



MIDDLE SCHOOL COURSE OUTLINE

<b>Department</b>	Health				
<b>Course Title</b>	Health Education 7	<b>Course Code</b>	5621		
<b>Abbreviation</b>	Health Ed	<b>Grade Level</b>	7		
<b>Course Length</b>	1 Semester	<b>Required</b>	x	<b>Elective</b>	
<b>Teacher Certification</b>	Special Education				
<b>Prerequisites</b>	Current placement in Special Education program based on IEP				

**COURSE DESCRIPTION:**

Health Education SDC is a one semester 7th 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 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 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- 2<sup>nd</sup> 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 (2<sup>nd</sup>-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, digraphs, 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 (4<sup>th</sup> 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 digraphs
- 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**

<b>Assessment/ Assignments</b>	<b>Not Proficient 1</b>	<b>Partial Proficient 2</b>	<b>Proficient 3</b>	<b>Advanced Proficient 4</b>
<b>Graded Student Work</b>	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%
<b>Written Responses, Performance- based Assessments</b>	1	2	3	4
<b>End-of-Course Exam</b>	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.

Personal and Community Health	14 days
Mental, emotional, and social health	12 days
Nutrition and physical activity	16 days
Alcohol, tobacco, and other drugs	16 days
Injury prevention and safety	12 days
Growth, development, and sexual health	18 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 (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 <b>Personal and Community Health (PCH)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<b>Standard 1: Essential Concepts</b>			
1.1.P <b>Describe the importance of health-management strategies (e.g., those involving adequate sleep, ergonomics, sun safety, hearing protection, and self examination).</b>	What does it mean to be healthy?	<b>From the Health Education Assessment Guide for Middle Schools</b>	<ul style="list-style-type: none"> <li>Chapters 1, 2, 5, 12, 15: <u>Teen Health 2</u>, Glencoe</li> <li>Teachers' Edition: pp. TM24-25</li> <li>Textbook Support Resources</li> <li><a href="http://www.glencoe.com/sec/health/th22005/index.php/ca">http://www.glencoe.com/sec/health/th22005/index.php/ca</a></li> <li><u>HealthTeacher</u>, ToucanEd</li> <li>AudioVisuals available from OMS and SMRC</li> </ul>
1.2.P <b>Identify the importance of age-appropriate medical services.</b>	What responsibilities do individuals have toward maintaining their health?	<u>Short/Extended Response Performance Based Assessments:</u>	
1.3.P <b>Identify Standard (Universal) Precautions and why they are important. (also IPS, GDSH)</b>	How do healthy lifestyle choices prevent illness?	Personal Hygiene (EC/PB)	
1.4.P <b>Examine the causes and symptoms of communicable and non-communicable diseases.</b>	What are healthy ways to manage chronic disease?	Selecting and Using Health Care Products and Services (EC/AI)	
1.5.P <b>Discuss the importance of effective personal and dental hygiene practices for preventing illness.</b>	How is one's health and safety affected by the environment?	Preventing Disease and Infection (EC/PB)	
1.6.P Identify effective brushing and flossing techniques for oral care.	What responsibilities do individuals have toward the environment?	Environmental Hazards (EC/PH)	
1.7.P <b>Identify effective protection for teeth, eyes, head, and neck during sports and recreation activities. (also IPS)</b>	What is the importance of utilizing effective communication skills?	<u>Performance Events and Tasks:</u>	
1.8.P Identify ways to prevent vision or hearing damage.	What is the importance of utilizing effective decision making skills?	Community and Health Services (EC/HP)	
1.9.P <b>Identify ways that environmental factors, including air quality, affect our health.</b>	What is the importance of utilizing effective decision making skills?		
1.10.P Identify human activities that contribute to environmental challenges (e.g., air, water and noise pollution).	What is the importance of setting goals?		
1.11.P Describe global influences on personal and community health.	How can we promote personal and community health?		
1.12.P <b>Identify ways to reduce exposure to the sun.</b>			
<b>Standard 2: Analyzing Influences</b>			
2.1.P <b>Analyze a variety of influences that affect personal health practices.</b>			
2.2.P Analyze how environmental pollutants, including noise pollution, affect health.			

Performance Indicators for <b>Personal and Community Health (PCH)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
2.3.P Analyze the relationship between the health of a community and the global environment.			
2.4.P Analyze the influence of culture, media, and technology on health decisions.	antibodies attitudes balance		
2.5.P Analyze the social influences that encourage or discourage sun-safety practices.	behavior biodegradable carcinogen		
<b>Standard 3: Accessing Valid Information</b>			
3.1.P <b>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.</b>	chronic communicable communication conservation decision-making disease		
3.2.P <b>Access valid information about preventing common communicable diseases.</b>	goals goal-setting health immunity		
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>	pollution recycle sanitation toxic		
3.4.P <b>Demonstrate how to access school and community health services.</b>	transmission values wellness		
<b>Standard 4: Interpersonal Communication</b>			
4.1.P Practice how to make a health-related consumer complaint.			
4.2.P <b>Use assertive communication skills to avoid situations that increase risk of communicable disease or illness.</b>			
<b>Standard 5: Decision Making</b>			
5.1.P <b>Apply a decision-making process to determine safe and healthy strategies for dealing with personal health problems.</b>			
5.2.P Apply a decision-making process when selecting healthcare products.			
5.3.P Analyze the characteristics of informed health choices.			
<b>Standard 6: Goal Setting</b>			
6.1.P <b>Establish goals for improving personal and community health.</b>			
6.2.P Design a plan to minimize environmental pollutants, including noise at home and in the community.			
6.3.P Create a plan to incorporate adequate rest and sleep in daily routines.			
<b>Standard 7: Practicing Health-Enhancing</b>			

Performance Indicators for <b>Personal and Community Health (PCH)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p><b>Behaviors</b></p> <p><b>7.1.P Practice and take responsibility for personal and dental hygiene practices.</b></p> <p><b>7.2.P Describe situations where Standard (Universal) Precautions are appropriate. (also IPS, GDSH)</b></p> <p><b>Standard 8: Health Promotion</b></p> <p><b>8.1.P</b> Promote the importance of regular screenings and medical examinations.</p> <p><b>8.2.P Demonstrate the ability to be a positive peer role model in the school and community.</b></p> <p><b>8.3.P</b> Demonstrate ways to accept responsibility for conserving natural resources.</p>			
<b>Ideas for Functional Health Integration</b>		<b>Suggested Community Experiences</b>	
<p>See <a href="http://www.glencoe.com/sec/health/">http://www.glencoe.com/sec/health/</a> 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"> <li>Explore different resources in the school or community for achieving optimal personal health (i.e. school nurse, counselor, drug stores, clinics, etc.).</li> <li>Students may go to local Red Cross, Fire Station or Police Station.</li> <li><i>Assessment Tool:</i> Students can create a brochure of resources available in the school or community for personal health.</li> </ul>	
Personal inventory to see if they are at risk of disease because of their eating, sleeping and exercising patterns.			
Identify people, places, and resources to obtain valid health information.			
Practice asking adults for health information or assistance.			
Learn how to make a decision (can use same/similar scenarios as above).			
Learn how to set a goal (getting adequate sleep, 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)

**12 days**

The area of health education that includes the ability to express needs, wants, and emotions in positive ways; to manage anger and conflict; and to deal with frustrations. Included in this area are practicing life skills, making responsible decisions, developing good character, following a plan to manage stress, and being resilient during difficult times.

Performance Indicators for <b>Mental, Emotional, and Social Health (MESH)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p><b>Standard 1: Essential Concepts</b></p> <p><b>1.1.M Explain positive social behaviors (e.g., helping others,</b></p>	Where can we access valid	<b>From the Health</b>	<ul style="list-style-type: none"> <li>Ch. 7, 8: <u>Teen Health 2</u>, Glencoe</li> </ul>



Performance Indicators for <b>Mental, Emotional, and Social Health (MESH)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<b>1.2.M</b> being respectful to others, cooperation, consideration). Identify a variety of nonviolent ways to respond when angry or upset. <i>(also IPS)</i>	information about mental, emotional, and social health services?	<b><u>Education Assessment Guide for Middle Schools</u></b>	<ul style="list-style-type: none"> <li>Teachers' Edition: pp. TM24-25</li> <li>Textbook Support Resources</li> <li><a href="http://www.glencoe.com/sec/health/th22005/index.php/ca">http://www.glencoe.com/sec/health/th22005/index.php/ca</a></li> <li><u>HealthTeacher</u>, ToucanEd</li> <li>AudioVisuals available from OMS and SMRC</li> </ul>
<b>1.3.M</b> Identify 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>	
<b>1.4.M</b> Describe how emotions change during adolescence. <i>(also GDSH)</i>	What is the importance of utilizing effective decision making skills?	Stress Management (EC/AVI)	
<b>1.5.M</b> Recognize diversity among people, including disability, gender, race, sexual orientation, and body size. <i>(also IPS)</i>	What is the importance of setting goals?	Resources and Support (EC/AVI)	
<b>1.6.M</b> Describe the changing roles and responsibilities of adolescents as members of the family and community.	What does it mean to have a positive body image and accept the differences of others?	Suicide Prevention (EC/AVI)	
<b>1.7.M</b> Describe the benefits of having positive relationships with trusted adults.	How do media and societal norms affect self concept and body image?	<u>Performance Events and Tasks:</u>	
<b>1.8.M</b> Analyze the harmful effects of using diet pills without physician supervision.	How can we promote positive mental, emotional and social health at school and in our community?	Stress Management (EC/PB)	
<b>1.9.M</b> Identify the signs of various eating disorders.		Resources and Support (EC/AVI)	
<b>1.10.M</b> Describe signs of depression, potential suicide, and other self-destructive behaviors.			
<b>1.11.M</b> Describe common mental health conditions and why seeking professional help for these conditions is important.			
<b><u>Standard 2: Analyzing Influences</u></b>			
<b>2.1.M</b> Analyze internal and external influences on mental, emotional, and social health.			
<b>2.2.M</b> Analyze techniques that are used to pressure someone to engage in or be a target of violence behavior. <i>(also IPS)</i>			
<b>2.3.M</b> Analyze the influence of culture on family values and practices.			
<b><u>Standard 3: Accessing Valid Information</u></b>			
<b>3.1.M</b> Access accurate sources of information and services about mental, emotional, and social health.	Anorexia Nervosa Bulimia emotions consideration conflict resolution coping depression disordered eating diversity respect self-image suicide tolerance		
<b>3.2.M</b> Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access such help for oneself and others. <i>(also IPS)</i>			
<b>3.3.M</b> Identify trusted adults to report			

Performance Indicators for <b>Mental, Emotional, and Social Health (MESH)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>3.4.M <b>to if people are in danger of hurting themselves or others.</b> Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.</p> <p><b>Standard 4: Interpersonal Communication</b></p> <p>4.1.M <b>Seek help from trusted adults for oneself or a friend with an emotional or social health problem.</b></p> <p><b>Standard 5: Decision Making</b></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 <b>Describe situations for which someone would seek help with stress, loss, an unrealistic body image, and depression.</b></p> <p>5.5.M <b>Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.</b></p> <p><b>Standard 6: Goal Setting</b></p> <p>6.1.M <b>Develop achievable goals for handling stressors in healthy ways.</b></p> <p><b>Standard 7: Practicing Health-Enhancing Behaviors</b></p> <p>7.1.M <b>Demonstrate effective coping mechanisms and strategies for managing stress.</b></p> <p>7.2.M <b>Practice respect for individual differences and diverse backgrounds. (also IPS)</b></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 <b>Practice personal boundaries in a variety of situations.</b></p> <p>7.5.M <b>Demonstrate skills to avoid or escape from potentially violent situations, including dating. (also IPS)</b></p> <p><b>Standard 8: Health Promotion</b></p> <p>8.1.M <b>Promote a positive and</b></p>			

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

### 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 <b>Nutrition and Physical Activity (NPA)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<b>Standard 1: Essential Concepts</b>			
1.1.N <b>Describe the short- and long-term impact of nutritional choices on health.</b>	What is a balanced diet?	<b><u>From the Health Education Assessment Guide for Middle Schools</u></b>	<ul style="list-style-type: none"> <li>Ch. 3, 4: <u>Teen Health 2</u>, Glencoe</li> <li>Teachers' Edition: pp. TM24-25</li> <li>Textbook Support Resources</li> <li><a href="http://www.glencoe.com/sec/health/th22005/index.php/ca">http://www.glencoe.com/sec/health/th22005/index.php/ca</a></li> <li><u>HealthTeacher</u>, ToucanEd</li> <li><a href="http://www.MyPyramid.gov">www.MyPyramid.gov</a></li> <li><u>Exercise Your Options</u>, Dairy Council of California</li> <li><a href="http://www.dairycouncilofca.org">www.dairycouncilofca.org</a></li> <li>AudioVisuals available from OMS</li> </ul>
1.2.N <b>Identify nutrients and their relationships to health.</b>	How does fitness affect health?		
1.3.N <b>Examine the health risks caused by food contaminants.</b>	Where can one access valid nutrition and fitness information?		
1.4.N <b>Describe how to keep food safe through proper food purchasing, preparation, and storage practices.</b>	Where can one access valid nutrition and fitness information?	<u>Short/Extended Response Performance Based Assessments:</u>	
1.5.N <b>Differentiate between diets that are health-promoting and diets linked to disease.</b>	What is the importance of utilizing effective communication skills around the issues of nutrition and fitness?	Healthy Eating (EC/PB)	
1.6.N <b>Analyze the caloric and nutritional value of foods and beverages.</b>	What is the importance of utilizing	Food Choices (EC/DM)	
1.7.N <b>Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.</b>	What is the importance of utilizing		

Performance Indicators for <b>Nutrition and Physical Activity (NPA)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>1.8.N Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet.</p> <p>1.9.N Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.</p> <p>1.10.N Identify the impact nutrition has on chronic disease.</p> <p>1.11.N Analyze the cognitive and physical benefits of eating breakfast daily.</p> <p><b>1.12.N Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat.</b></p> <p>1.13.N Explain how to use a Body Mass Index (BMI) score as a tool for measuring general health.</p> <p>1.14.N Identify ways to increase daily physical activity.</p> <p>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.</p> <p>1.16.N Differentiate between physical activity and exercise and health-related and skill-related fitness.</p>	<p>effective decision making skills?</p> <p>What is the importance of setting goals?</p> <p>How can we promote healthy eating and physical activity?</p> <p>calories carbohydrates diet fats fitness malnutrition nutrients obesity proteins saturated supplements vigorous</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>	<p>and SMRC</p>
<b><u>Standard 2: Analyzing Influences</u></b>			
2.1.N	<b>Describe the influence of culture and media on body image.</b>		
2.2.N	<b>Evaluate internal and external influences on food choices.</b>		
2.3.N	Analyze the impact of nutritional choices on future reproductive and prenatal health.		
2.4.N	Analyze the influence of technology and media on physical activity.		
<b><u>Standard 3: Accessing Valid Information</u></b>			
3.1.N	<b>Distinguish between valid and invalid sources of nutrition information.</b>		
3.2.N	Evaluate the accuracy of claims about dietary supplements and popular diets.		
3.3.N	Describe how to access nutrition information about foods offered in restaurants in one's community.		
3.4.N	Identify places where youths and families can be physically active.		
3.5.N	Identify trusted adults in one's family, school, and community for		

Performance Indicators for <b>Nutrition and Physical Activity (NPA)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>advice and counseling regarding healthy eating and physical activity.</p> <p><b>Standard 4: Interpersonal Communication</b></p> <p><b>4.1.N Demonstrate the ability to use effective skills to model healthy decision making and prevent over consumption of foods and beverages.</b></p> <p>4.2.N Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.</p> <p><b>Standard 5: Decision Making</b></p> <p><b>5.1.N Use a decision-making process to evaluate daily food intake for nutritional requirements.</b></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><b>5.4.N Analyze the physical, mental, and social benefits of physical activity.</b></p> <p><b>Standard 6: Goal Setting</b></p> <p><b>6.1.N Make a personal plan for improving one’s nutrition and incorporating physical activity into daily routines.</b></p> <p>6.2.N Set a goal to increase daily physical activity.</p> <p><b>Standard 7: Practicing Health-Enhancing Behaviors</b></p> <p><b>7.1.N Make healthy food choices in a variety of settings.</b></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><b>Standard 8: Health Promotion</b></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><b>8.3.N Encourage peers to eat healthy foods and be physically active.</b></p>			
<b>Ideas for Functional Health Integration</b>		<b>Suggested Community Experiences</b>	
See <a href="http://www.glencoe.com/sec/health/">http://www.glencoe.com/sec/health/</a> for ideas.		<ul style="list-style-type: none"> <li>Compare food label at grocery store or restaurant for healthy menu options for breakfast, lunch, dinner, snacks.</li> </ul>	
Identify a variety of healthy food/beverage choices (avoid			

Performance Indicators for <b>Nutrition and Physical Activity (NPA)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
labeling any food as “bad” and avoid “diet” talk).		<ul style="list-style-type: none"> <li>Students may modify a recipe to make it healthy.</li> <li>Students can explore cookbooks at local bookstores, retail stores in search of healthy recipes.</li> <li><i>Assessment tool:</i> Give students a small budget to purchase healthy meal items. Students can explain to class why they choose items.</li> <li><i>Assessment tool:</i> Students may create their own nutritional cookbook.</li> </ul>	
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 <a href="http://www.mypyramid.gov">www.mypyramid.gov</a> , <a href="http://www.cancer.org">www.cancer.org</a> , <a href="http://www.eatright.org">www.eatright.org</a> , 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)			

### 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 <b>Injury Prevention and Safety (IPS)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p><b>Standard 1: Essential Concepts</b></p> <p><b>1.1.S Describe the differences between physical, verbal, and sexual violence.</b></p> <p><b>1.2.S Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.</b></p> <p><b>1.3.S Describe how the presence of weapons increases the risk of serious violent injuries.</b></p> <p><b>1.4.S Discuss the importance of reporting weapon possession.</b></p> <p><b>1.5.S Explain how violence, aggression,</b></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><b><u>From the Health Education Assessment Guide for Middle Schools</u></b></p> <p><b><u>Short/Extended Response Performance Based Assessments:</u></b></p>	<ul style="list-style-type: none"> <li>Chapters 9,14: <u>Teen Health 2</u>, Glencoe</li> <li>Teachers’ Edition: pp. TM24-25</li> <li>Textbook Support Resources</li> <li><a href="http://www.glencoe.com/sec/health/th22005/index.php/ca">http://www.glencoe.com/sec/health/th22005/index.php/ca</a></li> <li><u>Too Good for Violence</u>, Mendez Foundation</li> <li><a href="http://www.mendezfo">http://www.mendezfo</a></li> </ul>

Performance Indicators for <b>Injury Prevention and Safety (IPS)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<b>1.6.S</b> bullying, and harassment affect health and safety. <b>Identify trusted adults to whom school or community violence should be reported.</b>	Where can one access valid information and help when confronted with violence?	Violence Prevention 1 (EC/DM)	<a href="http://undation.org/educationcenter/app/">undation.org/educationcenter/app/</a> <ul style="list-style-type: none"> <li><a href="#">In Touch with Teens and Sexual Harassment</a>, LA Commission on Assaults Against Women</li> </ul>
<b>1.7.S</b> <b>Describe possible legal consequences of sexual harassment and violence.</b>	What is the importance of utilizing effective communication skills to decrease violence?	Violence Prevention 2 (EC/PB)	<ul style="list-style-type: none"> <li><a href="#">HealthTeacher</a>, ToucanEd</li> </ul>
<b>1.8.S</b> <b>Describe types of sexual harassment and ways to report them.</b>	What is the importance of utilizing effective decision making skills?	Motorized Vehicle Safety (EC/HP)	<ul style="list-style-type: none"> <li>AudioVisuals available from OMS and SMRC</li> </ul>
<b>1.9.S</b> Describe the behavioral and environmental factors associated with major causes of death in the United States.	What is the importance of setting goals?	Home Safety (CC/HP)	
<b>1.10.S</b> <b>Identify basic safety guidelines for emergencies and natural disasters.</b>	What is the importance of setting goals?	<u>Performance Events and Tasks:</u>	
<b>1.11.S</b> <b>Identify ways to prevent climate-related physical conditions such as physical exhaustion, sunburn, heat stroke, and hypothermia.</b>	How can we promote safety and non-violence?	Water Safety (EC/PB)	
<b>1.12.S</b> <b>Examine safety hazards associated with Internet usage.</b>			
<b>1.13.S</b> <b>Explain ways to prevent fires and reduce the risk of fire-related injuries.</b>			
<b>1.14.S</b> <b>Explain ways to reduce risk of injuries in and around water.</b>			
<b>1.15.S</b> Explain ways to reduce the risk of injuries (including oral injuries) that can occur during sports and recreational participation.	abuse aggression assault assertive bullying conflict demeaning emergency gangs harassment hazards intimidation mediation neglect negotiation precautions prejudice rape violence weapons		
<b>Standard 2: Analyzing Influences</b>			
<b>2.1.S</b> Analyze how the media portrays fire and explosives.			
<b>2.2.S</b> <b>Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.</b>			
<b>Standard 3: Accessing Valid Information</b>			
<b>3.1.S</b> <b>Analyze sources of information regarding injury and violence prevention.</b>			
<b>3.2.S</b> Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying.			
<b>Standard 4: Interpersonal Communication</b>			
<b>4.1.S</b> <b>Report to a trusted adult situations that could lead to injury or harm.</b>			
<b>4.2.S</b> <b>Use communication and refusal</b>			

Performance Indicators for <b>Injury Prevention and Safety (IPS)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p><b>4.3.S</b> skills to avoid violence, gang involvement, and risky situations. <b>Describe ways to manage interpersonal conflicts nonviolently.</b></p> <p><b>4.4.S</b> Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.</p> <p><b>4.5.S</b> <b>Describe characteristics of effective communication.</b></p> <p><b>4.6.S</b> <b>Differentiate between passive, aggressive, and assertive communication.</b></p> <p><b>4.7.S</b> 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>			
<p><b>Standard 5: Decision Making</b></p>			
<p><b>5.1.S</b> Use a decision-making process to examine risky social and dating situations.</p>			
<p><b>5.2.S</b> <b>Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.</b></p>			
<p><b>5.3.S</b> Use a decision-making process to analyze the consequences of gang involvement.</p>			
<p><b>5.4.S</b> Evaluate why some students are bullies.</p>			
<p><b>5.5.S</b> <b>Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.</b></p>			
<p><b>Standard 6: Goal Setting</b></p>			
<p><b>6.1.S</b> <b>Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.</b></p>			
<p><b>6.2.S</b> Create a personal-safety plan.</p>			
<p><b>Standard 7: Practicing Health-Enhancing Behaviors</b></p>			
<p><b>7.1.S</b> <b>Practice first aid and emergency procedures.</b></p>			
<p><b>7.2.S</b> <b>Practice ways to solve conflicts nonviolently.</b></p>			
<p><b>7.3.S</b> <b>Practice the safe use of technology.</b></p>			
<p><b>Standard 8: Health Promotion</b></p>			
<p><b>8.1.S</b> <b>Support changes to promote</b></p>			



Performance Indicators for <b>Injury Prevention and Safety (IPS)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p><b>8.2.S</b> safety in the home, at school, and in the community. Design a campaign for preventing violence, aggression, bullying, and harassment.</p> <p><b>8.3.S</b> Demonstrate the ability to influence others' safety behaviors (e.g., wearing bicycle helmets and seat belts).</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"> <li>• Students check smoke detectors in the home, fire escape route for rooms</li> <li>• Assemble first aid kits for home.</li> <li>• Visit local fire station.</li> </ul>	
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)			

### 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 <b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p><b>Standard 1: Essential Concepts</b></p> <p><b>1.1.A</b> Describe the short- and long-term harmful effects of alcohol, tobacco, and other drugs, including steroids, performance-enhancing drugs and inhalants.</p> <p><b>1.2.A</b> Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors.</p> <p><b>1.3.A</b> Explain the dangers of drug dependence and addiction.</p> <p><b>1.4.A</b> Describe the consequences of using alcohol, tobacco, and</p>	<p>How do drugs impact health?</p> <p>What is the difference between drug use, misuse, and abuse?</p> <p>How does drug use increase risk of being involved in dangerous situations?</p> <p>Where can we access valid</p>	<p><b>From the Health Education Assessment Guide for Middle Schools</b></p> <p>Short/Extended Response Performance Based Assessments:</p> <p>Short and Long</p>	<ul style="list-style-type: none"> <li>• Chapters 10,11: <u>Teen Health 2</u>, Glencoe</li> <li>• Teachers' Edition: pp. TM24-25</li> <li>• Textbook Support Resources</li> <li>• <a href="http://www.glencoe.com/sec/health/th22005/index.php/ca">http://www.glencoe.com/sec/health/th22005/index.php/ca</a></li> <li>• <u>Project Alert</u></li> <li>• <a href="http://www.projectalert.com">www.projectalert.com</a></li> <li>• <u>HealthTeacher</u>, ToucanEd</li> <li>• AudioVisuals available from OMS</li> </ul>

Performance Indicators for <b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
1.5.A <b>other drugs during pregnancy, including fetal alcohol spectrum disorders.</b> Analyze the harmful effects of using diet pills without physician supervision.	information and help regarding legal and illegal drugs?	Term Consequences of Alcohol Use (EC/HP)	and SMRC
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 communication skills?	Influences on Tobacco Use (EC/AI)	
1.7.A Explain why most youths do not use alcohol, tobacco, and other drugs.	What is the importance of utilizing effective decision making skills?	Decision Making and Tobacco (EC/DM)	
1.8.A Explain school policies and community laws related to use, possession, and sale of alcohol, tobacco, and illegal drugs.	What is the importance of setting goals?	Tobacco Cessation (EC/IC)	
<b>Standard 2: Analyzing Influences</b>			
2.1.A <b>Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs.</b>	How can we promote a drug-free lifestyle?	<u>Performance Events and Tasks:</u>	
2.2.A <b>Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse.</b>		Benefits of Being Tobacco Free (EC/AI)	
2.3.A <b>Analyze family and peer pressure as influences on the use of alcohol, tobacco, and other drugs.</b>	abstinence addiction dependence depressant hallucinogen performance-enhancing prescription pressure recovery refusal stimulant tolerance withdrawal	Short and Long Term Effects of AOD Use (EC/GS)	
<b>Standard 3: Accessing Valid Information</b>			
3.1.A <b>Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.</b>		Communicating Healthy Choices About AOD Use (EC/IC)	
<b>Standard 4: Interpersonal Communication</b>			
4.1.A <b>Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.</b>			
<b>Standard 5: Decision Making</b>			
5.1.A <b>Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.</b>			
<b>Standard 6: Goal Setting</b>			
6.1.A <b>Develop short- and long-term goals to remain drug free.</b>			
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>			
7.1.A <b>Use a variety of effective coping strategies when there is alcohol, tobacco, and other drug use in</b>			

Performance Indicators for <b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p>group situations.</p> <p><b>7.2.A Practice positive alternatives to using alcohol, tobacco, and other drugs.</b></p> <p><b>Standard 8: Health Promotion</b></p> <p><b>8.1.A Participate in school and community efforts to promote a drug-free lifestyle.</b></p>			
<b>Ideas for Functional Health Integration</b>		<b>Suggested Community Experiences</b>	
Review the health consequences of drug use: focus on alcohol, tobacco, marijuana, inhalants, prescription drugs	<ul style="list-style-type: none"> <li>Locate resources in the phone book where substance use/abuse resources can be accessed.</li> </ul>		
Study over the counter drugs labels			
Compare perceptions of use to data (see <a href="http://www.lbusd.k12.ca.us/Main_Offices/Research/Studies/surveys.cfm">http://www.lbusd.k12.ca.us/Main_Offices/Research/Studies/surveys.cfm</a> )			
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)			

## 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 <b>Growth, Development, and Sexual Health (GDSH)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<b>Standard 1: Essential Concepts</b>			
<b>1.1.G</b> Explain physical, social, and emotional changes associated with adolescence.	What physical changes occur through adolescence?	<b>From the Health Education Assessment Guide for Middle Schools</b>  Short/Extended Response Performance Based Assessments:  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"> <li>Ch. 6, 8: <u>Teen Health 2</u>, Glencoe</li> <li>Teachers' Edition: pp. TM24-25</li> <li>Textbook Support Resources</li> <li><a href="http://www.glencoe.com/sec/health/th22005/index.php/ca">http://www.glencoe.com/sec/health/th22005/index.php/ca</a></li> <li><u>Positive Prevention</u></li> <li><a href="http://www.cdc.gov/std/default.htm">http://www.cdc.gov/std/default.htm</a></li> <li><u>In Touch with Teens HealthTeacher</u>, ToucanEd</li> <li>AudioVisuals available from OMS and SMRC</li> </ul>
<b>1.2.G</b> Summarize the human reproduction cycle.			
<b>1.3.G*</b> 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?		
<b>1.4.G</b> Explain how conception occurs, the stages of pregnancy, and responsibilities associated with parenting.	How does one build healthy relationships?		
<b>1.5.G*</b> 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?		
<b>1.6.G*</b> Identify the short- and long-term effects of HIV/AIDS/STDs.	What are consequences of sexual activity?		
<b>1.7.G*</b> 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?		
<b>1.8.G*</b> 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?		
<b>1.9.G</b> Explain why individuals have the right to refuse sexual contact. <i>(also IPS)</i>	What is the importance of utilizing effective decision making skills?		
<b>1.10.G</b> Describe the emotional, psychological, and physical consequences of rape and sexual assault. <i>(also IPS)</i>			
<b>1.11.G</b> Explain why rape and sexual assault should be reported to authorities and a trusted adult.			

Performance Indicators for <b>Growth, Development, and Sexual Health (GDSH)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p><b>1.12.G*</b> <i>(also IPS)</i> <b>Describe responsible prenatal and parenting care, including California’s Safely Surrendered Baby Law.</b></p> <p><b>1.13.G</b> 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>	
<b>Standard 2: Analyzing Influences</b>			
<p><b>2.1.G</b> Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.</p>			
<p><b>2.2.G*</b> <b>Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.</b></p>	<p>adolescence abstinence commitment conception contraception cooperation exploitation family maturation monogamy parenting peers pregnancy prenatal puberty relationships reproductive respect responsibility</p>		
<p><b>2.3.G*</b> <b>Analyze the influence of alcohol and other drugs on sexual behaviors.</b></p>			
<p><b>2.4.G*</b> <b>Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs.</b></p>			
<p><b>2.5.G</b> Recognize that there are individual, family, and cultural differences in relationships.</p>			
<p><b>2.6.G</b> Explain how sexual exploitation can occur through the Internet.</p>			
<b>Standard 3: Accessing Valid Information</b>			
<p><b>3.1.G</b> Identify trusted adults from one’s family, school, and community for advice and counseling regarding reproductive and sexual health.</p>			
<p><b>3.2.G*</b> <b>Locate medically and scientifically accurate sources of information on reproductive health.</b></p>			
<p><b>3.3.G*</b> <b>Identify health care providers for reproductive and sexual health services.</b></p>			
<b>Standard 4: Interpersonal Communication</b>			
<p><b>4.1.G*</b> <b>Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health.</b></p>			
<p><b>4.2.G*</b> <b>Use effective verbal and nonverbal communication skills to prevent sexual</b></p>			

Performance Indicators for <b>Growth, Development, and Sexual Health (GDSH)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p><b>4.3.G</b> involvement, HIV, other STDs, and unintended pregnancy. Use healthy and respectful ways to express friendship, attraction, and affection.</p> <p><b>4.4.G*</b> Analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.</p> <p><b>4.5.G</b> Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.</p>			
<b>Standard 5: Decision Making</b>			
<b>5.1.G*</b> Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy.			
<b>5.2.G*</b> Use a decision-making process to examine the characteristics of healthy relationships.			
<b>5.3.G*</b> Use a decision-making process to evaluate individual differences in growth and development, physical appearance, gender roles, and sexual orientation.			
<b>5.4.G</b> Analyze the responsibilities and privileges of becoming a young adult.			
<b>5.5.G</b> Identify how good health practices in adolescence affect lifelong health and the health of future children.			
<b>5.6.G</b> Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.			
<b>5.7.G</b> Use a decision-making process to evaluate the value of using FDA-approved condoms for pregnancy and STD prevention.			
<b>Standard 6: Goal Setting</b>			
<b>6.1.G*</b> Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy.			
<b>6.2.G*</b> Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals.			
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>			
<b>7.1.G*</b> Describe strategies for refusing unwanted sexual activity.			
<b>7.2.G*</b> Demonstrate the ability to			

Performance Indicators for <b>Growth, Development, and Sexual Health (GDSH)</b>	Essential Questions & Key Vocabulary	Key Assignments/ Assessments	Textbook and Supplemental Materials
<p><b>7.3.G*</b> 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><b>Standard 8: Health Promotion</b></p> <p><b>8.1.G*</b> Support and encourage safe, respectful, and responsible relationships.</p> <p><b>8.2.G*</b> Promote respect for and dignity of persons living with HIV or AIDS.</p>			
<b>Ideas for Functional Health Integration</b>		<b>Suggested Community Experiences</b>	
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) 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](http://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](http://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.

<b>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</b>	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

**Active Participation:** Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

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

### **Baldrige Quality Tools**

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

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

#### **Reading Strategies in Health**

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

#### **SDAIE Strategies for English Learners**

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

**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:**

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
  - 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 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:**

- Too Good For Violence, Best Foundation (Mandated use for compliance with No Child Left Behind)
- Project ALERT (Mandated use 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.

### **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:**

### **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

**Special Education Accommodations:** Students must participate in assessments using the accommodations documented on their IEP. Accommodations for classroom and district assessment should be closely linked to the same accommodations that are given in classroom instruction. Common accommodations used in health are:

- Read aloud- read health questions, excerpts etc. 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.
- Other accommodations: any other accommodations documented in the IEP should be allowed during instruction and assessment. Accommodations are what helps the student access the curriculum.

**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%

<b>GRADING SCALE</b>			
	<b>Letter Grade</b>	<b>Percentage</b>	<b>Four Point Rubric Score*</b>
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: Joann Murphy and Robin Sinks  
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