been drinking/using drugs).			
Learn how to set a goal about being safe.			
Create posters or advertisements to promote safe behaviors. (Service Learning opportunity)			

Growth, Development, and Sexual Health (GDSH)

36 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?	<u>From the Health Education Assessment Guide for High Schools</u> <u>Short/Extended Response Performance Based Assessments:</u> 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) <u>Performance Events and Tasks:</u> HIV and Other	<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.			
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.			

Performance Indicators for Growth, Development, and Sexual Health (GDSH)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>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.</p>	<p>What is the importance of setting goals?</p> <p>How can we promote safe, respectful and responsible relationships?</p>	<p>STD Prevention (EC/AVI)</p> <p>Sexual Behavior (EC/HP)</p> <p>Pregnancy Prevention (EC/AVI)</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>abstinence adolescence commitment conception contraception cooperation exploitation family maturation monogamy parenting peers pregnancy prenatal puberty relationships reproductive respect responsibility</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</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 involvement, HIV, other STDs, 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>			

Performance Indicators for Growth, Development, and Sexual Health (GDSH)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>7.1.G Describe personal actions that 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>			
Ideas for Functional Health Integration		Suggested Community Experiences	
Review making friends and qualities of healthy relationships.			
Review abstinence and various types of contraception (how it reduces the risk of pregnancy and disease, how it is used, where to access it).			
Identify people at home, school and in the community that can help with questions about growing up, relationships, and sexuality.			
Practice asking adults for information or assistance regarding growing up, relationships, and sexuality.			
Practice saying no to unwanted touching and sexual activity.			
Learn how to make a decision to have healthy relationships, abstinence, and contraceptive use.			
Learn how to set a goal about growing up healthy, having healthy relationships, remaining abstinent, and maintaining sexual health.			
Create posters or advertisements to promote friendship and healthy relationships. (Service Learning opportunity)			

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:

<p><u>Reading Strategies in Health</u></p> <ul style="list-style-type: none"> • Learning Logs • Pre-teaching • Vocabulary • Pre-reading • Anticipation Guides • Reciprocal Teaching <p><u>SDAIE Strategies for English Learners</u></p> <ul style="list-style-type: none"> • 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) 	<p><u>Strategies for Special Needs Students</u></p> <ul style="list-style-type: none"> • 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) 	<p><u>Primary Language Support</u></p> <ul style="list-style-type: none"> • Preview/review Grouping • Parallel Texts • Cognates <p><u>Differentiation for Advanced Learners</u></p> <ul style="list-style-type: none"> • Curriculum Compacting • Tiered Assignments • Flexible Grouping • Acceleration • Depth and Complexity • Independent Study
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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

Supplemental Text:

- Discover Health, AGS, 2000
- Life Skills Health, AGS, 1999

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
- 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

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.

Resources:

District Offices

- Health Curriculum Office (562) 997-8000 (ext. 2967)
 - PreK-12 Health standards
 - curriculum and training for mandated health content
- Instructional Materials Workshop (IMW) (562) 997-8000 (ext. 2965)
 - standards-based instructional materials
 - content integrated instructional materials
 - monthly theme-based literacy supplements for science
 - wood shop / lumber room
 - copying, enlarging, and laminating

- **Office of Multimedia Services (OMS)** (562) 997-8000 (ext. 7145)
 - videos for check out to fit the curriculum (see your librarian for current catalogs)
 - district TV channels programming

- **SDAIE/ELD Office** (562) 997-8000 (ext. 2905)
 - technical assistance and professional development for English Language Development (ELD) and Specially Designed Academic Instruction In English (SDAIE)
 - assistance in the implementation and maintenance of programs addressing the needs of English Language Learners (ELLs)

- **Special Education Curriculum Office** (562) 997-8000 (ext. 2961)
 - accommodations, grouping, differentiating instruction

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

Special Education Accommodations: Accommodations in classroom instruction, classroom assignments and assessments should be implemented throughout the course. It is critical to ensure that content is being assessed rather than reading or writing abilities. Teachers should determine alternate formats, including reading the questions aloud, oral responses, role-plays, and projects, to evaluate assignments and assessments rather than the typical pen/paper tasks.

Although, students must participate in assessments using the accommodations and/or modifications documented on their IEP. Accommodations or modifications for classroom and district assessment should be closely linked to the same accommodations or modifications that are given in classroom instruction. Common accommodations or modifications used in health are:

- Read aloud- read questions, excerpts etc. from a test, textbook, quiz, or assignment aloud to the student to ensure you are assessing the student's knowledge in health and not in decoding/reading.
- Oral Response- allow the student to orally respond to questions that would otherwise require a written answer to ensure you are assessing the student's knowledge in health and not in decoding/reading.
- Extended time: This accommodation is often misused. Students require this accommodation when, in instruction, they struggle to *complete* a task or an assessment. If students are given additional time and still not completing the assessment because they are unable to do the work- this is not a valid use of extended time. Extended time allows students longer processing time, or additional time to physically write the answers etc. Extended time should be within specific limits (i.e., time and a half, double time etc.)
- Other accommodations: any other accommodations documented in the IEP should be allowed during instruction and assessment. Accommodations and/or modification are what support a student, with a disability, in accessing the curriculum.

Required Assessments:

- Mid-Term Exam
- 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	100 – 90%	Advanced Proficient 4
	B+	89 – 87%	
Proficient	B	86 – 80%	Proficient 3
	C	79 –70%	
Partially Proficient	D	69 – 60%	Partially Proficient 2
Non or Limited Proficient	F	Below 60%	Non or Limited Proficient 1

*Teachers are encouraged to use plus and minus scores when using the four-point rubric

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School: Special Education Curriculum and Health/PE Office

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