



PERSONAL AND COMMUNITY HEALTH (PCH): 14 days				
Text	Chapter 1, 2, 5	Chapters 12, 13	Chapter 15	Chapter 15
	Sub-Unit: Personal Health	Sub-Unit: Disease Prevention	Sub-Unit: Environmental Health	Sub-Unit: Community Health
EC	<p>1.1.P Describe the importance of health-management strategies (e.g., those involving adequate sleep, ergonomics, sun safety, hearing protection, and self examination).</p> <p>1.2.P Identify the importance of age-appropriate medical services.</p> <p>1.5.P Discuss the importance of effective personal and dental hygiene practices for preventing illness.</p> <p>1.6.P Identify effective brushing and flossing techniques for oral care.</p> <p>1.7.P Identify effective protection for teeth, eyes, head, and neck during sports and recreation activities. (also IPS)</p> <p>1.8.P Identify ways to prevent vision or hearing damage.</p> <p>1.12.P Identify ways to reduce exposure to the sun.</p>	<p>1.3.P Identify Standard (Universal) Precautions and why they are important. (also IPS, GDSH)</p> <p>1.4.P Examine the causes and symptoms of communicable and non-communicable diseases.</p>	<p>1.9.P Identify ways that environmental factors, including air quality, affect our health.</p> <p>1.10.P Identify human activities that contribute to environmental challenges (e.g., air, water an noise pollution).</p>	<p>1.11.P Describe global influences on personal and community health.</p>
AI	<p>2.1.P Analyze a variety of influences that affect personal health practices.</p> <p>2.4.P Analyze the influence of culture, media, and technology on health decisions.</p> <p>2.5.P Analyze the social influences that encourage or discourage sun-safety practices.</p>		<p>2.2.P Analyze how environmental pollutants, including noise pollution, affect health.</p> <p>2.3.P Analyze the relationship between the health of a community and the global environment.</p>	
AVI	<p>3.1.P Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo,</p>	<p>3.2.P Access valid information about preventing common communicable diseases.</p>		<p>3.3.P Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of</p>



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	sunscreen, and dental care products), and evaluate the information's validity.			the resources. <i>(also IPS)</i> 3.4.P Demonstrate how to access school and community health services.
IC		4.2.P Use assertive communication skills to avoid situations that increase risk of communicable disease or illness.		4.1.P Practice how to make a health-related consumer complaint.
DM	5.1.P Apply a decision-making process to determine safe and healthy strategies for dealing with personal health problems. 5.2.P Apply a decision-making process when selecting healthcare products.			5.3.P Analyze the characteristics of informed health choices.
GS	6.1.P Establish goals for improving personal and community health. 6.3.P Create a plan to incorporate adequate rest and sleep in daily routines.		6.2.P Design a plan to minimize environmental pollutants, including noise at home and in the community.	6.1.P Establish goals for improving personal and community health.
PB	7.1.P Practice and take responsibility for personal and dental hygiene practices. 7.2.P Describe situations where Standard (Universal) Precautions are appropriate. <i>(also IPS, GDSH)</i>	7.2.P Describe situations where Standard (Universal) Precautions are appropriate. <i>(also IPS, GDSH)</i>		
HP	8.1.P Promote the importance of regular screenings and medical examinations.		8.3.P Demonstrate ways to accept responsibility for conserving natural resources.	8.2.P Demonstrate the ability to be a positive peer role model in the school and community.



MENTAL, EMOTIONAL, AND SOCIAL HEALTH (MESH): 12 days				
Text	Chapter 7	Chapter 7	Chapter 8, 9	
	Sub-Unit: Mental Health	Sub-Unit: Emotional Health	Sub-Unit: Social Health	
EC	<p>1.8.M Analyze the harmful effects of using diet pills without physician supervision.</p> <p>1.9.M Identify the signs of various eating disorders.</p> <p>1.10.M Describe signs of depression, potential suicide, and other self-destructive behaviors.</p> <p>1.11.M Describe common mental health conditions and why seeking professional help for these conditions is important.</p>	<p>1.2.M Identify a variety of nonviolent ways to respond when angry or upset. <i>(also IPS)</i></p> <p>1.3.M Identify qualities that contribute to a positive self-image.</p> <p>1.4.M Describe how emotions change during adolescence. <i>(also GDSH)</i></p>	<p>1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).</p> <p>1.5.M Recognize diversity among people, including disability, gender, race, sexual orientation, and body size. <i>(also IPS)</i></p> <p>1.6.M Describe the changing roles and responsibilities of adolescents as members of the family and community.</p> <p>1.7.M Describe the benefits of having positive relationships with trusted adults.</p>	
AI	<p>2.1.M Analyze internal and external influences on mental, emotional, and social health.</p>	<p>2.1.M Analyze internal and external influences on mental, emotional, and social health.</p>	<p>2.1.M Analyze internal and external influences on mental, emotional, and social health.</p> <p>2.2.M Analyze techniques that are used to pressure someone to engage in or be a target of violence behavior. <i>(also IPS)</i></p> <p>2.3.M Analyze the influence of culture on family values and practices.</p>	
AVI	<p>3.1.M Access accurate sources of information and services about mental, emotional, and social health.</p>	<p>3.1.M Access accurate sources of information and services about mental, emotional, and social health.</p>	<p>3.1.M Access accurate sources of information and services about mental, emotional, and social health.</p> <p>3.2.M Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access such help for oneself and others. <i>(also IPS)</i></p> <p>3.3.M Identify trusted adults to report to if people are in danger</p>	



MENTAL, EMOTIONAL, AND SOCIAL HEALTH (MESH): 12 days				
Text	Chapter 7	Chapter 7	Chapter 8, 9	
	Sub-Unit: Mental Health	Sub-Unit: Emotional Health	Sub-Unit: Social Health	
			<p>of hurting themselves or others. 3.4.M Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.</p>	
IC		<p>4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.</p>	<p>4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.</p>	
DM	<p>5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health. 5.2.M Monitor personal stressors and assess techniques for managing them. 5.4.M Describe situations for which someone would seek help with stress, loss, an unrealistic body image, and depression.</p>	<p>5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health. 5.2.M Monitor personal stressors and assess techniques for managing them. 5.5.M Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.</p>	<p>5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health. 5.3.M Describe healthy ways to express caring, friendship, affection, and love.</p>	.
GS	<p>6.1.M Develop achievable goals for handling stressors in healthy ways.</p>	<p>6.1.M Develop achievable goals for handling stressors in healthy ways.</p>		
PB	<p>7.1.M Demonstrate effective coping mechanisms and strategies for managing stress.</p>	<p>7.1.M Demonstrate effective coping mechanisms and strategies for managing stress.</p>	<p>7.2.M Practice respect for individual differences and diverse backgrounds. (also IPS) 7.3.M Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement. 7.4.M Practice personal boundaries in a variety of situations. 7.5.M Demonstrate skills to</p>	



MENTAL, EMOTIONAL, AND SOCIAL HEALTH (MESH): 12 days				
Text	Chapter 7	Chapter 7	Chapter 8, 9	
	Sub-Unit: Mental Health	Sub-Unit: Emotional Health	Sub-Unit: Social Health	
			avoid or escape from potentially violent situations, including dating. (also IPS)	
HP			8.1.M Promote a positive and respectful school environment. 8.2.M Object appropriately to teasing of peers and community members based on perceived personal characteristics and sexual orientation. (also IPS)	



NUTRITION AND PHYSICAL ACTIVITY (NPA): 16 days				
Text	Chapter 4	Chapter 3	Chapter 13	
	Sub-Unit: Nutrition	Sub-Unit: Physical Activity	Sub-Unit: Disease Prevention	Sub-Unit:
EC	<p>1.2.N Identify nutrients and their relationships to health.</p> <p>1.6.N Analyze the caloric and nutritional value of foods and beverages.</p> <p>1.7.N Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.</p> <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>1.11.N Analyze the cognitive and physical benefits of eating breakfast daily.</p>	<p>1.12.N Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat.</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>1.1.N Describe the short- and long-term impact of nutritional choices on health.</p> <p>1.3.N Examine the health risks caused by food contaminants.</p> <p>1.4.N Describe how to keep food safe through proper food purchasing, preparation, and storage practices.</p> <p>1.5.N Differentiate between diets that are health-promoting and diets linked to disease.</p> <p>1.10.N Identify the impact nutrition has on chronic disease.</p>	
AI	<p>2.2.N Evaluate internal and external influences on food choices.</p>	<p>2.4.N Analyze the influence of technology and media on physical activity.</p>	<p>2.1.N Describe the influence of culture and media on body image.</p> <p>2.3.N Analyze the impact of nutritional choices on future reproductive and prenatal health.</p>	
AVI	<p>3.1.N Distinguish between valid and invalid sources of nutrition information.</p> <p>3.2.N Evaluate the accuracy of claims about dietary supplements and popular diets.</p> <p>3.3.N Describe how to access nutrition information about foods offered in restaurants in one's community.</p> <p>3.5.N Identify trusted adults in one's family, school, and</p>	<p>3.4.N Identify places where youths and families can be physically active.</p>		



NUTRITION AND PHYSICAL ACTIVITY (NPA): 16 days				
Text	Chapter 4	Chapter 3	Chapter 13	
	Sub-Unit: Nutrition	Sub-Unit: Physical Activity	Sub-Unit: Disease Prevention	Sub-Unit:
	community for advice and counseling regarding healthy eating and physical activity.			
IC	4.1.N Demonstrate the ability to use effective skills to model healthy decision making and prevent over consumption of foods and beverages. 4.2.N Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.	4.2.N Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.		
DM	5.1.N Use a decision-making process to evaluate daily food intake for nutritional requirements.	5.2.N Identify recreational activities that increase physical activity. 5.4.N Analyze the physical, mental, and social benefits of physical activity.	5.3.N Contrast healthy and risky approaches to weight management.	
GS	6.1.N Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.	6.1.N Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines. 6.2.N Set a goal to increase daily physical activity.		
PB	7.1.N Make healthy food choices in a variety of settings.	7.3.N Assess personal physical activity levels. 7.4.N Examine ways to be physically active throughout a lifetime.	7.2.N Examine proper food handling safety when preparing meals and snacks.	
HP	8.1.N Encourage nutrient-dense food choices in school. 8.3.N Encourage peers to eat healthy foods and be physically active.	8.2.N Support increased opportunities for physical activity at school and in the community. 8.3.N Encourage peers to eat healthy foods and be physically active.		



INJURY PREVENTION AND SAFETY (IPS): 12 days				
Text	Chapter 9, 14, <u>Too Good for Violence</u>	Chapter 14		
	Sub-Unit: Personal Safety, Bullying and Sexual Violence	Sub-Unit: Accident Prevention, Environmental Safety	Sub-Unit:	Sub-Unit:
EC	<p>1.1.S Describe the differences between physical, verbal, and sexual violence.</p> <p>1.2.S Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.</p> <p>1.3.S Describe how the presence of weapons increases the risk of serious violent injuries.</p> <p>1.4.S Discuss the importance of reporting weapon possession.</p> <p>1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.</p> <p>1.6.S Identify trusted adults to whom school or community violence should be reported.</p> <p>1.7.S Describe possible legal consequences of sexual harassment and violence.</p> <p>1.8.S Describe types of sexual harassment and ways to report them.</p> <p>1.12.S Examine safety hazards associated with Internet usage.</p>	<p>1.9.S Describe the behavioral and environmental factors associated with major causes of death in the United States.</p> <p>1.10.S Identify basic safety guidelines for emergencies and natural disasters.</p> <p>1.11.S Identify ways to prevent climate-related physical conditions such as physical exhaustion, sunburn, heat stroke, and hypothermia.</p> <p>1.13.S Explain ways to prevent fires and reduce the risk of fire-related injuries.</p> <p>1.14.S Explain ways to reduce risk of injuries in and around water.</p> <p>1.15.S Explain ways to reduce the risk of injuries (including oral injuries) that can occur during sports and recreational participation.</p>		
AI	2.2.S Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors	2.1.S Analyze how the media portrays fire and explosives.		.
AVI	3.1.S Analyze sources of information regarding injury and	3.1.S Analyze sources of information regarding injury		



INJURY PREVENTION AND SAFETY (IPS): 12 days				
Text	Chapter 9, 14, <u>Too Good for Violence</u>	Chapter 14		
	Sub-Unit: Personal Safety, Bullying and Sexual Violence	Sub-Unit: Accident Prevention, Environmental Safety	Sub-Unit:	Sub-Unit:
	violence prevention. 3.2.S Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying.	and violence prevention.		
IC	<p>4.1.S Report to a trusted adult situations that could lead to injury or harm.</p> <p>4.2.S Use communication and refusal skills to avoid violence, gang involvement, and risky situations.</p> <p>4.3.S Describe ways to manage interpersonal conflicts nonviolently.</p> <p>4.4.S Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.</p> <p>4.5.S Describe characteristics of effective communication.</p> <p>4.6.S Differentiate between passive, aggressive, and assertive communication.</p> <p>4.7.S Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.</p>	<p>4.1.S Report to a trusted adult situations that could lead to injury or harm.</p> <p>4.7.S Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.</p>		
DM	<p>5.1.S Use a decision-making process to examine risky social and dating situations.</p> <p>5.2.S Apply a decision-making process to avoid potentially dangerous situations, such as</p>	5.1.S Use a decision-making process to examine risky social and dating situations.		



INJURY PREVENTION AND SAFETY (IPS): 12 days				
Text	Chapter 9, 14, <u>Too Good for Violence</u>	Chapter 14		
	Sub-Unit: Personal Safety, Bullying and Sexual Violence	Sub-Unit: Accident Prevention, Environmental Safety	Sub-Unit:	Sub-Unit:
	<p>gang activities, violence in dating, and other social situations.</p> <p>5.3.S Use a decision-making process to analyze the consequences of gang involvement.</p> <p>5.4.S Evaluate why some students are bullies.</p> <p>5.5.S Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.</p>			
GS	<p>6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.</p> <p>6.2.S Create a personal-safety plan.</p>	<p>6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.</p> <p>6.2.S Create a personal-safety plan.</p>		
PB	<p>7.2.S Practice ways to solve conflicts nonviolently.</p> <p>7.3.S Practice the safe use of technology.</p>	<p>7.1.S Practice first aid and emergency procedures.</p>		
HP	<p>8.1.S Support changes to promote safety in the home, at school, and in the community.</p> <p>8.2.S Design a campaign for preventing violence, aggression, bullying, and harassment.</p> <p>8.3.S Demonstrate the ability to influence others' safety behaviors (e.g., wearing bicycle helmets and seat belts).</p>	<p>8.1.S Support changes to promote safety in the home, at school, and in the community.</p> <p>8.3.S Demonstrate the ability to influence others' safety behaviors (e.g., wearing bicycle helmets and seat belts).</p>		



ALCOHOL, TOBACCO, OTHER DRUGS (ATOD): 16 days				
Text	Chapter 10, 11, Project Alert	Chapter 10, 11, Project Alert	Chapter 10, 11, Project Alert	
	Sub-Unit: Facts/Effects	Sub-Unit: Consequences	Sub-Unit: Social Norms/Legal	Sub-Unit: Getting Help
EC	<p>1.1.A Describe the short- and long-term harmful effects of alcohol, tobacco, and other drugs, including steroids, performance-enhancing drugs and inhalants.</p> <p>1.2.A Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors.</p>	<p>1.3.A Explain the dangers of drug dependence and addiction.</p> <p>1.4.A Describe the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorders.</p> <p>1.5.A Analyze the harmful effects of using diet pills without physician supervision.</p> <p>1.6.A Explain the short- and long-term consequences of using alcohol and other drugs to cope with problems.</p>	<p>1.7.A Explain why most youths do not use alcohol, tobacco, and other drugs.</p> <p>1.8.A Explain school policies and community laws related to use, possession, and sale of alcohol, tobacco, and illegal drugs.</p>	
AI			<p>2.1.A Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs.</p> <p>2.2.A Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse.</p> <p>2.3.A Analyze family and peer pressure as influences on the use of alcohol, tobacco, and other drugs.</p>	
AVI	<p>3.1.A Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.</p>			<p>3.1.A Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.</p>
IC			<p>4.1.A Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.</p>	



ALCOHOL, TOBACCO, OTHER DRUGS (ATOD): 16 days				
Text	Chapter 10, 11, <u>Project Alert</u>	Chapter 10, 11, <u>Project Alert</u>	Chapter 10, 11, <u>Project Alert</u>	
	Sub-Unit: Facts/Effects	Sub-Unit: Consequences	Sub-Unit: Social Norms/Legal	Sub-Unit: Getting Help
DM			5.1.A Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.	
GS			6.1.A Develop short- and long-term goals to remain drug free.	
PB			7.1.A Use a variety of effective coping strategies when there is alcohol, tobacco, and other drug use in group situations. 7.2.A Practice positive alternatives to using alcohol, tobacco, and other drugs.	
HP			8.1.A Participate in school and community efforts to promote a drug-free lifestyle.	



GROWTH, DEVELOPMENT AND SEXUAL HEALTH (GDSH): 18 days

Items with an * are referenced in California Education Code Sections

Text	Chapter 6	Chapter 8	Text Supplementals, <u>Positive Prevention</u>	
	Sub-Unit: Changes in Adolescence, Puberty	Sub-Unit: Healthy Relationships	Sub-Unit: Sexual Health	Sub-Unit:
EC	<p>1.1.G Explain physical, social, and emotional changes associated with adolescence.</p> <p>1.2.G Summarize the human reproduction cycle.</p> <p>1.4.G Explain how conception occurs, the stages of pregnancy, and responsibilities associated with parenting.</p> <p>1.8.G* Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.</p>	<p>1.9.G Explain why individuals have the right to refuse sexual contact. <i>(also IPS)</i></p> <p>1.10.G Describe the emotional, psychological, and physical consequences of rape and sexual assault. <i>(also IPS)</i></p> <p>1.11.G Explain why rape and sexual assault should be reported to authorities and a trusted adult. <i>(also IPS)</i></p> <p>1.12.G* Describe responsible prenatal and parenting care, including California’s Safely Surrendered Baby Law.</p> <p>1.13.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.</p>	<p>1.3.G* Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy.</p> <p>1.5.G* Explain the effectiveness of FDA-approved condoms and other contraceptives in preventing HIV, and other STDs, and unintended pregnancy.</p> <p>1.6.G* Identify the short- and long-term effects of HIV/AIDS/STDs.</p> <p>1.7.G* Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs.</p>	
AI	<p>2.1.G Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.</p> <p>2.2.G* Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.</p>	<p>2.1.G Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.</p> <p>2.2.G* Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.</p> <p>2.4.G* Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs.</p> <p>2.5.G Recognize that there are individual, family, and cultural differences in relationships.</p> <p>2.6.G Explain how sexual exploitation can occur through the Internet.</p>	<p>2.1.G Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.</p> <p>2.3.G* Analyze the influence of alcohol and other drugs on sexual behaviors.</p> <p>2.4.G* Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs.</p>	



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Text	Chapter 6	Chapter 8	Text Supplementals, <u>Positive Prevention</u>	
	Sub-Unit: Changes in Adolescence, Puberty	Sub-Unit: Healthy Relationships	Sub-Unit: Sexual Health	Sub-Unit:
AVI	<p>3.1.G Identify trusted adults from one’s family, school, and community for advice and counseling regarding reproductive and sexual health.</p> <p>3.2.G* Locate medically and scientifically accurate sources of information on reproductive health.</p> <p>3.3.G* Identify health care providers for reproductive and sexual health services.</p>		<p>3.1.G Identify trusted adults from one’s family, school, and community for advice and counseling regarding reproductive and sexual health.</p> <p>3.3.G* Identify health care providers for reproductive and sexual health services.</p>	
IC	<p>4.1.G* Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health.</p> <p>4.4.G* Analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.</p>	<p>4.3.G Use healthy and respectful ways to express friendship, attraction, and affection.</p>	<p>4.1.G* Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health.</p> <p>4.2.G* Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy.</p> <p>4.5.G Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.</p>	
DM	<p>5.3.G* Use a decision-making process to evaluate individual differences in growth and development, physical appearance, gender roles, and sexual orientation.</p> <p>5.4.G Analyze the</p>	<p>5.2.G* Use a decision-making process to examine the characteristics of healthy relationships.</p>	<p>5.1.G* Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy.</p> <p>5.6.G Explain the immediate physical, social, and emotional risks and consequences associated with</p>	



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Text	Chapter 6	Chapter 8	Text Supplementals, <u>Positive Prevention</u>	
	Sub-Unit: Changes in Adolescence, Puberty	Sub-Unit: Healthy Relationships	Sub-Unit: Sexual Health	Sub-Unit:
	responsibilities and privileges of becoming a young adult. 5.5.G Identify how good health practices in adolescence affect lifelong health and the health of future children.		sexual activity. 5.7.G Use a decision-making process to evaluate the value of using FDA-approved condoms for pregnancy and STD prevention.	
GS			6.1.G* Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy. 6.2.G* Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals.	
PB	7.3.G* Describe personal actions that can protect reproductive and sexual health.		7.1.G* Describe strategies for refusing unwanted sexual activity. 7.2.G* Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health. 7.3.G* Describe personal actions that can protect reproductive and sexual health.	
HP		8.1.G* Support and encourage safe, respectful, and responsible relationships. 8.2.G* Promote respect for and dignity of persons living with HIV or AIDS.	8.2.G* Promote respect for and dignity of persons living with HIV or AIDS.	