



MIDDLE SCHOOL COURSE OUTLINE

Department	Health			
Course Title	Health Education 7 SDAIE	Course Code	2104	
Abbreviation	Health Ed 7 SDA	Grade Level	7	
Course Length	1 Semester	Required	X	Elective
Teacher Certification	BCLAD, BCC or CLAD, LDS, SB 1969, SB 395			
Prerequisites	Currently enrolled in ELD 3			

COURSE DESCRIPTION:

Health Education SDAIE is a 7th grade course designed for English Language Learners who are at the Intermediate and Early Advanced levels of listening, speaking, reading and writing in English. Students in this course cover the same content and utilize the same basic textbook as their Fluent English Speaker counterparts. The course varies in the pacing, instructional methodology, and supplemental materials. These materials are designed to provide depth vs. breadth of the content standards, more comprehensible input, and literacy development through the content area.

This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making 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.
- Understanding the influence that people have on the environment and the way in which elements with 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 3 AND LONG-TERM ENGLISH LEARNERS

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 3

Upon entering ELD Level 3, students are increasing their control of academic English proficiency about topics that have been explicitly taught to them and some topics that may be new to them. There will be wide gaps in vocabulary. ELLs progressing through this level will:

- participate in group/class projects, discussions and presentations with simple sentences and complex sentences (with increasing accuracy and fluency when given modeling and constructive feedback)
- 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. By the end of level 3, ELLs are able to comprehend most texts written at 4th grade level. Students continue to need extensive modeling and direct instruction, especially when encountering figurative language and sentences with numerous clauses.
- respond to Curriculum Embedded Assessment prompts (read to them and clarified for them as needed) orally and with simple and complex sentence structures.
- 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. Students continue to need extensive modeling and direct instruction, especially when writing at differing formality levels for a variety of audiences.
- 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.

Long-Term English Learners

Long-term English learners demonstrate a significant gap between their oral English fluency (high) and their English literacy proficiency (low), even though they have had many years of instruction in English. ELLs progressing through this level will:

- participate in group/class projects, discussions and presentations with sentences that demonstrate conversational English proficiency.
- need to be taught how to 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. Students need extensive modeling, direct instruction, and oral discussions before, during and after reading.
- respond to Curriculum Embedded Assessment prompts (clarified orally to them as needed). Students need extensive modeling, direct instruction, and oral discussions to move them beyond writing sentences that reflect only conversational English.

- 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. Students continue to need extensive modeling and direct instruction, especially when writing at differing formality levels for a variety of audiences.
- understand the need for using test-taking strategies on the required district/state assessments, such as, End of Course Exams, CST, and CELDT.

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.

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

Personal and Community Health (PCH)

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
Standard 1: Essential Concepts			
1.1.P Describe the importance of health-management strategies (e.g., those involving adequate sleep, ergonomics, sun safety, hearing protection, and self examination).	What does it mean to be healthy?	From the Health Education Assessment Guide for Middle Schools	<ul style="list-style-type: none"> Chapters 1, 2, 5, 12, 15: <u>Teen Health 2</u>, Glencoe Teachers' Edition: pp. TM24-25 Textbook Support Resources http://www.glencoe.com/sec/health/th22005/index.php/ca <u>HealthTeacher</u>, ToucanEd AudioVisuals available from OMS and SMRC
1.2.P Identify the importance of age-appropriate medical services.	What responsibilities do individuals have toward maintaining their health?		
1.3.P Identify Standard (Universal) Precautions and why they are important. (<i>also IPS, GDSH</i>)	How do healthy lifestyle choices prevent illness?	<u>Short/Extended Response Performance Based Assessments:</u>	
1.4.P Examine the causes and symptoms of communicable and non-communicable diseases.	What are healthy ways to manage chronic disease?		
1.5.P Discuss the importance of effective personal and dental hygiene practices for preventing illness.	How is one's health and safety affected by the environment?	Personal Hygiene (EC/PB)	
1.6.P Identify effective brushing and flossing techniques for oral care.	What responsibilities do individuals have toward the environment?	Selecting and Using Health Care Products and Services (EC/AI)	
1.7.P Identify effective protection for teeth, eyes, head, and neck during sports and recreation activities. (<i>also IPS</i>)	What is the importance of utilizing effective communication skills?	Preventing Disease and Infection (EC/PB)	
1.8.P Identify ways to prevent vision or hearing damage.	What is the	Environmental Hazards (EC/PH)	
1.9.P Identify ways that environmental factors, including air quality, affect our health.			

Performance Indicators for Personal and Community Health (PCH)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>1.10.P Identify human activities that contribute to environmental challenges (e.g., air, water an noise pollution).</p> <p>1.11.P Describe global influences on personal and community health.</p> <p>1.12.P Identify ways to reduce exposure to the sun.</p> <p><u>Standard 2: Analyzing Influences</u></p> <p>2.1.P Analyze a variety of influences that affect personal health practices.</p> <p>2.2.P Analyze how environmental pollutants, including noise pollution, affect health.</p> <p>2.3.P Analyze the relationship between the health of a community and the global environment.</p> <p>2.4.P Analyze the influence of culture, media, and technology on health decisions.</p> <p>2.5.P Analyze the social influences that encourage or discourage sun-safety practices.</p> <p><u>Standard 3: Accessing Valid Information</u></p> <p>3.1.P Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo, sunscreen, and dental care products), and evaluate the information’s validity.</p> <p>3.2.P Access valid information about preventing common communicable diseases.</p> <p>3.3.P Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources. <i>(also IPS)</i></p> <p>3.4.P Demonstrate how to access school and community health services.</p> <p><u>Standard 4: Interpersonal Communication</u></p> <p>4.1.P Practice how to make a health-related consumer complaint.</p> <p>4.2.P Use assertive communication skills to avoid situations that increase risk of communicable disease or illness.</p> <p><u>Standard 5: Decision Making</u></p> <p>5.1.P Apply a decision-making process to determine safe and healthy strategies for dealing with personal health problems.</p> <p>5.2.P Apply a decision-making process when selecting healthcare</p>	<p>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>antibodies attitudes balance behavior biodegradable carcinogen chronic communicable communication conservation decision-making disease goals goal-setting health immunity pollution recycle sanitation toxic transmission values wellness</p>	<p><u>Performance Events and Tasks:</u></p> <p>Community and Health Services (EC/HP)</p>	

Performance Indicators for Personal and Community Health (PCH)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>5.3.P products. Analyze the characteristics of informed health choices.</p> <p>Standard 6: Goal Setting</p> <p>6.1.P Establish goals for improving personal and community health.</p> <p>6.2.P Design a plan to minimize environmental pollutants, including noise at home and in the community.</p> <p>6.3.P Create a plan to incorporate adequate rest and sleep in daily routines.</p> <p>Standard 7: Practicing Health-Enhancing Behaviors</p> <p>7.1.P Practice and take responsibility for personal and dental hygiene practices.</p> <p>7.2.P Describe situations where Standard (Universal) Precautions are appropriate. (also IPS, GDSH)</p> <p>Standard 8: Health Promotion</p> <p>8.1.P Promote the importance of regular screenings and medical examinations.</p> <p>8.2.P Demonstrate the ability to be a positive peer role model in the school and community.</p> <p>8.3.P Demonstrate ways to accept responsibility for conserving natural resources.</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	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>Standard 1: Essential Concepts</p> <p>1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).</p> <p>1.2.M Identify a variety of nonviolent ways to respond when angry or upset. (also IPS)</p> <p>1.3.M Identify qualities that contribute to a positive self-image.</p>	<p>Where can we access valid information about mental, emotional, and social health services?</p> <p>What is the importance of utilizing effective</p>	<p>From the Health Education Assessment Guide for Middle Schools</p> <p><u>Short/Extended Response</u></p>	<ul style="list-style-type: none"> Ch. 7, 8: <u>Teen Health 2</u>, Glencoe Teachers' Edition: pp. TM24-25 Textbook Support Resources http://www.glencoe.com/sec/health/th22005/index.php/ca

Performance Indicators	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
1.4.M Describe how emotions change during adolescence. (also GDSH)	communication skills to promote mental, emotional and social health?	<u>Performance Based Assessments:</u>	<ul style="list-style-type: none"> HealthTeacher, ToucanEd AudioVisuals available from OMS and SMRC
1.5.M Recognize diversity among people, including disability, gender, race, sexual orientation, and body size. (also IPS)	What is the importance of utilizing effective decision making skills?	Stress Management (EC/AVI)	
1.6.M Describe the changing roles and responsibilities of adolescents as members of the family and community.	What is the importance of setting goals?	Resources and Support (EC/AVI)	
1.7.M Describe the benefits of having positive relationships with trusted adults.	What does it mean to have a positive body image and accept the differences of others?	Suicide Prevention (EC/AVI)	
1.8.M Analyze the harmful effects of using diet pills without physician supervision.	How do media and societal norms affect self concept and body image?	<u>Performance Events and Tasks:</u>	
1.9.M Identify the signs of various eating disorders.	How can we promote positive mental, emotional and social health at school and in our community?	Stress Management (EC/PB)	
1.10.M Describe signs of depression, potential suicide, and other self-destructive behaviors.		Resources and Support (EC/AVI)	
1.11.M Describe common mental health conditions and why seeking professional help for these conditions is important.			
Standard 2: Analyzing Influences			
2.1.M Analyze internal and external influences on mental, emotional, and social health.			
2.2.M Analyze techniques that are used to pressure someone to engage in or be a target of violence behavior. (also IPS)			
2.3.M Analyze the influence of culture on family values and practices.	Anorexia Nervosa Bulimia emotions consideration conflict resolution coping depression disordered eating diversity respect self-image suicide tolerance		
Standard 3: Accessing Valid Information			
3.1.M Access accurate sources of information and services about mental, emotional, and social health.			
3.2.M Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access such help for oneself and others. (also IPS)			
3.3.M Identify trusted adults to report to if people are in danger of hurting themselves or others.			
3.4.M Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.			
Standard 4: Interpersonal Communication			

Performance Indicators	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.</p> <p><u>Standard 5: Decision Making</u></p> <p>5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.</p> <p>5.2.M Monitor personal stressors and assess techniques for managing them.</p> <p>5.3.M Describe healthy ways to express caring, friendship, affection, and love.</p> <p>5.4.M Describe situations for which someone would seek help with stress, loss, an unrealistic body image, and depression.</p> <p>5.5.M Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.</p> <p><u>Standard 6: Goal Setting</u></p> <p>6.1.M Develop achievable goals for handling stressors in healthy ways.</p> <p><u>Standard 7: Practicing Health-Enhancing Behaviors</u></p> <p>7.1.M Demonstrate effective coping mechanisms and strategies for managing stress.</p> <p>7.2.M Practice respect for individual differences and diverse backgrounds. (also IPS)</p> <p>7.3.M Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.</p> <p>7.4.M Practice personal boundaries in a variety of situations.</p> <p>7.5.M Demonstrate skills to avoid or escape from potentially violent situations, including dating. (also IPS)</p> <p><u>Standard 8: Health Promotion</u></p> <p>8.1.M Promote a positive and respectful school environment.</p> <p>8.2.M Object appropriately to teasing of peers and community members based on perceived personal characteristics and sexual orientation. (also IPS)</p>			

Nutrition and Physical Activity (NPA)

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 Describe the short- and long-term impact of nutritional choices on health.	What is a balanced diet?	<p>From the Health Education Assessment Guide for Middle Schools</p> <p><u>Short/Extended Response Performance Based Assessments:</u></p> <p>Healthy Eating (EC/PB)</p> <p>Food Choices (EC/DM)</p> <p>Influences on Physical Activity (EC/DM)</p> <p>Choosing Physical Activity (EC/AVI)</p> <p><u>Performance Events and Tasks:</u></p> <p>Influences on Food Choices (EC/AI)</p> <p>Healthy Physical Activity (EC/HP)</p> <p>Physical Activity and Food Choices (EC/GS)</p>	<ul style="list-style-type: none"> Ch. 3, 4: Teen Health 2, Glencoe Teachers' Edition: pp. TM24-25 Textbook Support Resources http://www.glencoe.com/sec/health/th22005/index.php/ca HealthTeacher, ToucanEd www.MyPyramid.gov Exercise Your Options, Dairy Council of California www.dairycouncilofca.org AudioVisuals available from OMS and SMRC
1.2.N Identify nutrients and their relationships to health.	How does fitness affect health?		
1.3.N Examine the health risks caused by food contaminants.	Where can one access valid nutrition and fitness information?		
1.4.N Describe how to keep food safe through proper food purchasing, preparation, and storage practices.	What is the importance of utilizing effective communication skills around the issues of nutrition and fitness?		
1.5.N Differentiate between diets that are health-promoting and diets linked to disease.	What is the importance of utilizing effective decision making skills?		
1.6.N Analyze the caloric and nutritional value of foods and beverages.	What is the importance of utilizing effective decision making skills?		
1.7.N Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.	What is the importance of setting goals?		
1.8.N Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet.	How can we promote healthy eating and physical activity?		
1.9.N Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.	<p>calories</p> <p>carbohydrates</p> <p>diet</p> <p>fats</p> <p>fitness</p> <p>malnutrition</p> <p>nutrients</p> <p>obesity</p> <p>proteins</p> <p>saturated</p> <p>supplements</p> <p>vigorous</p>		
1.10.N Identify the impact nutrition has on chronic disease.			
1.11.N Analyze the cognitive and physical benefits of eating breakfast daily.			
1.12.N Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat.			
1.13.N Explain how to use a Body Mass Index (BMI) score as a tool for measuring general health.			
1.14.N Identify ways to increase daily physical activity.			
1.15.N Explain that incorporating daily moderate or vigorous physical activity into one's life does not require a structured exercise plan or special equipment.			
1.16.N Differentiate between physical			

Performance Indicators for Nutrition and Physical Activity (NPA)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>activity and exercise and health-related and skill-related fitness.</p> <p>Standard 2: Analyzing Influences</p> <p>2.1.N Describe the influence of culture and media on body image.</p> <p>2.2.N Evaluate internal and external influences on food choices.</p> <p>2.3.N Analyze the impact of nutritional choices on future reproductive and prenatal health.</p> <p>2.4.N Analyze the influence of technology and media on physical activity.</p> <p>Standard 3: Accessing Valid Information</p> <p>3.1.N Distinguish between valid and invalid sources of nutrition information.</p> <p>3.2.N Evaluate the accuracy of claims about dietary supplements and popular diets.</p> <p>3.3.N Describe how to access nutrition information about foods offered in restaurants in one's community.</p> <p>3.4.N Identify places where youths and families can be physically active.</p> <p>3.5.N Identify trusted adults in one's family, school, and community for advice and counseling regarding healthy eating and physical activity.</p> <p>Standard 4: Interpersonal Communication</p> <p>4.1.N Demonstrate the ability to use effective skills to model healthy decision making and prevent over consumption of foods and beverages.</p> <p>4.2.N Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.</p> <p>Standard 5: Decision Making</p> <p>5.1.N Use a decision-making process to evaluate daily food intake for nutritional requirements.</p> <p>5.2.N Identify recreational activities that increase physical activity.</p> <p>5.3.N Contrast healthy and risky approaches to weight management.</p> <p>5.4.N Analyze the physical, mental, and social benefits of physical activity.</p> <p>Standard 6: Goal Setting</p> <p>6.1.N Make a personal plan for</p>			

Performance Indicators for Nutrition and Physical Activity (NPA)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>improving one's nutrition and incorporating physical activity into daily routines.</p> <p>6.2.N Set a goal to increase daily physical activity.</p> <p>Standard 7: Practicing Health-Enhancing Behaviors</p> <p>7.1.N Make healthy food choices in a variety of settings.</p> <p>7.2.N Examine proper food handling safety when preparing meals and snacks.</p> <p>7.3.N Assess personal physical activity levels.</p> <p>7.4.N Examine ways to be physically active throughout a lifetime.</p> <p>Standard 8: Health Promotion</p> <p>8.1.N Encourage nutrient-dense food choices in school.</p> <p>8.2.N Support increased opportunities for physical activity at school and in the community.</p> <p>8.3.N Encourage peers to eat healthy foods and be physically active.</p>			

Injury Prevention and Safety (IPS)

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
<p>Standard 1: Essential Concepts</p> <p>1.1.S Describe the differences between physical, verbal, and sexual violence.</p> <p>1.2.S Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.</p> <p>1.3.S Describe how the presence of weapons increases the risk of serious violent injuries.</p> <p>1.4.S Discuss the importance of reporting weapon possession.</p> <p>1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.</p> <p>1.6.S Identify trusted adults to whom school or community violence should be reported.</p>	<p>What is safety and emergency preparedness?</p> <p>How can conflict be resolved in nonviolent ways?</p> <p>How can an individual impact the safety and well-being of others?</p> <p>Where can one access valid information and help when confronted with violence?</p>	<p>From the Health Education Assessment Guide for Middle Schools</p> <p><u>Short/Extended Response Performance Based Assessments:</u></p> <p>Violence Prevention 1 (EC/DM)</p>	<ul style="list-style-type: none"> Chapters 9,14: <u>Teen Health 2</u>, Glencoe Teachers' Edition: pp. TM24-25 Textbook Support Resources http://www.glencoe.com/sec/health/th22005/index.php/ca <u>Too Good for Violence</u>, Mendez Foundation http://www.mendezfoundation.org/educationcenter/app/ <u>In Touch with Teens and Sexual Harassment</u>, LA

Performance Indicators for Injury Prevention and Safety (IPS)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
1.7.S Describe possible legal consequences of sexual harassment and violence.	What is the importance of utilizing effective communication skills to decrease violence?	Violence Prevention 2 (EC/PB)	Commission on Assaults Against Women <ul style="list-style-type: none"> • HealthTeacher, ToucanEd • AudioVisuals available from OMS and SMRC
1.8.S Describe types of sexual harassment and ways to report them.		What is the importance of utilizing effective decision making skills?	
1.9.S Describe the behavioral and environmental factors associated with major causes of death in the United States.	What is the importance of setting goals?		
1.10.S Identify basic safety guidelines for emergencies and natural disasters.		How can we promote safety and non-violence?	
1.11.S Identify ways to prevent climate-related physical conditions such as physical exhaustion, sunburn, heat stroke, and hypothermia.	abuse aggression assault assertive bullying conflict demeaning emergency gangs harassment hazards intimidation mediation neglect negotiation precautions prejudice rape violence weapons		
1.12.S Examine safety hazards associated with Internet usage.		Explain ways to reduce the risk of injuries (including oral injuries) that can occur during sports and recreational participation.	
1.13.S Explain ways to prevent fires and reduce the risk of fire-related injuries.	Standard 2: Analyzing Influences		
1.14.S Explain ways to reduce risk of injuries in and around water.		Analyze how the media portrays fire and explosives.	
1.15.S Explain ways to reduce the risk of injuries (including oral injuries) that can occur during sports and recreational participation.	2.2.S Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.		
Standard 3: Accessing Valid Information		3.1.S Analyze sources of information regarding injury and violence prevention.	
3.1.S Analyze sources of information regarding injury and violence prevention.	Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying.		
3.2.S Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying.		Standard 4: Interpersonal Communication	
4.1.S Report to a trusted adult situations that could lead to injury or harm.	4.2.S Use communication and refusal skills to avoid violence, gang involvement, and risky situations.		
4.2.S Use communication and refusal skills to avoid violence, gang involvement, and risky situations.		4.3.S Describe ways to manage interpersonal conflicts	
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Performance Indicators for Injury Prevention and Safety (IPS)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>4.4.S nonviolently. Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.</p> <p>4.5.S Describe characteristics of effective communication.</p> <p>4.6.S Differentiate between passive, aggressive, and assertive communication.</p> <p>4.7.S Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.</p>			
Standard 5: Decision Making			
5.1.S Use a decision-making process to examine risky social and dating situations.			
5.2.S Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.			
5.3.S Use a decision-making process to analyze the consequences of gang involvement.			
5.4.S Evaluate why some students are bullies.			
5.5.S Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.			
Standard 6: Goal Setting			
6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.			
6.2.S Create a personal-safety plan.			
Standard 7: Practicing Health-Enhancing Behaviors			
7.1.S Practice first aid and emergency procedures.			
7.2.S Practice ways to solve conflicts nonviolently.			
7.3.S Practice the safe use of technology.			
Standard 8: Health Promotion			
8.1.S Support changes to promote safety in the home, at school, and in the community.			
8.2.S Design a campaign for preventing violence, aggression, bullying, and harassment.			

Performance Indicators for Injury Prevention and Safety (IPS)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
8.3.S Demonstrate the ability to influence others' safety behaviors (e.g., wearing bicycle helmets and seat belts).			

Alcohol, Tobacco, and Other Drugs (ATOD)

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 the short- and long-term harmful effects of alcohol, tobacco, and other drugs, including steroids, performance-enhancing drugs and inhalants.	How do drugs impact health?	From the Health Education Assessment Guide for Middle Schools <u>Short/Extended Response Performance Based Assessments:</u> Short and Long Term Consequences of Alcohol Use (EC/HP) Influences on Tobacco Use (EC/AI) Decision Making and Tobacco (EC/DM) Tobacco Cessation (EC/IC) <u>Performance Events and Tasks:</u> Benefits of Being Tobacco Free (EC/AI)	<ul style="list-style-type: none"> Chapters 10,11: <u>Teen Health 2</u>, Glencoe Teachers' Edition: pp. TM24-25 Textbook Support Resources http://www.glencoe.com/sec/health/th22005/index.php/ca <u>Project Alert</u> www.projectalert.com <u>HealthTeacher</u>, ToucanEd AudioVisuals available from OMS and SMRC
1.2.A Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors.	What is the difference between drug use, misuse, and abuse?		
1.3.A Explain the dangers of drug dependence and addiction.	How does drug use increase risk of being involved in dangerous situations?		
1.4.A Describe the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorders.	Where can we access valid information and help regarding legal and illegal drugs?		
1.5.A Analyze the harmful effects of using diet pills without physician supervision.	What is the importance of utilizing effective communication skills?		
1.6.A Explain the short- and long-term consequences of using alcohol and other drugs to cope with problems.	What is the importance of utilizing effective decision making skills?		
1.7.A Explain why most youths do not use alcohol, tobacco, and other drugs.	What is the importance of setting goals?		
1.8.A Explain school policies and community laws related to use, possession, and sale of alcohol, tobacco, and illegal drugs.	How can we promote a drug-free lifestyle?		
Standard 2: Analyzing Influences			
2.1.A Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs.			
2.2.A Evaluate the influence of marketing and advertising			

Performance Indicators for Alcohol, Tobacco, and Other Drugs (ATOD)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>2.3.A techniques and how they affect alcohol, tobacco, and other drug use and abuse. Analyze family and peer pressure as influences on the use of alcohol, tobacco, and other drugs.</p> <p>Standard 3: Accessing Valid Information 3.1.A Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.</p> <p>Standard 4: Interpersonal Communication 4.1.A Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.</p> <p>Standard 5: Decision Making 5.1.A Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.</p> <p>Standard 6: Goal Setting 6.1.A Develop short- and long-term goals to remain drug free.</p> <p>Standard 7: Practicing Health-Enhancing Behaviors 7.1.A Use a variety of effective coping strategies when there is alcohol, tobacco, and other drug use in group situations. 7.2.A Practice positive alternatives to using alcohol, tobacco, and other drugs.</p> <p>Standard 8: Health Promotion 8.1.A Participate in school and community efforts to promote a drug-free lifestyle.</p>	<p>abstinence addiction dependence depressant hallucinogen performance-enhancing prescription pressure recovery refusal stimulant tolerance withdrawal</p>	<p>Short and Long Term Effects of AOD Use (EC/GS)</p> <p>Communicating Healthy Choices About AOD Use (EC/IC)</p>	

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 Explain physical, social, and emotional changes associated with adolescence.	What physical changes occur through adolescence?	From the Health Education Assessment Guide for Middle Schools <u>Short/Extended Response Performance Based Assessments:</u> Changes During Adolescence (EC/AI) Accessing Information (EC/AVI) HIV and Other STD Prevention (EC/IC) Sexual Behavior (EC/HP) Pregnancy Prevention (EC/HP) HIV and Other STD Prevention (EC/PB)	<ul style="list-style-type: none"> Ch. 6, 8: <u>Teen Health 2</u>, Glencoe Teachers' Edition: pp. TM24-25 Textbook Support Resources http://www.glencoe.com/sec/health/th22005/index.php/ca <u>Positive Prevention</u> http://www.cdc.gov/std/default.htm <u>In Touch with Teens</u> <u>HealthTeacher</u>, ToucanEd AudioVisuals available from OMS and SMRC
1.2.G Summarize the human reproduction cycle.			
1.3.G* Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy.	How does one change physically, mentally, emotionally and socially throughout the stages of life?		
1.4.G Explain how conception occurs, the stages of pregnancy, and responsibilities associated with parenting.	How does one build healthy relationships?		
1.5.G* Explain the effectiveness of FDA-approved condoms and other contraceptives in preventing HIV, and other STDs, and unintended pregnancy.	What are the benefits of abstinence?		
1.6.G* Identify the short- and long-term effects of HIV/AIDS/STDs.	What are consequences of sexual activity?		
1.7.G* Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs.	Where can we access valid information about growth, development and sexual health?		
1.8.G* Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.	What is the importance of utilizing effective communication skills?		
1.9.G Explain why individuals have the right to refuse sexual contact. <i>(also IPS)</i>			
1.10.G Describe the emotional, psychological, and physical consequences of rape and sexual assault. <i>(also IPS)</i>	What is the importance of utilizing effective decision making skills?		
1.11.G Explain why rape and sexual assault should be reported to authorities and a trusted adult.			

Performance Indicators for Growth, Development, and Sexual Health (GDSH)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>1.12.G* <i>(also IPS)</i> Describe responsible prenatal and parenting care, including California’s Safely Surrendered Baby Law.</p> <p>1.13.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.</p>	<p>What is the importance of setting goals?</p> <p>How can we promote safe, respectful and responsible relationships?</p>	<p><u>Performance Events and Tasks:</u></p> <p>Pregnancy Prevention (EC/AVI)</p>	
<u>Standard 2: Analyzing Influences</u>			
<p>2.1.G Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.</p>			
<p>2.2.G* Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.</p>	<p>adolescence abstinence commitment conception contraception cooperation exploitation family maturation monogamy parenting peers pregnancy prenatal puberty relationships reproductive respect responsibility</p>		
<p>2.3.G* Analyze the influence of alcohol and other drugs on sexual behaviors.</p>			
<p>2.4.G* Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs.</p>			
<p>2.5.G Recognize that there are individual, family, and cultural differences in relationships.</p>			
<p>2.6.G Explain how sexual exploitation can occur through the Internet.</p>			
<u>Standard 3: Accessing Valid Information</u>			
<p>3.1.G Identify trusted adults from one’s family, school, and community for advice and counseling regarding reproductive and sexual health.</p>			
<p>3.2.G* Locate medically and scientifically accurate sources of information on reproductive health.</p>			
<p>3.3.G* Identify health care providers for reproductive and sexual health services.</p>			
<u>Standard 4: Interpersonal Communication</u>			
<p>4.1.G* Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health.</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 unintended pregnancy. Use healthy and respectful ways to express friendship, attraction, and affection.</p> <p>4.4.G* Analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.</p> <p>4.5.G Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.</p>			
Standard 5: Decision Making			
5.1.G* Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy.			
5.2.G* Use a decision-making process to examine the characteristics of healthy relationships.			
5.3.G* Use a decision-making process to evaluate individual differences in growth and development, physical appearance, gender roles, and sexual orientation.			
5.4.G Analyze the responsibilities and privileges of becoming a young adult.			
5.5.G Identify how good health practices in adolescence affect lifelong health and the health of future children.			
5.6.G Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.			
5.7.G Use a decision-making process to evaluate the value of using FDA-approved condoms for pregnancy and STD prevention.			
Standard 6: Goal Setting			
6.1.G* Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy.			
6.2.G* Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals.			
Standard 7: Practicing Health-Enhancing Behaviors			
7.1.G* Describe strategies for refusing unwanted sexual activity.			
7.2.G* Demonstrate the ability to			

Performance Indicators for Growth, Development, and Sexual Health (GDSH)	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>7.3.G* anticipate and minimize exposure to situations that pose a risk to sexual health. Describe personal actions that can protect reproductive and sexual health.</p> <p>Standard 8: Health Promotion</p> <p>8.1.G* Support and encourage safe, respectful, and responsible relationships.</p> <p>8.2.G* Promote respect for and dignity of persons living with HIV or AIDS.</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) Knowledge of the influence of a positive self-concept
- 2) Skills to interact with others
- 3) Awareness and knowledge of the importance of growth and change

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

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. Students are expected to complete a service learning activity prior to the completion of the course. Any preparation, action, 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: Teen Health Course 2; Bronson, 2005, Glencoe/McGraw Hill

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
 - Student Activity Workbook

- Inclusion Strategies
- Transparency Binder
- Abstinence Module
- Safety and Injury Prevention Module
- Tobacco, Alcohol, and Other Drugs Module
- Applications by Glencoe
 - Concept Mapping Activities
 - Reteaching Activities
 - Cross-Curriculum Activities
 - Decision-Making Activities
 - Health Labs
 - Enrichment Activities
 - Building Health Skills
- Reading Resources by Glencoe
 - Foldables (Dinah Zike's Reading and Study Skills for Glencoe Teen Health)
 - Reading Tutor
 - Vocabulary PuzzleMaker CD ROM
- Assessment Resources by Glencoe
 - Lesson Quizzes and Chapter Tests
 - Performance Assessment
 - English Chapter Summaries, Quizzes, and Activities
 - Spanish Chapter Summaries, Quizzes, and Activities
 - ExamView Pro Testmaker Software
 - Mindjogger Videoquizzes

Additional Supplementals:

- Project ALERT (Mandated use for compliance with No Child Left Behind)
- Too Good for Violence (Mandated for compliance with No Child Left Behind)
- Positive Prevention: HIV/STD Prevention Education for California Youth, Level A, American Red Cross (Mandated use for compliance with AB 11)
- CCSSO~SCASS Health Education Assessment Project Tools Notebook
- HealthTeacher: Teaching Health Concepts and Skills Middle School, ToucanEd Publishing
- Sexual Harassment and In Touch with Teens, LA Commission on Assaults Against Women
- 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/Office: Health/PE Office
 Original Date: 5/3/05
 Revised Date: 10/1/08, 6/1/09