

Course Outline

Revised: December/2014

**Program:**

Adult Literacy/High School Diploma

Course of Study:

High School Diploma

Course:

1: 2003 Science

36-05-74

Health**Course Description:**

This competency-based course is designed to prepare students to assume responsibility for maintaining and improving their own health and the health of their families. In this course, students will demonstrate the ability to use the eight overarching content standards of learning essential health concepts, analyzing health influences, accessing valid health information, demonstrating interpersonal communication, decision making, goal setting, health-enhancing behaviors and health promotion. These overarching standards will be applied in the six California Health content areas of a) Alcohol, Tobacco and Other Drugs, b) Nutrition and Physical Activity, c) Growth, Development and Sexual Health, d) Mental, Emotional and Social Health, e) Personal and Community Health, and f) Injury Prevention and Safety. The competencies in this course are aligned with the Health Content Standards for California Public Schools.

Credits: 5

Hours: 90

Prerequisites:

1. A minimum reading GE level of 9.0 or higher as measured by the TABE 9D reading comprehension test.
2. Recommendation of an instructor and/or a counselor.

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ACKNOWLEDGMENTS

Thanks to ANTHONY DIANGELIS for developing and editing this curriculum. Acknowledgment is also given to TOM SMITH, NORMA ROBERTS, and YESENIA GARCIA for input in developing this course outline and to ERICA ROSARIO for designing the original artwork on the course cover.

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A MESSAGE to COMPETENCY-BASED COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors, school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them (students) decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make the students aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.

THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School District instructors who teach the course. All teacher/writers have been in-serviced and certified by the Curriculum and Instruction Unit to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The subject area department has the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their drafts to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are submitted to the Curriculum and Instruction Unit. There information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base.

Once signed off by the Curriculum and Instruction Unit an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Division's Executive Director for approval.

The Curriculum and Instruction Unit sends master file copies of every approved CBE outline to principals of all the Service Areas. These masters are used to reproduce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The Curriculum and Instruction Unit maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

KIT BELL

Supervisor

Curriculum and Instruction Unit

CBE

COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions state the major emphasis and content of the course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of the course.

Competencies fall on a continuum between goal and performance objectives and denote outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills, or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction that enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provided immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components Location

GOALS AND PURPOSES Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES pp. 9-21

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)**

Course Outline Components Location

INSTRUCTIONAL STRATEGIES p. 23

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level. pp. 9-21

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES p. 23

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

Health Content Areas and Overarching Content Standards

This course focuses on the six California Health content areas:

- Alcohol, Tobacco and Other Drugs
- Nutrition and Physical Activity
- Growth, Development and Sexual Health
- Mental, Emotional and Social Health
- Personal and Community Health
- Injury Prevention and Safety.

Each content area encompasses the eight overarching standards. The eight overarching health content standards for kindergarten through grade twelve are:

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Standard 3: Accessing Valid Health Information

All students will demonstrate the ability to access and analyze health information, products, and services.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Standard 5: Decision Making

All students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.

A complete version of the content areas with overarching standards can be reviewed at

<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

CBE

Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Health Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
<p>A. INTRODUCTION</p> <p>Understand how personal skills development of a positive attitude, honesty, self-confidence, time management, and other positive traits contribute to academic success.</p> <p>(1 hour)</p>	<ol style="list-style-type: none">1. Demonstrate an understanding of classroom policies and procedures.2. Understand the competency areas and minimal competencies for the course.3. Understand the assignment grading and scoring policy.4. Understand the importance of the following personal skills in the classroom/lab environment:<ol style="list-style-type: none">a. positive attitudeb. self-confidencec. honesty/perseveranced. self-management/work-ethice. pride in product/workf. dependability5. Prioritize tasks and meet deadlines.6. Describe the importance of initiative and leadership.
<p>1. A HEALTHY FOUNDATION</p> <p>Identify the relationship between health and wellness and describe strategies that students can use to take charge of their health</p>	<p>Essential Concepts</p> <ol style="list-style-type: none">1. Identify the essential concepts of health, i.e. physical, mental/emotional and social. <p>Analyzing Influences</p> <ol style="list-style-type: none">2. Describe the influences that affect positive/negative health practices i.e. heredity, environment, attitude, behavior, media and technology. <p>Accessing Valid Information</p> <ol style="list-style-type: none">3. Access valid information to promote health literacy, i.e. evaluating products, health information, and health services. <p>Interpersonal Communication</p> <ol style="list-style-type: none">4. Identify communication skills, i.e. "I" messages, refusal skills, conflict-resolution skills. <p>Decision Making</p> <ol style="list-style-type: none">5. Utilize decision making. i.e. values, steps of the decision-making process6. Explain how decisions regarding health behaviors have consequences for one-self and others. <p>Goal Setting</p> <ol style="list-style-type: none">7. Explain goal setting. i.e. short term, long term, action plan.

<p>(7 hours)</p>	<p>Practicing Health-Enhancing Behaviors</p> <ol style="list-style-type: none"> 8. Introduction to practicing health-enhancing behaviors. i.e. identifying risk behaviors, making informed choices. <p>Health Promotion</p> <ol style="list-style-type: none"> 9. Introduction to the promotion of health, i.e. health education, national health goals, health advocacy etc.
<p>2. MENTAL AND EMOTIONAL HEALTH</p> <p>Identify and describe factors that impact mental and emotional health and learn strategies that promote positive mental and emotional health.</p>	<p>Essential Concepts</p> <ol style="list-style-type: none"> 1. Describe healthy ways to express caring, friendship, affection, and love. 2. Describe qualities that contribute to a positive self-image. 3. Analyze signs of depression, potential suicide, and other self-destructive behaviors. 4. Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations. 5. Classify personal stressors at home, in school, and with peers. 6. Identify warning signs for suicide. 7. Identify loss and grief. <p>Analyzing Influences</p> <ol style="list-style-type: none"> 8. Analyze the internal and external issues related to seeking mental health assistance. <p>Accessing Valid Information</p> <ol style="list-style-type: none"> 9. Access school and community resources to help with mental, emotional, and social health concerns. 10. Evaluate the benefits of professional services for people with mental, emotional, or social health conditions. <p>Interpersonal Communication</p> <ol style="list-style-type: none"> 11. Seek help from trusted adults for oneself or a friend with an emotional or social health problem. 12. Discuss healthy ways to respond when you or someone you know is grieving. <p>Decision Making</p> <ol style="list-style-type: none"> 13. Monitor personal stressors and assess techniques for managing them. 14. Compare various coping mechanisms for managing stress. 15. Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.

<p>(10 hours)</p>	<p>Goal Setting</p> <ol style="list-style-type: none"> 16. Evaluate how preventing and managing stress and getting help for mental and social problems can help a person achieve short- and long-term goals. 17. Set a goal to reduce life stressors in a health-enhancing way. <p>Practicing Health-Enhancing Behaviors</p> <ol style="list-style-type: none"> 18. Assess personal patterns of response to stress and use of resources. 19. Practice effective coping mechanisms and strategies for managing stress. 20. Discuss suicide-prevention strategies. 21. Practice respect for individual differences and diverse backgrounds. 22. Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for student and family involvement. 23. Practice setting personal boundaries in a variety of situations. <p>Health Promotion</p> <ol style="list-style-type: none"> 24. Support the needs and rights of others regarding mental and social health. 25. Promote a positive and respectful environment at school and in the community.
<p>3. HEALTHY AND SAFE RELATIONSHIPS</p> <p>Identify and describe ways to develop healthy relationships. Identify and describe how to prevent conflicts and develop skills for dealing with conflicts when they arise.</p>	<p>Essential Concepts</p> <ol style="list-style-type: none"> 1. Recognize potentially harmful or abusive relationships, including dangerous dating situations. 2. Discuss the characteristics of gang members. 3. Describe California laws regarding bullying, sexual violence, and sexual harassment. 4. Explain the effects of violence on individuals, families, and communities. 5. Describe the benefits of having positive relationships with trusted adults. 6. Analyze the qualities of healthy peer and family relationships. <p>Analyzing Influences</p> <ol style="list-style-type: none"> 7. Analyze why it is risky to belong to a gang. <p>Accessing Valid Information</p> <ol style="list-style-type: none"> 8. Analyze sources of information and services concerning safety and violence prevention. <p>Interpersonal Communication</p> <ol style="list-style-type: none"> 9. Demonstrate effective negotiation skills for avoiding dangerous and

<p>(10 hours)</p>	<p>risky situations.</p> <p>10. Use effective communication skills for preventing and reporting sexual assault and molestation.</p> <p>Decision Making</p> <p>11. Apply a decision-making process to avoid potentially dangerous situations.</p> <p>12. Analyze the laws regarding and detrimental effects of sexual harassment.</p> <p>13. Analyze the consequences of gang involvement for self, family, and the community.</p> <p>14. Analyze the consequences of violence for self, family, and the community.</p> <p>Practicing Health-Enhancing Behaviors</p> <p>15. Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.</p> <p>16. Assess characteristics of harmful or abusive relationships.</p> <p>17. Demonstrate conflict resolution skills to avoid potentially violent situations.</p> <p>Health Promotion</p> <p>18. Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation.</p>
<p>4. NUTRITION AND PHYSICAL ACTIVITY</p> <p>Identify and describe the importance of nutrition and physical activity for good health. Understand how to make healthful food choices, manage weight, and improve fitness with physical activity.</p>	<p>Essential Concepts</p> <ol style="list-style-type: none"> 1. Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations). 2. Distinguish between facts and myths regarding nutrition practices, products and physical performance. 3. Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet. 4. Explain the importance of variety and moderation in food selection and consumption. 5. Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits. 6. Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis. 7. Explain how to keep food safe through proper food purchasing, preparation, and storage practices. 8. Describe nutrition practices that are important for the health of a pregnant woman and her baby. 9. Describe the prevalence, causes, and long-term consequences of

unhealthy eating.

10. Analyze the relationship between physical activity and overall health.
11. Evaluate various approaches to maintaining a healthy weight.
12. Identify the causes, symptoms, and harmful effects of eating disorders.
13. Explain why people with eating disorders need professional help.
14. Describe the amounts and types of physical activity recommended for teenagers' overall health and for the maintenance of a healthy body weight.
15. Analyze the harmful effects of using diet pills and anabolic steroids.
16. Explain the physical, academic, mental, and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease.
17. Discuss ways to reduce the risk of injuries that can occur during athletic and social activities.

Analyzing Influences

18. Evaluate internal and external influences that affect food choices.
19. Assess personal barriers to healthy eating and physical activity.
20. Distinguish between facts and myths regarding nutrition practices, products, and physical performance.
21. Analyze the impact of nutritional choices on future reproductive and prenatal health.
22. Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.
23. Describe and analyze internal and external influences that affect physical activity.

Accessing Valid Information

24. Access sources of accurate information about safe and healthy weight management.
25. Evaluate the accuracy of claims about food and dietary supplements.
26. Describe how to use nutrition information on food labels to compare products.
27. Evaluate the accuracy of claims about the safety of fitness products.
28. Describe community programs and services that help people gain access to affordable, healthy foods.

Interpersonal Communication

29. Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.
30. Practice how to refuse less-nutritious foods in social settings.

Decision Making

31. Demonstrate how nutritional needs are affected by age, gender,
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<p>(10 hours)</p>	<p>activity level, pregnancy, and health status.</p> <p>32. Use a decision-making process to plan nutritionally adequate meals at home and away from home.</p> <p>33. Demonstrate how to use safe food handling procedures when preparing meals and snacks.</p> <p>Goal Setting</p> <p>34. Assess one's personal nutrition needs and physical activity level.</p> <p>35. Develop practical solutions for removing barriers to healthy eating and physical activity.</p> <p>36. Create a personal nutrition and physical activity plan based on current guidelines.</p> <p>Practicing Health-Enhancing Behaviors</p> <p>37. Select healthy foods and beverages in a variety of settings.</p> <p>38. Critique one's personal diet for overall balance of key nutrients.</p> <p>39. Identify strategies for eating more fruits and vegetables.</p> <p>40. Describe how to take more personal responsibility for eating healthy foods.</p> <p>Health Promotion</p> <p>41. Advocate for enhanced nutritional options in the school and community.</p> <p>42. Educate family and peers about choosing healthy foods.</p>
<p>5. PERSONAL CARE</p> <p>Understand personal health care.</p>	<p>Essential Concepts</p> <ol style="list-style-type: none"> 1. Identify symptoms that indicate a need for an ear, eye, or dental examination. 2. Identify the importance of medical screenings (including breast, cervical, testicular, and prostate examinations, and other testing) necessary to maintain reproductive health. 3. Analyze the social influences that encourage or discourage sun-safety practices. 4. Evaluate the need for rest, sleep, and exercise. <p>Interpersonal Communication</p> <ol style="list-style-type: none"> 5. Use effective communication skills to ask for assistance from parents, guardians, and medical or dental health care professionals to enhance health. <p>Decision Making</p> <ol style="list-style-type: none"> 6. Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume).

<p>(5 hours)</p>	<p>Goal Setting</p> <ol style="list-style-type: none"> 7. Develop a plan of preventive health management. 8. Develop a plan of preventive dental health management. <p>Practicing Health-Enhancing Behaviors</p> <ol style="list-style-type: none"> 9. Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate rest and sleep. 10. Demonstrate the proper steps for protecting oneself against the harmful effects of the sun. 11. Describe the steps involved in breast or testicular self-exams.
<p>6. GROWTH AND DEVELOPMENT AND COMPREHENSIVE SEXUAL HEALTH</p> <p>Understand the human life cycle, heredity and genetics and strategies for maintaining good health at all stages of life</p>	<p>Essential Concepts</p> <ol style="list-style-type: none"> 1. Describe nutrition practices that are important for the health of a pregnant woman and her baby. 2. Describe physical, social, and emotional changes associated with being a young adult. 3. Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting. 4. Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage. 5. Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy. 6. Summarize fertilization, fetal development, and childbirth. 7. Explain responsible prenatal and perinatal care and parenting, including California's Safely Surrendered Baby Law. 8. Describe the short- and long-term effects of HIV, AIDS, and other STDs. 9. Analyze STD rates among teens. 10. Explain laws related to sexual behavior and the involvement of minors. Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation. 11. Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents. 12. Evaluate the safety and effectiveness (including success and failure rates) of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy. <p>Analyzing Influences</p> <ol style="list-style-type: none"> 13. Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity. 14. Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.

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15. Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.
 16. Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy.
 17. Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.

Accessing Valid Information

18. Analyze the validity of health information, products, and services related to reproductive and sexual health.
19. Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.
20. Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.
21. Evaluate laws related to sexual involvement with minors.

Interpersonal Communication

22. Analyze how interpersonal communication affects relationships.
23. Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.
24. Demonstrate effective communication skills within healthy dating relationships.

Decision Making

25. Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.
 26. Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.
 27. Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.
 28. Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy.
 29. Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
 30. 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.
 31. Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.
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<p>(15 hours)</p>	<p>Goal Setting</p> <ul style="list-style-type: none"> 32. Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals. 33. Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention. <p>Practicing Health-Enhancing Behaviors</p> <ul style="list-style-type: none"> 34. Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood). <p>Health Promotion</p> <ul style="list-style-type: none"> 35. Encourage and support safe, respectful, and responsible relationships. 36. Advocate the respect for and the dignity of persons living with HIV or AIDS. 37. Support others in making positive and healthful choices about sexual behavior.
<p>7. DRUGS</p> <p>Understand the health risks of medicines, tobacco, alcohol and illegal drugs.</p>	<p>Essential Concepts</p> <ul style="list-style-type: none"> 1. Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs. 2. Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior. 3. Explain the connection between alcohol and tobacco use and the risk of oral cancer. 4. Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs. 5. Describe the use and abuse of prescription and nonprescription medicines and illegal substances. 6. Analyze the consequences for the mother and child of using alcohol, tobacco, and other drugs during pregnancy—including fetal alcohol spectrum disorders and other birth defects. 7. Analyze the consequences of binge drinking and its relationship to cancer; to liver, pancreatic, and cardiovascular diseases; and to a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders. 8. Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale. 9. Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior. 10. Clarify myths regarding the scope of alcohol, tobacco, and other

drug use among adolescents.

11. Examine ways to prevent and manage asthma.

Analyzing Influences

12. Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.
13. Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.
14. Describe financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.
15. Analyze the influence of alcohol and other drug use on personal, family, and community safety.

Accessing Valid Information

16. Access information, products, and services related to the use of alcohol, tobacco, and other drugs.
17. Evaluate prevention, intervention, and treatment resources and programs concerning alcohol, tobacco, and other drugs.

Interpersonal Communication

18. Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
19. 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.

Decision Making

20. Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.
21. Explain healthy alternatives to alcohol, tobacco, and other drug use.
22. Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.

Goal Setting

23. Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.

Practicing Health-Enhancing Behaviors

24. Use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, and other drugs.

Health Promotion

25. Participate in activities in the school and community that help other individuals make positive choices regarding the use of alcohol, tobacco, and other drugs.
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(12 hours)	26. Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youths.
<p>8. DISEASES AND DISORDERS</p> <p>Understand the causes and prevention of communicable diseases, and the causes and management of non-communicable diseases.</p> <p>(10 hours)</p>	<p>Essential Concepts</p> <ol style="list-style-type: none"> 1. Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations. 2. Identify symptoms that should prompt individuals to seek health care. 3. Identify types of pathogens that cause disease. 4. Examine common types and symptoms of cancer. 5. Investigate the causes and symptoms of communicable and non-communicable diseases. 6. Identify ways to lower the chances of catching communicable diseases. 7. Understand that communicable diseases can dangerously spread globally. 8. Understand that non-communicable diseases can be managed with medications and behaviors. 9. Understand that people with physical and mental challenges deserve to be treated with dignity and respect. <p>Analyzing Influences</p> <ol style="list-style-type: none"> 10. Evaluate the benefits of informed health choices. <p>Decision Making</p> <ol style="list-style-type: none"> 11. Apply a decision-making process to a personal health issue or problem. <p>Practicing Health-Enhancing Behaviors</p> <ol style="list-style-type: none"> 12. Practice prevention strategies that support a healthy immune system. <p>Health Promotion</p> <ol style="list-style-type: none"> 13. Create a campaign on the importance of healthy foods to prevent non-communicable diseases.
<p>9. SAFETY AND ENVIRONMENTAL HEALTH</p> <p>Understand strategies to stay safe at home, in the outdoors, and on the road. Learn basic safety precautions and about the forms and consequences of pollution.</p>	<p>Essential Concepts</p> <ol style="list-style-type: none"> 1. Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure. 2. Explain how public health policies and government regulations influence health promotion and disease prevention. 3. Identify global environmental issues.

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4. Describe the impact of air and water pollution on health.
 5. Identify ways to reduce pollution and harmful health effects (e.g., by using alternative methods of transportation).
 6. Analyze emergency preparedness plans for the home, the school, and the community.
 7. Examine ways that injuries are caused while traveling to and from school and in the community.
 8. Describe rules and laws intended to prevent injuries.
 9. Evaluate the risks and responsibilities associated with teen driving and auto accidents.
 10. Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.
 11. 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).

Analyzing Influences

12. Evaluate influences on the selection of personal health care products and services.
13. Analyze how environmental conditions affect personal and community health.
14. Discuss ways to stay informed about environmental issues.
15. Analyze internal and external influences on personal, family, and community safety.
16. Explain how one's behavior when traveling as a passenger in a vehicle influences the behavior of others.

Accessing Valid Information

17. Access valid information about personal health products and services available in the community.
18. Evaluate current research about the health consequences of poor environmental conditions.
19. Identify government and community agencies that promote health and protect the environment.
20. Assess ways to be a responsible consumer of health products and services.
21. Analyze sources of information and services concerning safety and violence prevention.
22. Analyze community resources for disaster preparedness.

Decision Making

23. Explain how decisions regarding health behaviors have consequences for oneself and others.
24. Apply a decision-making process to a community or environmental health issue.

<p>(10 hours)</p>	<p>Goal Setting</p> <ul style="list-style-type: none">25. Develop a plan to prevent injuries during emergencies and natural disasters. <p>Practicing Health-Enhancing Behaviors</p> <ul style="list-style-type: none">26. Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming the barriers.27. Practice injury prevention during athletic, social, and motor vehicle-related activities.28. Demonstrate first aid and CPR procedures. <p>Health Promotion</p> <ul style="list-style-type: none">29. Support personal or consumer health issues that promote community wellness.30. Encourage societal and environmental conditions that benefit health.31. Identify and support changes in the home, at school, and in the community that promote safety.32. Encourage actions to promote safe driving experiences.
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SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

INSTRUCTIONAL MATERIALS

Glencoe Health. Columbus, OH: Glencoe McGraw-Hill Publishing Company, 2011.
(Student text and teachers wrap-around edition)

PLACEMENT AND PROMOTION MATERIALS

TABE 9 & 10 Complete Battery Test Books. Forms 9M and 9A.

Scantron Answer Sheet Complete Battery. Levels E—A.

RESOURCE MATERIALS

Glencoe Health, Student Activity Workbook
(GH), *Student Activity Workbook Teacher Annotated Edition*
(GH), *Fast File Unit Resources (Units 1-9)*
(GH), *Fitness Zone: Heart Rate Activities*
(GH), *Professional Health Series: Home, School, & Community Involvement*
(GH), *Teaching Transparencies*
Sexuality and Society *Note: This workbook is from Holt, McGraw-Hill

MEDIA AND TECHNOLOGY

Documentary videos
Internet websites
Glencoe.com

RESOURCE PERSONS

Subject area advisor

INSTRUCTIONAL STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Whole group instruction
- B. Small group instruction
- C. Cooperative learning
- D. Group discussion
- E. Class readings
- F. Independent readings
- G. Written assignments
- H. Written/ oral class reports
- I. Films
- J. Field trips
- K. Guest Speakers / Presentations

EVALUATION

A. Placement

TABE 9M Reading Comprehension Test

B. Monitoring Progress and Evaluation

- 1. Written assignments
- 2. Teacher observation
- 3. Teacher/Division-made tests or quizzes developed from the competencies in this course outline

TEACHER FEEDBACK FORM

The Division of Adult and Career Education would appreciate your feedback on this course- text, outline, contract and supplemental materials. Please use a copy of this form to submit any comments or corrections. Include a copy of the course outline page if necessary. You may choose to respond to any and/or all of these questions. All personal information is optional.

Personal Information (Optional)

Name _____ Date _____

School _____ Contact Number _____

Feedback

Course Number and/or Title of Course _____

Directions: Please respond to these statements. If you choose a “No” or “Sometimes” response, please comment.

Statement	Yes	No	Sometimes
1. This outline is easy to use.			
2. This outline contains appropriate content for the course.			
3. This outline reflects the needs of my students.			
4. This outline reflects the current educational standards.			
5. This contract is easy to use.			
6. This contract reflects the current educational standards			
7. The materials/textbooks suggested for use with this course correlate with the competencies.			

Comments for above statements:

Directions: Please answer these questions.

1. If you were revising this course, what would you do differently? Why?

2. What is the most helpful section or feature of this course? Why?

TEACHER FEEDBACK FORM (continued)

3. What section or feature of this course do you use the least? Why?

4. What do you like the most about this course? Why?

Directions: Please list any errors you have found in this course and the needed corrections. Be sure to list the page numbers involved.

Course Error	Correction	Page Number

Additional Comments:

Thank you for your feedback.

Please fax this form to the Curriculum and Instruction Unit, Anthony DiAngelis, Adviser (213) 241-8998 or send via school mail to DACE Curriculum and Instruction Unit, Beaudry Building, 18th Floor, Cubicle 18-167-1 Attn: Anthony DiAngelis

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color,
national origin, gender, or physical disability.
