



OFFICE OF CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

HIGH SCHOOL COURSE OUTLINE

<b>Department</b>	General Studies	<b>Course Title</b>	Health Education		<b>Course Code</b>	2001			
<b>Grade Level</b>	9	<b>Short Title</b>	Health Ed		<b>Grad Requirement</b>			Yes	
<b>Course Length</b>	1 semester	<b>Credits per Semester</b>	5	<b>Approved for Honors</b>	No	<b>Required</b>	Yes	<b>Elective</b>	No
<b>Prerequisites</b>	None								
<b>Co-requisites</b>	None								
<b>Articulated with LBCC</b>	No		<b>Articulated with CSULB</b>				No		
<b>Meets UC "a-g" Requirement</b>	No		<b>Meets NCAA Requirement</b>				No		

**COURSE DESCRIPTION:**

This course is designed to assist students to obtain accurate information, develop lifelong positive attitudes and behaviors, and make wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

**COURSE PURPOSE: GOALS**

**Content:**

Students will learn physical, mental/emotional and social health concepts through an exploration of content as listed in the course description. They will learn the skills and behaviors that enhance life-long personal and community health.

**Skills:**

Students will apply the health skills identified in the California Health Education Content standards (2-8), to everyday behavior in a variety of settings. Students will apply selected Career Technical Education standards (2-5 and 7-9) to health behaviors in a variety of settings.

**Literacy:**

Students will communicate health related concepts and skills to a variety of audiences through suitable media utilizing research, writing and oral presentation methods. Students will demonstrate selected Career Technical Education standards (2) through their research, writing and oral presentations.

**Applications:**

Students will apply personal health behaviors and skills necessary to succeed in all careers. Students will also explore a variety of career options in health.

**COURSE PURPOSE: EXPECTED OUTCOMES**

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content and skill standards for Health Education. Levels of proficiency are defined near the end of this course outline under Performance Criteria.

*Health Education Standards:* from the Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, adopted by the California State Board of Education in March, 2008.

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)

**COURSE PURPOSE: EXPECTED INTEGRATED OUTCOMES**

Students are also expected to proficiently apply common skills that are relevant across curriculum areas and career pathways. The following are those skills most applicable to Health Education.

*CTE Foundation Standards:* from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in May, 2005.

**Foundation Standard 2: Communication**

- Writing 2.3** Write expository compositions, including analytical essays and research reports:
- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
  - b. Convey information and ideas from primary and secondary sources accurately and coherently.
  - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
  - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
  - e. Anticipate and address readers' potential misunderstanding, biases, and expectations.
  - f. Use technical terms and notations accurately.

**Written and Oral English Language Conventions 1.4** Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

**Listening and Speaking 2.5** Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).

- a. Structure ideas and arguments in a coherent, logical fashion.
- b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- d. Anticipate and address the listener's concerns and counterarguments.

### **Foundation Standard 3: Career Planning and Management**

**3.6** *Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.*

### **Foundation Standard 4: Technology**

**4.2** Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.

### **Foundation Standard 5: Problem Solving and Critical Thinking**

**5.3** *Use critical thinking skills to make informed decisions and solve problems.*

### **Foundation Standard 7: Responsibility and Flexibility**

**7.2** *Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.*

**7.4** Understand that individual actions can affect the larger community.

### **Foundation Standard 8: Ethics and Legal Responsibilities**

**8.3** *Understand the role of personal integrity and ethical behavior in the workplace.*

### **Foundation Standard 9: Leadership and Teamwork**

**9.3** *Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals*

**9.5** Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

<p><b>Unit or Topic: Personal and Community Health</b></p> <p>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.</p>		<p><b>Approx. Time 14 days</b></p>	
<p><b>Sample Essential Question(s):</b>                  What does it mean to be healthy? What responsibilities do individuals have toward maintaining their health?                  How do healthy lifestyle choices prevent illness? What are healthy ways to manage chronic disease?                  How is one's health affected by the environment? What responsibilities do individuals have toward the environment?                  What is the importance of utilizing effective communication skills? utilizing effective decision making skills? setting goals?                  How can we promote personal and community health?</p>			
<p><b>Content Standards</b></p>		<p><b>Performance Standard Measures</b>  <i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i></p>	<p><b>Instructional Support</b></p>
<p><b><u>Students Know (content)</u></b></p> <p><b><u>Personal Health/Self-Management</u></b></p> <p>1.1.P Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).                  1.2.P Evaluate the importance of regular medical and dental check-ups, vaccinations, and examinations.                  1.3.P Identify symptoms that should prompt individuals to seek health care.                  1.7.P Identify symptoms that indicate a need for an ear, eye, or dental exam.                  1.9.P Identify the importance of medical screenings (including breast, cervical, testicular and prostate examinations) and other testing necessary to maintain reproductive health.</p>	<p><b><u>Students are Able to Do (skill)</u></b></p> <p><b><u>Personal Health/Self-Management</u></b></p> <p>2.1.P Discuss influences that affect positive health practices.                  2.2.P Evaluate influences on the selection of personal health care products and services.                  2.5.P Analyze the social influences that encourage or discourage sun-safety practices.                  2.6.P Evaluate the benefits of informed health choices.                  2.7.P Evaluate the need for sleep, rest, and exercise.                  3.1.P Access valid information about personal health products and services available in the community.                  3.5.P Assess ways to be a responsible consumer of health products and services.                  4.1.P Use effective communication skills to ask for assistance from parents, guardians, medical or dental health care professionals to enhance health.                  5.1.P Apply a decision-making process to a personal health issue or problem.                  5.2.P Explain how decisions regarding health</p>	<p><b><u>Students Demonstrate Knowledge and Skill</u></b></p> <p><b>Key Assignments/ Assessments</b></p> <p><u>See Key Assignments, page 25-26</u></p> <p><u>Unit Assessment (pg 29)</u></p> <p><b>Suggested Assignments/ Assessments</b></p> <p><u>From the Health Education Assessment Guide for High Schools Short/Extended Response Performance Based Assessments:</u></p> <p>Preventing Disease and Infection (EC/PB)</p> <p>Environmental Health and Resource Conservation (EC/PB)</p> <p><u>Service Learning Projects</u></p> <p><b>CTE Foundation Standard 2: W/O Conventions 1.4</b>                  Produce legible work that shows accurate spelling and correct use of the</p>	<p><b><u>Basic Textbook Correlation</u></b></p> <ul style="list-style-type: none"> <li>• Chapters 1-3, 14, 24, 26, 29: <u>Health</u>, Glencoe</li> <li>• Teachers' Edition: pp. TM26-29</li> <li>• Textbook Support Resources</li> <li>• <a href="http://www.glencoe.com/sec/health/gh2005/index.php/ca">http://www.glencoe.com/sec/health/gh2005/index.php/ca</a></li> </ul> <p><b>Supplemental Materials Correlation:</b></p> <ul style="list-style-type: none"> <li>• <u>HealthTeacher</u>, ToucanEd</li> <li>• AudioVisuals available from OMS and SMRC</li> <li>• Assessment Guide for High School, LBUSD</li> </ul> <p><b>Key Vocabulary:</b>                  antibodies                  attitudes                  balance                  behavior                  biodegradable                  carcinogen                  chronic                  communicable                  communication</p>

<p><b>behaviors have consequences for oneself and others.</b>                      5.4.P Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.  <b>5.5.P Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume).</b>  <b>6.1.P Develop a plan of preventive health management.</b>                      6.2.P Develop a plan of preventive dental health management.                      7.1.P Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming these barriers.                      7.2.P Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate sleep and rest.  <b>8.1.P Support personal or consumer health issues that promote community wellness.</b></p> <p><b><u>Disease Prevention</u></b></p> <p>1.4.P Identify types of pathogens that cause disease.  <b>1.5.P Investigate the causes and symptoms of communicable and non-communicable diseases.</b>                      1.6.P Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure.                      1.8.P Examine common types and symptoms of cancer.                      1.11.P Examine ways to prevent and manage asthma.</p> <p><b><u>Environmental Health</u></b></p> <p>1.10.P Explain how public health policies and government regulations influence health promotion and disease prevention.                      1.12.P Identify global</p>	<p><b>behaviors have consequences for oneself and others.</b>                      5.4.P Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.  <b>5.5.P Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume).</b>  <b>6.1.P Develop a plan of preventive health management.</b>                      6.2.P Develop a plan of preventive dental health management.                      7.1.P Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming these barriers.                      7.2.P Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate sleep and rest.  <b>8.1.P Support personal or consumer health issues that promote community wellness.</b></p> <p><b><u>Disease Prevention</u></b></p> <p><b>3.2.P Access valid information about common diseases.</b>  <b>7.3.P Demonstrate the proper steps for protecting oneself against harmful effects of the sun.</b>  <b>7.4.P Describe steps involved in breast or testicular self-exams.</b></p> <p><b><u>Environmental Health</u></b></p> <p>2.3.P Analyze how environmental conditions affect personal and community health.                      2.4.P Discuss ways to stay informed about environmental issues.</p>	<p>conventions of punctuation and capitalization.  <b>L/S 2.5</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).</p>	<p>conservation                      decision-making                      disease                      goal                      goal-setting                      health                      immunity                      pollution                      recycle                      sanitation                      toxic                      transmission                      values                      wellness</p>
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<p>environmental issues. 1.13.P Describe the impact of air and water pollution on health. 1.14.P Identify ways to reduce pollution and harmful effects (e.g., by using alternative methods of transportation).</p>	<p>3.3.P Evaluate current research about the health consequences of poor environmental conditions. <b>3.4.P Identify government and community agencies that promote health and protect the environment.</b> 5.3.P Apply a decision-making process to a community or environmental health issue. 8.2.P Encourage societal and environmental conditions that benefit health.</p>		
<p><b><u>CTE Foundation Standards</u></b> <b>7.4</b> Understand that individual actions can affect the larger community.</p>	<p><b><u>CTE Foundation Standards</u></b> <b>3.6</b> <i>Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, <b>interviewing skills</b>, and preparation of a portfolio.</i> <b>4.2</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products and services. <b>5.3</b> <i>Use critical thinking skills to make informed decisions and solve problems.</i> <b>7.2</b> <i>Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.</i> <b>8.3</b> <i>Understand the role of personal integrity and ethical behavior in the workplace.</i> <b>9.3</b> <i>Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals</i> <b>9.5</b> Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</p>		

**Unit or Topic: Mental, Emotional, and Social Health (MESH)** **Approx. Time 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.

**Sample Essential Question(s):**  
 Where can we access valid information about mental, emotional, and social health services?  
 What is the importance of utilizing effective communication skills to promote mental, emotional and social health?  
 decision making skills? setting goals?  
 What does it mean to have a positive body image and accept the differences of others?  
 How do media and societal norms affect self concept and body image?  
 How can we promote positive mental, emotional and social health at school and in our community?

<b>Content Standards</b>		<b>Performance Standard Measures</b> <i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i>	<b>Instructional Support</b>
<b><u>Students Know (content)</u></b>	<b><u>Students are Able to Do (skill)</u></b>	<b><u>Students Demonstrate Knowledge and Skill</u></b>	<b><u>Basic Textbook Correlation</u></b>
<p><b><u>Mental Health</u></b></p> <p><b>1.4.M Describe qualities that contribute to a positive self-image.</b>                      1.9.M Classify personal stressors at home, in school, and with peers.                      1.10.M Identify warning signs for suicide.                      1.11.M Identify loss and grief.</p>	<p><b><u>Mental Health</u></b></p> <p><b>2.1.M Analyze the internal and external issues related to seeking mental health assistance.</b>  <b>3.1.M Access school and community resources to help with mental, emotional, and social health concerns.</b>                      3.2.M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.  <b>5.1.M Monitor personal stressors and assess techniques for managing them.</b>                      5.2.M Compare various coping mechanisms for managing stress.  <b>5.3.M Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.</b>                      6.1.M Evaluate how preventing and managing stress and getting help for mental and social problems help achieve short- and long-term goals.  <b>6.2.M Set a goal to reduce life stressors in a health-enhancing way.</b>                      7.1.M Assess personal patterns in response to stress and use of resources.  <b>7.2.M Practice effective coping mechanisms and strategies for managing stress.</b></p>	<p><b>Key Assignments/ Assessments</b></p> <p><b><u>See Key Assignments, page 25-26</u></b></p> <p><b><u>Unit Assessment (pg 29)</u></b></p> <p><b>Suggested Assignments/ Assessments</b></p> <p><b><u>From the Health Education Assessment Guide for High Schools Short/Extended Response:</u></b></p> <p>Resources and Support (EC/AVI)</p> <p>Stress Management (EC/PB)</p> <p>Influences on Food Choices... Eating Disorders (EC/AI)</p> <p>Suicide Prevention (EC/AVI)</p> <p>Emotional Health (EC/PB)</p> <p><b><u>Performance Events and Tasks:</u></b></p> <p>Positive Self-Image (EC/AI)</p> <p>Suicide Prevention (EC/AVI)</p>	<p><b>Supplemental Materials Correlation:</b></p> <ul style="list-style-type: none"> <li>• Chapters 7-9: Health, Glencoe</li> <li>• Teachers' Edition: pp. TM26-29</li> <li>• Textbook Support Resources</li> <li>• <a href="http://www.glencoe.com/sec/health/gh2005/index.php/ca">http://www.glencoe.com/sec/health/gh2005/index.php/ca</a></li> <li>• <u>HealthTeacher, ToucanEd</u></li> <li>• AudioVisuals available from OMS and SMRC</li> <li>• Assessment Guide for High School, LBUSD</li> </ul> <p><b>Key Vocabulary:</b>                      Anorexia Nervosa                      Bulimia                      emotions                      conflict resolution                      consideration                      coping                      depression                      disordered eating                      diversity                      grief                      respect                      self-image</p>

<p><b><u>Emotional Health</u></b></p> <p><b>1.6.M Describe the importance of recognizing signs of disordered eating and other common mental health conditions.</b></p> <p><b>1.7.M Analyze signs of depression, potential suicide, and other self-destructive behaviors.</b></p> <p>1.10.M Identify warning signs for suicide.</p> <p>1.11.M Identify loss and grief.</p> <p><b><u>Social Health</u></b></p> <p><b>1.1.M Describe the benefits of having positive relationships with trusted adults.</b></p> <p>1.2.M Analyze the qualities of healthy peer and family relationships.</p> <p><b>1.3.M Describe healthy ways to express caring, friendship, affection, and love.</b></p> <p><b>1.5.M Describe how social environments affect health and well-being.</b></p> <p><b>1.8.M Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.</b></p>	<p><b>8.1.M Support the needs and rights of others regarding mental and social health.</b></p> <p><b><u>Emotional Health</u></b></p> <p><b>3.1.M Access school and community resources to help with mental, emotional, and social health concerns.</b></p> <p>3.2.M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.</p> <p><b>4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.</b></p> <p>4.2.M Discuss healthful ways to respond when you or someone you know is grieving.</p> <p><b>7.2.M Practice effective coping mechanisms and strategies for managing stress.</b></p> <p><b>7.3.M Discuss suicide-prevention strategies.</b></p> <p><b><u>Social Health</u></b></p> <p><b>3.1.M Access school and community resources to help with mental, emotional, and social health concerns.</b></p> <p>3.2.M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.</p> <p><b>4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.</b></p> <p>6.1.M Evaluate how preventing and managing stress and getting help for mental and social problems help achieve short- and long-term goals.</p> <p><b>7.3.M Discuss suicide-prevention strategies.</b></p> <p>7.4.M Practice respect for individual differences and diverse backgrounds.</p> <p>7.5.M Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.</p> <p><b>7.6.M Practice setting personal boundaries in a variety of situations.</b></p> <p><b>8.1.M Support the needs and rights of others regarding</b></p>	<p><b><u>Service Learning Projects</u></b></p> <p><b><u>CTE Foundation Standard 2:</u></b></p> <p><b>W/O Conventions 1.4</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p><b>L/S2.5</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).</p>	<p>suicide tolerance</p>
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<p><b><u>CTE Foundation Standards</u></b>  <b>7.4</b> Understand that individual actions can affect the larger community.</p>	<p><b>mental and social health.</b>              8.2.M Promote a positive and respectful environment at school and in the community.              8.3.M Object appropriately to teasing of peers and community members based on perceived personal characteristics and sexual orientation.</p> <p><b><u>CTE Foundation Standards</u></b>  <b>4.2</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.  <b>5.3</b> <i>Use critical thinking skills to make informed decisions and solve problems.</i>  <b>7.2</b> <i>Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.</i>  <b>8.3</b> <i>Understand the role of personal integrity and ethical behavior in the workplace.</i>  <b>9.3</b> <i>Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals</i>  <b>9.5</b> Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</p>		
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<p><b>Physical Activity</b></p> <p><b>1.9.N Analyze the relationship between physical activity and overall health.</b></p> <p><b>1.13.N Describe the amounts and types of physical activity recommended for teenagers' overall health and for the maintenance of a healthy body weight.</b></p>	<p><b>level of physical activity.</b></p> <p>6.2.N Develop practical solutions for removing barriers to healthy eating and physical activity.</p> <p><b>6.3.N Create a personal nutrition and physical activity plan based on current guidelines.</b></p> <p><b>7.1.N Select healthy foods and beverages in a variety of settings.</b></p> <p>7.2.N Critique one's own personal diet for overall balance of key nutrients.</p> <p>7.3.N Identify strategies for eating more fruits and vegetables.</p> <p>7.4.N Describe how to take more personal responsibility for eating healthy foods.</p> <p><b>8.1.N Advocate enhanced nutritional options in the school and community.</b></p> <p>8.2.N Educate family and peers to choose healthy foods.</p> <p><b>Physical Activity</b></p> <p>2.2.N Assess personal barriers to healthy eating and physical activity.</p> <p>2.6.N Examine internal and external influences that affect physical activity.</p> <p>3.4.N Evaluate the accuracy of claims about the safety of fitness products.</p> <p>3.6.N Describe internal and external influences that affect physical activity.</p> <p><b>4.1.N Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.</b></p> <p><b>6.1.N Assess one's personal nutrition needs and level of physical activity.</b></p> <p>6.2.N Develop practical solutions for removing barriers to healthy eating and physical activity.</p> <p><b>6.3.N Create a personal nutrition and physical activity plan based on current guidelines.</b></p> <p>7.5.N Participate in school and community activities that promote fitness and health.</p>	<p><b>CTE Foundation Standard 2:</b></p> <p><b>W 2.3</b> Write expository compositions, including analytical essays and research reports:</p> <p><b>W/O Conventions 1.4</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p><b>L/S2.5</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).</p>	<p>saturated supplements vigorous</p>
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<p><b><u>Disease Prevention</u></b></p> <p><b>1.5.N Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.</b></p> <p>1.6.N Explain how to keep food safe through proper food purchasing, preparation, and storage practices.</p> <p>1.8.N Describe the prevalence, causes and long-term consequences of unhealthy eating.</p> <p>1.11.N Identify the causes, symptoms and harmful effects of eating disorders.</p> <p>1.12.N Explain why people with eating disorders need professional help.</p> <p><b>1.15.N Explain physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease.</b></p> <p><b><u>Weight Management</u></b></p> <p><b>1.10.N Evaluate various approaches to maintaining a healthy weight.</b></p> <p>1.14.N Analyze the harmful effects of using diet pills and anabolic steroids.</p>	<p><b><u>Disease Prevention</u></b></p> <p>5.3.N Demonstrate how to use safe food handling procedures when preparing meals and snacks.</p> <p><b><u>Weight Management</u></b></p> <p><b>2.5.N Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.</b></p> <p><b>3.1.N Access sources of accurate information about safe and healthy weight management.</b></p> <p>3.2.N Evaluate the accuracy of claims about food and dietary supplements.</p> <p><b><u>CTE Foundation Standards</u></b></p> <p><b>4.2</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.</p> <p><b>5.3</b> <i>Use critical thinking skills to make informed decisions and solve problems.</i></p> <p><b>9.3</b> <i>Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals</i></p> <p><b>9.5</b> Understand how to interact with others in ways that demonstrate respect for</p>		
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	individual and cultural differences and for the attitudes and feelings of others.			
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<p>use on vehicle crashes, injuries, violence, and risky sexual behavior.</p> <p><b><u>Social Norms/Legal Issues</u></b></p> <p><b>1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.</b>  <b>1.8.A Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.</b>  <b>1.10.A Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.</b></p> <p><b><u>Cessation, Recovery, Maintenance</u></b></p> <p><b>1.1.A Describe health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.</b>  <b>1.5.A Describe the use</b></p>	<p><b><u>Social Norms/Legal Issues</u></b></p> <p><b>2.1.A Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.</b>  <b>2.2.A Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.</b>  <b>2.3.A Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.</b>  <b>4.1.A Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.</b>  <b>4.2.A Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.</b>  <b>5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.</b>  <b>5.2.A Explain healthy alternatives to alcohol, tobacco, and other drug use.</b>  <b>7.1.A Use effective coping strategies when faced with a variety of social situations involving the use of alcohol, tobacco, and other drugs.</b>  <b>8.1.A Participate in activities that support other individuals in the school and community to make positive health choices regarding the use of alcohol, tobacco, and other drugs.</b>  <b>8.2.A Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youths.</b></p> <p><b><u>Cessation, Recovery, Maintenance</u></b></p> <p><b>3.1.A Access information, products, and services related to the use of alcohol, tobacco, and other drugs.</b>  <b>3.2.A Evaluate prevention, intervention, and treatment</b></p>	<p><b><u>Performance Events and Tasks:</u></b></p> <p>Choosing to be Tobacco Free (EC/HP)</p> <p>Short and Long Term Effects of AOD Use (EC/DM)</p> <p><b><u>Service Learning Projects</u></b></p> <p><b><u>CTE Foundation Standard 2:</u></b>  <b>W 2.3</b> Write expository compositions, including analytical essays and research reports:  <b>W/O Conventions 1.4</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.  <b>L/S2.5</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).</p>	<p>withdrawal</p>
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<p><b>and abuse of prescription and nonprescription medicines and illegal substances.</b></p> <p><b><u>CTE Foundation Standards</u></b>  <b>7.4</b> Understand that individual actions can affect the larger community.</p>	<p>resources and programs concerning alcohol, tobacco, and other drugs.</p> <p><b>6.1.A Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.</b></p> <p><b><u>CTE Foundation Standards</u></b>  <b>3.6</b> <i>Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.</i>  <b>4.2</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.  <b>5.3</b> <i>Use critical thinking skills to make informed decisions and solve problems.</i>  <b>7.2</b> <i>Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.</i>  <b>8.3</b> <i>Understand the role of personal integrity and ethical behavior in the workplace.</i>  <b>9.3</b> <i>Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals</i>  <b>9.5</b> Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</p>		
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<p><b><u>First Aid</u></b></p> <p><b>1.10.S Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.</b></p> <p><b><u>Violence, Bullying, Sexual Violence</u></b></p> <p><b>1.2.S Recognize potentially harmful or abusive relationships, including dangerous dating situations.</b></p> <p>1.5.S Describe rules and laws intended to prevent injuries.</p> <p>1.7.S Discuss the characteristics of gang members.</p> <p><b>1.8.S Describe California laws regarding bullying, sexual violence, and sexual harassment.</b></p> <p><b>1.9.S Explain the effects of violence on individuals, families, and communities.</b></p> <p><b>1.11.S Identify ways to stay safe during natural disasters and emergency situations (e.g., land-slides, floods, earthquakes, wildfires, electrical storms, winter storms, and terrorist attacks.)</b></p>	<p>8.2.S Encourage peers to use safety equipment during physical activity.</p> <p>8.3.S Encourage actions to promote safe driving experiences.</p> <p><b><u>First Aid</u></b></p> <p><b>3.1.S Analyze sources of information and services concerning safety and violence prevention.</b></p> <p>7.3.S Demonstrate first aid and CPR procedures.</p> <p><b><u>Violence, Bullying, Sexual Violence</u></b></p> <p>2.4.S Analyze reasons why it is risky to belong to a gang.</p> <p><b>3.1.S Analyze sources of information and services concerning safety and violence prevention.</b></p> <p><b>4.1.S Demonstrate effective negotiation skills for avoiding dangerous and risky situations.</b></p> <p><b>4.2.S Use effective communication skills for preventing and reporting sexual assault and molestation.</b></p> <p><b>5.1.S Apply a decision-making process to avoid potentially dangerous situations.</b></p> <p>5.2.S Analyze the laws regarding and detrimental effects of sexual harassment.</p> <p>5.3.S Analyze the consequences of gang involvement for self, family, and community.</p> <p><b>5.4.S Analyze the consequences of violence to self, family, and the community.</b></p> <p><b>7.2.S Demonstrate conflict resolution skills to avoid potentially violent situations.</b></p> <p><b>7.4.S Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.</b></p> <p><b>7.5.S Assess characteristics of harmful or abusive in relationships.</b></p> <p><b>8.1.S Identify and support</b></p>	<p><b><u>CTE Foundation</u></b></p> <p><b><u>Standard 2:</u></b></p> <p><b><u>W/O Conventions 1.4</u></b></p> <p>Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p><b>L/S2.5</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).</p>	<p>assertive bullying conflict demeaning emergency gangs harassment hazards intimidation mediation neglect negotiation precautions prejudice rape violence weapons</p>
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<p><b><u>CTE Foundation Standards</u></b>  <b>7.4</b> Understand that individual actions can affect the larger community.</p>	<p><b>changes in the home, at school, or in the community that promote safety.</b></p> <p><b><u>CTE Foundation Standards</u></b>  <b>4.2</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.  <b>5.3</b> <i>Use critical thinking skills to make informed decisions and solve problems.</i>  <b>7.2</b> <i>Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.</i>  <b>8.3</b> <i>Understand the role of personal integrity and ethical behavior in the workplace.</i>  <b>9.3</b> <i>Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals</i>  <b>9.5</b> Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</p>		
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**Unit or Topic: Growth, Development and Sexual Health**

**Approx. 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.***

**Sample Essential Question(s):**

How does one change physically, mentally, emotionally and socially throughout the stages of life?

How does one build healthy relationships?

What are consequences of sexual activity? What are the benefits of abstinence?

Where can we access valid information about growth, development and sexual health?

What is the importance of utilizing effective communication skills? effective decision making skills? setting goals?

How can we promote safe, respectful and responsible relationships?

<b>Content Standards</b>		<b>Performance Standard Measures</b> <i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i>	<b>Instructional Support</b>
<b><u>Students Know (content)</u></b>	<b><u>Students are Able to Do (skill)</u></b>	<b><u>Students Demonstrate Knowledge and Skill</u></b>	<b><u>Basic Textbook Correlation</u></b>
<p><b><u>Changes Through the Lifespan</u></b></p> <p><b>1.1.G Describe physical, social, and emotional changes associated with being a young adult.</b>  <b>1.10.G* Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.</b></p> <p><b><u>Reproductive and Sexual Health</u></b></p> <p><b>1.2.G Explain how conception occurs, the stages of pregnancy, and responsibilities of parenting.</b>  <b>1.4.G* Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.</b>                      1.5.G Summarize fertilization, fetal development, and childbirth.  <b>1.6.G* Examine responsible prenatal and perinatal care</b></p>	<p><b><u>Changes Through the Lifespan</u></b></p> <p>2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.  <b>5.5.G* Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.</b></p> <p><b><u>Reproductive and Sexual Health</u></b></p> <p>2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.  <b>2.4.G* Assess situations that could lead to pressure for sexual activity and the risk of HIV, other STDs, and pregnancy.</b>  <b>2.5.G* Evaluate how culture, media, and other people influence perceptions about body image, gender roles,</b></p>	<p><b>Key Assignments/ Assessments</b></p> <p><b><u>See Key Assignments, page 25-26</u></b></p> <p><b><u>Unit Assessment (pg 29)</u></b></p> <p><b><u>End of Course Exam</u></b></p> <p><b>Suggested Assignments/ Assessments</b></p> <p><b><u>From the Health Education Assessment Guide for High Schools</u></b>  <u>Short/Extended Response:</u></p> <p>HIV and Other STD Prevention (EC/AVI)</p> <p>Sexual Behavior 1 (EC/IC)</p> <p>Families and Relationships (EC/HP)</p> <p>Sexual Behavior 2 (EC/DM)</p> <p>Pregnancy Prevention (EC/AVI)</p>	<ul style="list-style-type: none"> <li>Chapters 10-12, 18-20, 25: <u>Health</u>, Glencoe</li> <li>Teachers' Edition: pp. TM26-29</li> <li>Textbook Support Resources</li> <li><a href="http://www.glencoe.com/sec/health/gh2005/index.php/ca">http://www.glencoe.com/sec/health/gh2005/index.php/ca</a></li> </ul> <p><b>Supplemental Materials Correlation:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.cdc.gov/std/default.htm">http://www.cdc.gov/std/default.htm</a></li> <li><u>Positive Prevention</u></li> <li><u>HealthTeacher</u>, ToucanEd</li> <li><u>In Touch with Teens</u></li> <li><u>Human Sexuality Module</u>, Glencoe</li> <li>AudioVisuals available from</li> </ul>

<p>and parenting, including California's Safely Surrendered Baby Law.  <b>1.7.G*</b> Describe the short- and long-term effects of HIV, AIDS, and other STDs.          1.8.G Analyze STD rates among teens.          1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.</p>	<p>sexuality, attractiveness, relationships, and sexual orientation.  <b>3.1.G*</b> Analyze the validity of health information, products, and services related to reproductive and sexual health.  <b>3.2.G*</b> Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.  <b>3.3.G*</b> Compare the success and failure rates of all FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.  <b>4.2.G</b> Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.  <b>5.1.G*</b> Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.  <b>5.2.G*</b> Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.  <b>5.3.G*</b> Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.  <b>5.4.G*</b> Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy.  <b>5.6.G</b> Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society.          5.7.G Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.  <b>6.1.G*</b> Evaluate how HIV,</p>	<p><u>Performance Events and Tasks:</u></p> <p>HIV and Other STD Prevention (EC/AVI)</p> <p>Sexual Behavior (EC/HP)</p> <p>Pregnancy Prevention (EC/AVI)</p> <p><b><u>Service Learning Projects</u></b></p> <p><b><u>CTE Foundation Standard 2:</u></b>  <b>W 2.3</b> Write expository compositions, including analytical essays and research reports:  <b>W/O Conventions 1.4</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.  <b>L/S 2.5</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).</p>	<p>OMS and SMRC</p> <ul style="list-style-type: none"> <li>Assessment Guide for High School, LBUUSD</li> </ul> <p><b>Key Vocabulary:</b>          abstinence          adolescence          commitment          conception          contraception          cooperation          exploitation          family          maturation          monogamy          parenting          peers          pregnancy          prenatal          puberty          relationships          reproductive          respect          responsibility</p>
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<p><b>Healthy Relationships</b></p> <p><b>1.3.G* Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.</b></p> <p>1.9.G Explain laws related to sexual behavior and involvement of minors.</p> <p>1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.</p>	<p><b>AIDS, other STDs, or pregnancy could impact life goals.</b></p> <p><b>6.2.G* Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA- approved condoms and contraceptives for pregnancy and STD prevention.</b></p> <p><b>7.1.G Describe personal actions that can protect sexual and reproductive health (including one’s ability to deliver a healthy baby in adulthood).</b></p> <p><b>8.2.G* Advocate the respect for and dignity of persons living with HIV or AIDS.</b></p> <p><b>8.3.G* Support others in making positive and healthful choices about sexual behavior.</b></p> <p><b>Healthy Relationships</b></p> <p>2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.</p> <p>2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.</p> <p>2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.</p> <p><b>2.5.G* Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.</b></p> <p>4.1.G Analyze how interpersonal communication affects relationships.</p> <p><b>4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.</b></p> <p>4.3.G Demonstrate effective communication skills within healthy dating relationships.</p> <p><b>5.1.G* Use a decision-</b></p>		
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<p><b>Legal Issues</b></p> <p><b>1.6.G* Examine responsible prenatal and perinatal care and parenting, including California’s Safely Surrendered Baby Law.</b></p> <p>1.9.G Explain laws related to sexual behavior and involvement of minors.</p> <p><b>1.12.G* Evaluate the safety and effectiveness (including success and failure rates) of FDA-approved condoms and other contraceptives for preventing HIV, other STDs, and pregnancy.</b></p> <p><b><u>CTE Foundation Standards</u></b></p> <p><b>7.4</b> Understand that individual actions can affect the larger community.</p>	<p>making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.</p> <p><b>5.2.G* Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.</b></p> <p><b>5.3.G* Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.</b></p> <p><b>5.6.G Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society.</b></p> <p>8.1.G Encourage and support safe, respectful, and responsible relationships.</p> <p><b>8.3.G* Support others in making positive and healthful choices about sexual behavior.</b></p> <p><b><u>Legal Issues</u></b></p> <p>3.4.G Evaluate laws related to sexual involvement with minors.</p> <p><b><u>CTE Foundation Standards</u></b></p> <p><b>4.2</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.</p> <p><b>5.3</b> <i>Use critical thinking skills to make informed decisions and solve problems.</i></p> <p><b>7.2</b> <i>Understand the importance of accountability and responsibility in fulfilling personal, community, and</i></p>		
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	<p><i>workplace roles.</i></p> <p><b>8.3</b> <i>Understand the role of personal integrity and ethical behavior in the workplace.</i></p> <p><b>9.3</b> <i>Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals</i></p> <p><b>9.5</b> <i>Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</i></p>		
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Summary and Closing

2 days



**KEY ASSIGNMENTS/ASSESSMENTS:**

<p>Content-based Activities that illustrate the level of rigor expected</p>	<p>For any of the six content areas, students read from the basic text, current articles and brochures, valid internet websites, and a variety of health product advertisements/labels/menus. They may analyze current music, television and film. They will analyze the information for validity and its influence on perceived norms and health behaviors. They will verbally communicate what they learned through discussion, fishbowl activities, expert groups, debates, role-play, and oral presentations. They will communicate what they learned in writing through notes, concept maps, quick writes, and short/extended response items, and performance based assessments such as brochures, letters, and posters. They will apply what they learned to their own personal behaviors as they utilize decision-making and goal-setting models, practice those health-promoting behaviors, and encourage the health of others. Verbal and written work may be expository or persuasive.</p> <p>In addition to the Health Education Standards, student work demonstrates CTE Foundation Std 2</p>
<p>Major Written Assignments</p>	<p>In at least one of the six content areas, students research assigned content utilizing a variety of valid sources and create a multiple paragraph/page essay. The essay may be expository or persuasive.</p> <p>In addition to the Health Education Standards, student work demonstrates CTE Foundation Std 2</p>
<p>Unit Assessments</p>	<p>For each of the six content areas, students complete written tests which may include selected response and short response items connecting essential concepts and health skills. These unit assessments may be taken from the basic text resources, developed by individual teachers, or developed as common assessments by Health teachers within the department. Teachers may substitute culminating performance-based assessments in lieu of written tests. These are aligned to state standards and assess knowledge, comprehension, application and analysis of the essential concepts and health skills taught in class.</p> <p>In addition to the Health Education Standards, student work demonstrates CTE Foundation Std 2</p>
<p>Comprehensive Semester Finals</p>	<p>Students complete a district-developed, 50 item selected response end of course exam connecting essential concepts and health skills taught in all six content areas. Items for this exam are taken from the CCSSO~SCASS Health Education Assessment Project item bank. Items are aligned to state standards.</p>
<p>Projects-Quad D and Service Learning</p>	<p><u>Performance Based Assessments (Projects)</u> In at least two units (Nutrition/Physical Activity and Alcohol/Tobacco/Other Drugs), students will complete performance based assessments which require research, analysis, and presentation of information.</p> <p><u>Service Learning</u> Service Learning activities involve research, preparation, action/demonstration, and reflection of experiential applications of the content and will be credited toward the district's high school Service Learning requirement. Students are expected to complete a Service Learning activity with a minimum of 5 hours, prior to the completion of this course. The learning (any products developed, reflection on the service) will be graded by the instructor as one of the performance based assessments; the service itself will not be graded or judged.</p> <p>In addition to the Health Education Standards, student work demonstrates CTE Foundation Std 2</p>

Nutrition/Physical Activity

Students complete an analysis of their dietary intake over a given period, compare their results to the Dietary Guidelines for Americans and their personal MyPyramid plan, make a decision that would improve their dietary intake, and set a goal to reach that improved dietary intake. Students will complete a follow-up reflection on progress toward their goal and adjustments needed to reach their goal. Students will present their information through a variety of multimedia products and/or presentations.

- Rubric Cards (intranet): ..... <http://intranet.lbusd.k12.ca.us/curriculum/health/AssessmentH.htm>

Alcohol, Tobacco, Other Drugs

Students research alcohol, tobacco and/or other drugs, accessing valid health information, creating a written report and/or participating in an oral presentation (alone, in expert groups, through debate) on the short- and long-term consequences of use, internal and external influences on use, impact on life goals, refusal communication, practice of healthy behaviors and promotion of healthy activities without using substances.

- Rubric Cards (intranet): ..... <http://intranet.lbusd.k12.ca.us/curriculum/health/AssessmentH.htm>

Service Learning

Students will take the information learned in any of the six content areas and apply it to an identified community need/issue by providing service (direct or indirect) or engaging in an advocacy project. Students will research the need/issue, create multimedia products and/or develop a presentation to be made to student or community groups to promote health. Students will create a written reflection addressing how their service linked what they had learned in the course with the needs of the community and the impact of their service on the community and themselves.

**INSTRUCTIONAL METHOD AND/OR STRATEGIES:**

**A variety of instructional strategies will be utilized to accommodate all learning styles:**

Health Education-specific Methods:

1. Lectures, audiovisuals, discussion groups
2. Readings from the text, articles, health product labels and advertisements, and valid internet sites
3. Demonstrations with instructional props and realia
4. Presentations by approved guest speakers

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><b>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</b></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)
<ul style="list-style-type: none"> <li>• Recall</li> <li>• Imagine</li> <li>• Observe</li> <li>• Consider</li> </ul>	<ul style="list-style-type: none"> <li>• Think (Write)/Pair/Share</li> <li>• Idea Wave</li> <li>• Choral Response</li> <li>• Give One, Get One</li> <li>• Socratic Seminar</li> <li>• Cooperative Discussion Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Restate in Notes</li> <li>• Response Boards</li> <li>• Graphic Organizers</li> <li>• Folded Paper</li> <li>• Ticket Out of Class</li> </ul>	<ul style="list-style-type: none"> <li>• Hand Signals</li> <li>• Model with Hand Motions</li> <li>• Stand up/ Sit down</li> <li>• Point to Examples</li> </ul>

Diverse learning styles may be addressed by implementing combinations of the following:

**Significant, Proven Strategies for ALL Health Education Students**

- |                                                      |                                                |                                              |                                         |
|------------------------------------------------------|------------------------------------------------|----------------------------------------------|-----------------------------------------|
| <input type="checkbox"/> Personal Health Assessments | <input type="checkbox"/> Student Presentations | <input type="checkbox"/> Essential Questions | <input type="checkbox"/> Guest Speakers |
| <input type="checkbox"/> Short/Long-term projects    | <input type="checkbox"/> Peer Teaching         | <input type="checkbox"/> Thematic Units      |                                         |
|                                                      | <input type="checkbox"/> Summarization         | <input type="checkbox"/> Current Events      |                                         |

**Reading Strategies in Health Education**

- Vocabulary Development (including conceptual and non-linguistic components)
- Anticipation Guides
- Pre-teaching
- Pre-reading
- Text Structures
- Reciprocal Teaching
- Functional Text

**SDAIE Strategies for English Learners**

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

**Strategies for Students with Disabilities**

- IEP Accommodations (refer to student's IEP document or IEP summary sheet)
- Curricular Adaptations (e.g., quantity, input, participation, time, level of difficulty, level of support, output, substitute curriculum, alternate goals)
- Think Alouds
- Small Group Instruction / Learning Centers
- Manipulatives & Visuals
- Peer Assisted Learning

**Differentiation for Advanced Learners**

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

*Please note that these strategies often overlap and should not be limited to specifically defined courses or student populations.*

**TEXTBOOKS:**

Basic Textbook:  Read in entirety  Excerpts used Health, Mary Bronson and Don Merki, Glencoe/McGraw Hill, 2005 ©  
Spanish Student Edition available

**SUPPLEMENTAL INSTRUCTIONAL MATERIALS:**

In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students

**Textbook Support Resources:**

- Glencoe Health online at <http://health.glencoe.com>  
(Choose State, Identify User, Select Subject: Health & Fitness, Enter; Select High School Health, Select Glencoe Health 2005, Select Online Student Edition  
Sign in or register (indicate 2005 and ISBN number from the text)
- Teacher Works CD ROM
- Teaching Resources by Glencoe
  - Hands-On Health
  - Human Sexuality

- Student Activity Workbook
- Inclusion Strategies
- Transparency Binder
- Applications by Glencoe
  - Concept Mapping Activities
  - Reteaching Activities
  - Cross-Curriculum Activities
  - Decision-Making Activities
  - Health Labs
  - Enrichment Activities
- Reading Resources by Glencoe
  - Foldables (Dinah Zike’s Reading and Study Skills for Glencoe Health)
  - Reading Tutor
  - Guided Reading Activities
  - Vocabulary PuzzleMaker CD ROM
- Assessment Resources by Glencoe
  - Lesson Quizzes
  - Chapter and Unit Tests
  - Performance Assessment Activities
  - English Chapter Summaries, Quizzes, and Activities
  - Spanish Chapter Summaries, Quizzes, and Activities
  - ExamView Pro Testmaker Software
  - Mindjogger Videoquizzes

Additional Supplementals:

- Too Good For Drugs and Violence, Best Foundation (Mandated use for compliance with No Child Left Behind) 2008 edition: 10 lessons
- Project Towards No Drug Use (TND), University of Southern California (Research-Validated)
- Positive Prevention: HIV/STD Prevention Education for California Youth, Level B, American Red Cross (Mandated use for compliance with AB 11)
- CCSSO~SCASS Health Education Assessment Project Tools Notebook
- HealthTeacher: Teaching Health Concepts and Skills High School, ToucanEd Publishing
- Age-appropriate health education materials from American Cancer Society, American Heart Association, American Lung Association, Dairy Council of California, etc.
- District-approved instructional teaching props, videos and print materials available from OMS and SMRC

**RESOURCES:**

*Documents*

- ❑ California Health Education Framework: <http://www.cde.ca.gov/ci/cr/cf/documents/healthfw.pdf>
- ❑ California Health Education Standards:  
..... <http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>
- ❑ National Health Education Standards:  
..... <http://www.cdc.gov/HealthyYouth/SHER/standards/index.htm>
- ❑ Characteristics of Effective Health Education Curriculum:  
..... <http://www.cdc.gov/HealthyYouth/SHER/characteristics/index.htm>
- ❑ District Health Education Pacing Calendar and Unit Planning Guide:  
[http://www.lbusd.k12.ca.us/Main\\_Offices/Curriculum/Areas/Health\\_Education/maps\\_pacing\\_charts.cfm](http://www.lbusd.k12.ca.us/Main_Offices/Curriculum/Areas/Health_Education/maps_pacing_charts.cfm)
- ❑ District Health Education Assessment Guide (intranet):  
..... <http://intranet.lbusd.k12.ca.us/curriculum/health/AssessmentH.htm>
- ❑ Rubric Cards (intranet): ..... <http://intranet.lbusd.k12.ca.us/curriculum/health/AssessmentH.htm>
- ❑ Parent Notification (intranet): ..... [http://intranet.lbusd.k12.ca.us/curriculum/health/P\\_Guide.htm](http://intranet.lbusd.k12.ca.us/curriculum/health/P_Guide.htm)

**ASSESSMENT METHODS AND/OR TOOLS:**

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

Suggested Evaluation Tools:

Source	Diagnostic (Diagnose)	Formative (Monitor)	Summative (Evaluate)
<b>District Developed Assessments</b>		Short/Extended Response and Performance Based Assessment Items	Health Education End of Course Exam
<b>Glencoe/McGraw Hill: Health</b>	Chapter Pre-tests	Hands-On Health Activities Foldables	Chapter Post-tests
<b>Teacher Developed Assessments</b>	Brainstorming KWLs Quick Writes Journals Homework Anticipatory Sets Notes	Cooperative Group Assignments Learning Logs Short Response Items Performance Based Tasks Written reports Oral Presentations Teacher Observation	Learning Logs/Ticket Out Reflections Unit Post-tests: Selected Response and Open-Ended Items Performance Based Assessment Items

- ❑ District Health Education Assessment Guide (intranet):  
..... <http://intranet.lbusd.k12.ca.us/curriculum/health/AssessmentH.htm>
- ❑ Rubric Cards (intranet): ..... <http://intranet.lbusd.k12.ca.us/curriculum/health/AssessmentH.htm>

**PERFORMANCE STANDARDS CRITERIA:**

Defines how good is good enough on which measures to demonstrate achievement of content standards.

***District Performance Standards:***

The Long Beach Unified School District has common assessments and key assignments that are required for Health Education. The Performance Standard Criteria for district-wide and classroom setting are shown in the table below.

	Not Proficient	Partial Proficient	Proficient	Advanced Proficient
End-Of-Course Exam	<b>Less than 51%</b>	<b>52% - 69%</b>	<b>70% - 85%</b>	<b>86% - 100%</b>
Performance Based Assessments	(4 pt rubric) <b>1</b>	(4 pt rubric) <b>2</b>	(4 pt rubric) <b>3</b>	(4 pt rubric) <b>4</b>

***Classroom Performance Standards:***

The objective of instruction is to help 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.

	Not Proficient	Partial Proficient	Proficient	Advanced Proficient
Graded Student Work	<b>Rubric Avg. of 1 or less than 60%</b>	<b>Rubric Avg. of 2 or 60% - 69%</b>	<b>Rubric Avg. of 3 or 70% - 84%</b>	<b>Rubric Avg. of 4 or 85% - 100%</b>
Labs, Written Assignments, Performance Based Assessments, and Projects	(4 pt rubric) <b>1</b>	(4 pt rubric) <b>2</b>	(4 pt rubric) <b>3</b>	(4 pt rubric) <b>4</b>
Teacher/Dept-developed Tests and Exams	<b>Less than 60%</b>	<b>60% - 69%</b>	<b>70% - 84%</b>	<b>85% - 100%</b>

**STANDARD GRADING SCALE:**

Advanced Proficient	A	90 – 100%
	B	80 – 89%
Proficient	C	70 – 79%
Partial Proficient	D	60 – 69%
Not Proficient	F	0 – 59%

**Suggested Grade Weighting:**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <b>1. Assessment (Performance Based)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>~25%</b>              |
| <ul style="list-style-type: none"> <li>○ Performance based assessments shift the emphasis from knowing health facts to developing health skills, thus providing a more complete and authentic picture of student achievement. These should be engaging and relevant to students, reflect real-world situations, and assess content knowledge and skill application.</li> </ul>                                                                                                                                                                                                                |                          |
| <b>2. Tests and Exams</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>~25%</b>              |
| <ul style="list-style-type: none"> <li>○ Unit Quizzes are quick assessments to check for student understanding of Health content and skills. Teachers use these mini-assessments to determine if students are ready to move on to the next unit of study. These may be oral, selected response, and short answer.</li> <li>○ The End of Unit tests are culminating assessments used to evaluate students' understanding of the Health content and skills. These may be oral, selected response, short answer, or performance-based assessments (brochures, posters, skills, etc.).</li> </ul> |                          |
| <b>3. Class Participation, Classwork, Notebook</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>~30%</b>              |
| <ul style="list-style-type: none"> <li>○ Participation in class discussion, think-pair-share, role-plays, and presentation of impromptu skits provide students with the opportunity to engage with the content, skills, and their peers.</li> <li>○ Engagement in quick writes, note-taking, interactive notebooks, journals, and class projects provide students with the opportunity to engage with the content and skills.</li> </ul>                                                                                                                                                      |                          |
| <b>4. End of Course Exam</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>not more than 10%</b> |
| <ul style="list-style-type: none"> <li>○ This is a 50 item multiple choice exam based on the six Health Content Areas. The items address content, skills, and the application of skills to life-like scenarios.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    |                          |
| <b>5. Homework</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>not more than 10%</b> |
| <ul style="list-style-type: none"> <li>○ This practice reinforces the learning done in class. The work should be checked for completion but not graded. It is reinforcement of the content or practice in a skill. Homework could be vocabulary study, readings, journal writing, accessing valid information, analysis of media influences, interviews of family members, rough draft revision, completion of long term projects, etc.</li> </ul>                                                                                                                                            |                          |

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