

COURSE DESCRIPTIONS– HIGH SCHOOL HEALTH EDUCATION

COURSE TITLE	Health Education I
COMPUTER TITLE	Health Ed I
COMPUTER CODE	HLH301
GRADE LEVELS	9-12 (Required for high school graduation credit)
PREREQUISITE	None
LENGTH OF COURSE	18 weeks

Major Concepts/Content: This required course is designed to help high school students extend their conceptualization of knowledge, attitudes, and skills related to health issues learned in middle school. The focus is on students dealing with the world today and preparing for adult living based on a health and wellness ethic. Developmentally appropriate concepts of personal and community health (PCH), safety (SFTY), mental health (MH), alcohol, tobacco, and other drugs (ATOD), and family life and human sexuality (FLHS) are taught in this course. Students will utilize health education concepts when applying health information literacy skills, enhancing intrapersonal and interpersonal communications, analyzing internal and external influences, and applying thinking, self-management, and advocacy to promote wellness and reduce health risks.

Major Instructional Activities: Instruction is based on the needs, interests, strengths, and culture of high school students. Personal knowledge, attitudes, and skills are developed along with the promotion of family and community health. The emphasis is on the application of health concepts through self or group-directed learning activities. Appropriate resources and technology are used for teaching and learning. Ultimately, parents are viewed as the primary health educators; along with community resources, they are encouraged to be partners in the school-based health education program.

Major Evaluative Techniques: Multiple authentic assessment strategies are used to enable students to develop their health-related knowledge, attitudes, and skills; e.g.,

performance, portfolio, or product assessment by the teacher, self, or peers.

Performance Descriptions: Upon completion of the Health Education I course, the student will:

- Analyze appropriate health care products and services.
- Evaluate personal health care actions.
- Evaluate practices and techniques for preventing disease and infection.
- Evaluate the effects of disease on the individual, family, and society.
- Evaluate the relationship of health to high level wellness (physical, intellectual, emotional, spiritual, and social aspects of wellness).
- Analyze major environmental safety issues.
- Use information on environmental health risks accurately and creatively.
- Advocate for reducing environmental health risks with conviction and supporting reasons.
- Use inductive reasoning, based on a health and wellness ethic, to conclude that music that is listened to too often, too loud, or too long can impact hearing.
- Analyze various health and wellness related careers in relation to personal interest and skills.
- Use inductive reasoning, based on a health and wellness ethic, to conclude whether a match exists between personal interests and skills needed in occupations related to health and wellness.
- Evaluate a selected cause of risk-taking behavior related to accidents and unintentional injuries.
- Evaluate the prevalence of risk-taking behavior related to accidents and unintentional injuries among adolescents and adults critically and competently.
- Suggest strategies to diminish risk-taking behaviors associated with physical fighting.
- Participate in a group to pursue and generate information about the prevalence of risk-taking behavior related to intentional injuries and violence among adolescents and adults efficiently.

- Synthesize recommendations for reducing risk-taking behaviors related to intentional injuries and violence.
- Conceive strategies for safely avoiding and preventing violence creatively and accurately.
- Examine the nature and prevention of adolescent death from suicide.
- Use information on symptoms of potential suicide and recommended actions to be taken to prevent suicide accurately.
- Plan a strategy for safety when on the move.
- Simulate demonstrating safety on the move completely and accurately (use of automobile seat belts and bicycle and motorcycle use).
- Examine strategies for enhancing safety at school.
- Evaluate valid sources for information about school or work related safety critically and competently.
- Synthesize personal safety related to physical abuse/assault, sexual abuse/assault, and child neglect.
- Conceive strategies for preventing, and/or reporting sexual assault and/or date/acquaintance rape creatively and accurately.
- Evaluate knowledge of specified first aid practices.
- Simulate a demonstration of first aid skills for intervening with early symptoms of heart attack or stroke, respiratory emergencies, wound identification and care, musculo-skeletal injury identification and care, burn identification and care, and shock assessment and care completely, accurately, and safely.
- Describe the application of cardiopulmonary resuscitation (CPR).
- Simulate a demonstration of cardiopulmonary resuscitation (CPR) (pending availability of appropriate time and resources).
- Access information about where to receive first aid and/or CPR certification and refresher courses in the community efficiently.
- Analyze safety and emergency medical service related careers in relation to personal interests and skills.
- Use inductive reasoning, based on a health and wellness ethic, to conclude whether a match exists between personal interests and skills and those skills needed in careers related to safety and emergency medical services.
- Evaluate factors contributing to the development of positive self-esteem.
- Analyze healthful ways of expressing emotions in daily living.
- Demonstrate the ability to display healthful interactive relationships with others.
- Simulate a demonstration of at least three stress management techniques completely, accurately, and healthfully (talking to someone about the stressor, exercise and physical activity, deep breathing, listening to soothing music, relaxation techniques, building support systems, and personal introspection).
- Analyze communication strategies that contribute to maintaining and developing healthful relationships, including group identity.
- Communicate strategies that promote developing and maintaining healthful relationship, including group identity competently (keeping confidences, understanding and empathizing with others, practicing active listening, communicating by using “I” messages, and showing respect for diversity).
- Communicate intrapersonally about personal coping strategies that address parent deployments, living overseas, and/or military related community life competently.
- Evaluate personal coping strategies that address parent deployments, living overseas, and/or military related community life completely, accurately, and healthfully.
- Communicate actions that should be taken to help a friend who is potentially suicidal competently.
- Analyze mental health related careers in relation to personal interests and skills.
- Use inductive reasoning, based on a health and wellness ethic, to conclude whether a match exists between personal interests and skills and those skills needed in occupations related to mental health.
- Distinguish between nonuse and only legal and responsible use of alcohol.
- Analyze the impact of alcohol use on physical, intellectual, emotional, spiritual, and social development critically.
- Hypothesize characteristics of a smoke-free environment.

- Evaluate the health-related benefits of clean, smoke-free external and internal air critically and competently.
- Participate in a group to pursue and generate information about short-term and long-term risks of tobacco use efficiently.
- Access information related to smoking cessation opportunities and resources within the community efficiently.
- Advocate for a tobacco-free community with conviction and accurate supporting reasons.
- Analyze issues related to legal and responsible use of drugs.
- Analyze variables related to the potential physical effects of licit and illicit drug use critically.
- Analyze influences on decisions about illicit drug use critically.
- Simulate demonstrations that portray resisting pressure to use alcohol when underage or to use tobacco or other illicit drugs completely, accurately, and safely.
- Communicate strategies that can influence peers to take appropriate actions in high-risk alcohol and/or other illicit drug-related situations competently.
- Make specific and clear decision statements related to driving while intoxicated based on a health and wellness ethic.
- Simulate a demonstration of avoidance strategies related to riding with a drinking or drugged driver and intervention techniques that may be employed to prevent someone from driving while intoxicated with alcohol or other drugs completely, accurately, and safely.
- Advocate for not riding with an impaired driver or not driving under the influence of alcohol or other drugs with conviction and supporting reasons.
- Analyze the nature of careers related to the prevention, intervention and treatment of chemical dependency and the pharmaceutical field in relation to personal interests and skills.
- Use inductive reasoning, based on a health and wellness ethic, to conclude whether a match exists between personal interests and skills and those skills needed in occupations related to the prevention, intervention, and treatment of chemical dependency and the pharmaceutical field.
- Synthesize differences in family structures and customs.
- Analyze roles and responsibilities of family members on family health.
- Use information on the human reproductive system accurately.
- Examine differences in human growth and development.
- Analyze issues related to healthful sexuality.
- Examine the reproductive process from conception to birth.
- Recognize “normalcy” in teenagers wanting to give and receive affection.
- Evaluate sources for valid information on pregnancy prevention efficiently.
- Conduct evaluation research on the options and consequences of healthful romantic and sexual attitudes and behavior completely, accurately, and based on a health and wellness ethic.
- Describe a conviction that promotes abstinence from sexual intercourse as the most viable option for teenage sexual behavior.
- Recognize that diverse individual, family, community, and religious values and morals impact attitudes about sexual behavior.
- Describe how to make responsible decisions about family planning and pregnancy prevention.
- Evaluate sources for valid information related to HIV/AIDS critically and competently.
- Make specific and clear decision statements related to risks of HIV or other STD infection based on a health and wellness ethic.
- Communicate strategies that can influence peers to express needs, wants, and feelings and to use refusal, negotiation, and collaboration skills to avoid unprotected sex competently.
- Analyze valid information on sexual health practices.
- Communicate intrapersonally about the importance of early detection of lumps that might potentially be related to cancer competently.
- Demonstrate the ability to detect lumps that might potentially be related to cancer (females undergoing breast self-examination [BSE] or males undergoing testicular self-examination [TSE] simulations) completely, accurately, and healthfully.

- Analyze family life and human sexuality related careers in relation to personal interests and skills.
- Use inductive reasoning, based on a health and wellness ethic, to conclude whether a match exists between personal interests and skills and those skills needed in occupations related to family life and human sexuality.

HE1 Health Education Concepts

Health education activities that build on the self-reliant, self-motivated, and self-taught strengths of the students help prepare them to be responsible citizens in command of themselves. Instruction in high school health education should integrate teaching health-related concepts and skills with a vision of students growing in their maturity, developing quality relationships, and making their health and wellness a way of life and a source of pride. Teachers should work in concert with students to create high standards and expectations without creating high anxiety. The teacher as coach creates an atmosphere of trust that encourages acceptance and open communication. High school students should connect the health education concepts they need to comprehend to what they already know, and apply these concepts in new and more complex contexts.

The student synthesizes health promotion and risk reduction concepts and attitudes; that is, the student:

HE1a Conceptualizes health promotion and risk reduction knowledge and attitudes related to **personal and community health**.

HE1b Conceptualizes health promotion and risk reduction knowledge and attitudes related to **safety**.

HE1c Conceptualizes health promotion and risk reduction knowledge and attitudes related to **nutrition and physical activity**.

HE1d Conceptualizes health promotion and risk reduction knowledge and attitudes related to **mental health**.

HE1e Conceptualizes health promotion and risk reduction knowledge and attitudes related to **alcohol, tobacco, and other drugs**.

HE1f Conceptualizes health promotion and risk reduction knowledge and attitudes related to **family life and human sexuality**

- Analyzes appropriate health care products and services. **1a**
 - ◇ evaluating claims made by promoters of health-care products and services;
 - ◇ communicating with qualified health care providers about personal conditions.
- Evaluates personal health care actions. **1a**
 - ◇ assessing techniques for caring for teeth with braces;
 - ◇ assessing skin care products and techniques for preventing and treating pimples and acne;
- Evaluates practices and techniques for preventing disease and infection. **1a**
 - ◇ assessing techniques for effective use of sunscreen;
 - ◇ assessing how various fads affect health; e.g., body piercing, tattooing, artificial fingernails, hair dyes;
 - ◇ assessing protective apparel for sports and recreation.
- Evaluates practices and techniques for preventing disease and infection. **1a**
 - ◇ assessing the importance of having immunizations and health screenings;
 - ◇ comparing and contrasting airborne, waterborne, insect-borne, and food-borne modes of disease transmission;

- ◇ assessing proper use of antibiotics and other medications.
- Evaluates the effects of disease on the individual, family, and society. **1a**
 - ◇ examining the impact of culture and ethnicity on the incidence and prevalence of disease;
 - ◇ examining the impact of culture and ethnicity on the access to health care;
 - ◇ examining the impact of medical technology and lifestyle on the incidence and prevalence of disease.
- Evaluates the relationship of health to high level wellness (physical, intellectual, emotional, spiritual, and social aspects of wellness). **1a**
 - ◇ examining personal behaviors and motives for maintaining sound health practices;
 - ◇ devising a personal plan for continuing health maintenance throughout current and future stages of life;
- Analyzes major environmental safety issues. **1a**
 - ◇ examining environmental health risks, including noise and man-made or natural forms of air pollution.
- Analyzes various health and wellness related careers in relation to personal interest and skills. **1a**
- Evaluates a selected cause of risk-taking behavior related to accidents and unintentional injuries. **1b**
 - ◇ synthesizing recommendations for reducing risk-taking behaviors;
 - ◇ evaluating recommendations for reducing risk-taking behaviors.
- Suggests strategies to diminish risk-taking behaviors associated with physical fighting. **1b**
 - ◇ identifying risk-taking behaviors associated with physical fighting;
 - ◇ developing strategies to diminish risk-taking behaviors associated with physical fighting.
- Synthesizes recommendations for reducing risk-taking behaviors related to intentional injuries and violence. **1b**
- Examines the nature and prevention of adolescent death from suicide. **1b**
 - ◇ analyzing statistics related to attempts at and death from adolescent suicide;
 - ◇ recognizing resources for adolescent suicide prevention and intervention;
 - ◇ distinguishing among signs and symptoms of depression and mental illness;
 - ◇ recognizing when to get help for self and others;
 - ◇ examining the influence of alcohol and other drugs on depression;
 - ◇ developing strategies which prevent suicide.
- Examines strategies for enhancing safety at school. **1b**
 - ◇ assessing situations that may result in emotional abuse or harassment at school;
 - ◇ describing potential responses to situations that may result in emotional abuse or harassment at school;
 - ◇ analyzing available federal and local school violence data;
 - ◇ avoiding violence at school;
 - ◇ making suggestions for eliminating violence in schools.
- Plans a strategy for safety when on the move. **1b**
 - ◇ making suggestions for increasing the use of automobile seat belts;
 - ◇ making suggestions for the prevention of injuries related to bicycle and motorcycle use. **1b**

- Synthesizes personal safety strategies related to physical abuse/assault, sexual abuse/assault, and child neglect. **1b**
 - ◇ distinguishing among physical abuse/assault, sexual abuse/assault, and child neglect;
 - ◇ analyzing personal safety strategies related to physical abuse/assault, sexual abuse/assault, and child neglect;
 - ◇ recognizing sexual assault and date/acquaintance rape;
 - ◇ citing the dangers of providing personal information related to potential abuse and sexual explicit problems when using the Internet;
 - ◇ citing the dangers of alcohol or other drugs related to sexual assault and date or acquaintance rape;
 - ◇ preventing sexual assault and date or acquaintance rape;
 - ◇ accessing counseling for sexual assault or date/acquaintance rape;
 - ◇ considering issues related to reporting sexual assault or date/acquaintance rape
 - ◇ considering issues related to maintaining privacy and reporting Internet misuse or abuse.
- Evaluates knowledge of specified first aid practices. **1b**
 - ◇ evaluating knowledge of interventions in denial or procrastination situations that prevent prompt access to emergency care for those with early symptoms of heart attack, stroke, or other sudden emergency;
 - ◇ evaluating knowledge of respiratory emergencies;
 - ◇ evaluating knowledge of how to open an airway and perform rescue breathing;
 - ◇ evaluating knowledge of modifications to mouth to mouth resuscitation, if needed;
 - ◇ evaluating knowledge of how to apply wound identification and care skills;
 - ◇ evaluating knowledge of how to apply musculoskeletal injury care skills;
 - ◇ evaluating knowledge of how to apply burn identification and care skills;
 - ◇ evaluating knowledge of how to apply shock assessment and care skills.
- Describes the application of cardiopulmonary resuscitation (CPR). **1b**
 - ◇ describing the steps in administering CPR;
 - ◇ describing the importance of periodically refreshing CPR skills and certification;
 - ◇ describing where to receive ongoing lifelong CPR training and more immediate courses in the community.
- Analyzes safety and emergency medical service related careers in relation to personal interests and skills. **1b**
- Evaluates factors contributing to the development of positive self-esteem. **1d**
 - ◇ valuing personal assets and strengths;
 - ◇ synthesizing characteristics of positive role models;
 - ◇ describing how to incorporate a sense of active human connectedness necessary for a meaningful relationships;
 - ◇ describing how to incorporate future directedness necessary in personal goal setting.
- Analyzes healthful ways of expressing emotions in daily living. **1d**

- ◇ describing how to handle mood swings, hurt feelings, loneliness, or sadness;
- ◇ describing how to manage stress (talking to someone about the stressor, exercise and physical activity, deep breathing, listening to soothing music, relaxation techniques, building support systems, and personal introspection);
- ◇ describing how to manage depression;
- ◇ examining issues related to suicide and other self-destructive behaviors;
- ◇ describing coping strategies related to living overseas, military community life, and parent deployments.
- Analyzes communication strategies that contribute to maintaining and developing healthful relationships, including group identity. **1d**
 - ◇ examining interpersonal communication skills that influence maintaining and developing healthful relationships;
 - ◇ examining the influence of group identity on development of self;
 - ◇ examining the influence of group identity on relationships with others.
- Analyzes mental health related careers in relation to personal interests and skills. **1d**
- Distinguishes between nonuse or only legal and responsible use of alcohol. **1e**
 - ◇ interpreting alcohol related morbidity and mortality statistics and trends;
 - ◇ interpreting teenage and adult alcohol related use statistics and past trends, including onset age of first use, driving under the influence and driving while intoxicated offenses, and reports of alcohol related sexual assault;
 - ◇ predicting future trends related to alcohol misuse or abuse;
 - ◇ analyzing the impact of alcohol misuse and abuse on physical; intellectual, emotional, spiritual and social development;
 - ◇ recognizing short- and long-term effects of alcohol on the brain and liver and at the cellular and behavioral levels;
 - ◇ recognizing the importance of abstention or responsible consumption of alcohol during adulthood;
 - ◇ identifying newly passed or currently recommended alcohol and driving related laws;
 - ◇ investigating alcohol related intervention and treatment resources available to teenagers and/or adults;
 - ◇ recommending alcohol related abstinence strategies;
 - ◇ explaining where to locate programs and community opportunities for alcohol counseling and treatment.
- Hypothesizes characteristics of a smoke free environment. **1e**
 - ◇ recognizing the importance of respect for self and one's physical health;
 - ◇ recognizing how smoking contributes to approximately 2/3 of adult chronic disease (heart disease, cancer, and diabetes);
 - ◇ describing the long-term and short-term health benefits of being tobacco free;
 - ◇ synthesizing "smoking as the single most preventable cause of death and disability in adults;"
 - ◇ examining the toxic nature of numerous chemicals found in a manufactured cigarette;

- ◇ evaluating strategies for limiting child and teenage access to tobacco products;
- ◇ examining the financial impacts of smoking to the smoker and society;
- ◇ investigating recent or pending legislation and historical trends related to promoting smoke-free activities/facilities in the community;
- ◇ recognizing barriers to quitting smoking, skills for quitting, where to locate smoking cessation programs and opportunities, and strategies for self-help.
- Analyzes issues related to legal and responsible use of drugs. **1e**
 - ◇ recognizing short- and long-term physical effects at the cellular and behavioral levels;
 - ◇ examining current drug laws regarding possession, use, and distribution;
 - ◇ describing a conviction that supports medically appropriate, therapeutically appropriate, legal, and responsible use of drugs.
- Analyzes variables related to the potential physical effects of licit and illicit drugs. **1e**
 - ◇ distinguishing among additive (alters the quality) effects, synergistic(combined action) effects, potentiation (increased potency), and antagonistic (acts in opposition) licit and illicit drug interactions;
 - ◇ recognizing potential teratogenic (fetal alcohol syndrome, etc.), mutagenic (inducing mutation of genes or chromosomes), and carcinogenic (cancer related) effects of drugs.
- Analyzes the nature of careers related to the prevention, intervention, and treatment of chemical dependency and the pharmaceutical field in relation to personal interests and skills. **1e**
 - ◇ choosing to investigate one or more of the following careers:
 - industrial chemist;
 - pharmacist;
 - pharmacy technician;
 - nurse;
 - school health educator;
 - community health educator;
 - recreation worker;
 - herbalist;
 - counselor;
 - addictions counselor
 - ◇ recognizing the relationship among personal qualities, education, training, and this field of work.
- Synthesizes differences in family structures and customs. **1f**
 - ◇ synthesizing how the family imparts values and traditions to its members;
 - ◇ examining the importance of traditional family values; e.g., monogamy and marital fidelity.
- Analyzes roles and responsibilities of family members on family health. **1f**
 - ◇ analyzing how external forces influence family relationships; e.g., media, job pressures, and finances;
 - ◇ discussing how the loss or death of a family member affects the family unit.
- Examines differences in human growth and development. **1f**
 - ◇ analyzing differences among early (11-13), mid (14-18), and late (19-24) stages of adolescence;
 - ◇ describing differences in stages of adulthood; e.g., early (25-34), mid (35-54), and late (55+) adulthood;
 - ◇ identifying major issues related to aging.
- Analyzes issues related to healthful sexuality. **1f**

- ◇ explaining the importance of expressing romance and sexuality in ways that match one's personal and family's values;
- ◇ analyzing strategies to deal with pressure to exceed personal romantic and sexual limits;
- ◇ analyzing strategies for refusing unwanted or unprotected sex;
- ◇ analyzing the consequences of unprotected sex; e.g., unintended pregnancy and HIV and other STDs;
- ◇ analyzing effects of alcohol and other drug use on sexual behavior;
- ◇ explaining the importance of respecting individuals' sexual limits.
- Examines the reproductive process from conception to birth. **1f**
 - ◇ examining parenting-related responsibilities;
 - ◇ examining prenatal responsibilities of parents;
 - ◇ analyzing the conception and fetal development processes;
 - ◇ analyzing the consequences of pregnancy during adolescence;
 - ◇ distinguishing between spontaneous abortion (miscarriage) and induced abortion;
 - ◇ analyzing the birth process.
- Recognizes "normalcy" in teenagers wanting to give and receive affection. **1f**
- Describes a conviction that promotes abstinence from sexual intercourse as the most viable option for teenage sexual behavior. **1f**
- Recognizes that diverse individual, family, community, and religious values and morals impact attitudes about sexual behavior. **1f**
- Describes how to make responsible decisions about family planning and pregnancy prevention. **1f**
 - ◇ advocating for abstinence as the most effective method to prevent pregnancy during teen years;
 - ◇ analyzing the effectiveness of natural methods of family planning during adulthood, e.g., abstinence and rhythm;
 - ◇ analyzing the effectiveness of artificial methods of family planning during adulthood; e.g., mechanical (condoms, diaphragms, and others.) and chemical (birth control pills and other methods);
 - ◇ examining laws related to teenage use of family planning resources and services;
 - ◇ appraising risks related to unintended pregnancy and disease with unprotected sex;
 - ◇ appraising risks from sexual relationships with multiple partners;
 - ◇ refining strategies to deal with pressure to be sexually active;
 - ◇ analyzing effects of alcohol and other drug use on sexual behavior;
 - ◇ deciding to make a personal commitment to avoid teen pregnancy and HIV and other STD infection;
 - ◇ continuing to choose to respect the romantic and sexual limits of others;
 - ◇ identifying possible effects of teenage pregnancy on the individual;
 - ◇ identifying possible effects of teenage pregnancy on the partner;
 - ◇ identifying possible effects of teenage pregnancy on the fetus;
 - ◇ identifying possible effects of teenage pregnancy on the involved families;
 - ◇ identifying possible effects of teenage pregnancy on the community and society;
 - ◇ recognizing the importance of showing concern for the effects of

- ◊ sexual harassment and discrimination;
- ◊ recognizing where to get help for family planning and pregnancy prevention.
- Analyzes valid information about HIV/AIDS and other STDs. **1f**
 - ◊ evaluating HIV and STD prevention, treatment, and control strategies;
 - ◊ recognizing statistics and trends in the incidence of HIV/AIDS and STDs;
 - ◊ describing where to get help for HIV/AIDS and other STDs.
- Analyzes valid information on sexual health practices. **1f**
 - ◊ analyzing useful information related to breast and testicular self-examination;
 - ◊ examining information on prenatal care;
 - ◊ examining sexual abuse prevention strategies.
- Analyzes family life and human sexuality related careers in relation to personal interests and skills. **1f**

HE2 Health Information Literacy

An informed citizenry acquires and uses knowledge that is accurate and precise. High school students are refining their skills at making and articulating health-related decisions based on valid sources of information, not relying on hearsay or secondhand interpretations. They can go beyond the surface of health education knowledge to link with relevant information from other subjects and to develop a deeper sense of how this information connects to a greater picture of health issues. To make health choices with conviction, students must be able to explore the information network and discern appropriate sources for valid health information.

The student develops health information literacy concepts, attitudes, and skills; that is, the student:

HE2a Demonstrates the ability to use health **information literacy** skills.

- Uses information on environmental health risks accurately and creatively. **1a**
- Evaluates the prevalence of risk-taking behavior related to accidents and unintentional injuries among adolescents and adults critically and competently. **1b**
 - ◊ researching the true prevalence of risk-taking behavior related to accidents and unintentional injuries;
 - ◊ evaluating accurate sources of school and governmental data about accidents and unintentional injuries;
 - ◊ generating a statistical analysis of risk-taking behaviors related to accidents and unintentional injuries.
- Participates in a group to pursue and generate information about the prevalence of risk-taking behavior related to intentional injuries and violence among adolescents and adults efficiently. **1b**
 - ◊ accessing accurate sources of school and governmental data about intentional injuries and violence;
 - ◊ researching the true prevalence of risk-taking behavior related to intentional injuries and violence;
 - ◊ generating a statistical and verbal analysis of a selected cause of risk-taking behavior related to intentional injuries and violence.

- Uses information on symptoms of potential suicide and recommended actions to be taken to prevent suicide accurately. **1b**
- Evaluates valid sources for information about school or work-related safety critically and competently. **1b**
- Accesses information about where to receive first aid and/or CPR certification and refresher courses in the community efficiently. **1b**
- Evaluates the health-related benefits of clean, smoke-free external and internal air critically and competently. **1e**
- Participates in a group to pursue and generate information about short-term and long-term risks of tobacco use efficiently. **1e**
 - ◇ pursuing information about short-term and long-term risks of tobacco use;
 - ◇ generating information about the addictive effects of nicotine;
 - ◇ generating information to differentiate between short- and long-term effects of tobacco use efficiently;
 - ◇ generating information to distinguish among other harmful substances in tobacco;
 - ◇ generating information to compare risks of different strengths of tobacco;
 - ◇ generating information to examine potential effects of tobacco use on the fetus.
- Accesses information related to smoking cessation opportunities and resources within the community efficiently. **1e**
- Uses information on the human reproductive system accurately. **1f**
- Evaluates sources for valid information on pregnancy prevention critically and competently. **1f**
- Evaluates sources for valid information related to HIV/AIDS critically and competently. **1f**
 - ◇ examining "cutting edge" research on HIV and other STDs;

HE3 Health Communications and Influences

In a caring high school community of learners, teenagers engage in many forms of communications; e.g. reading, writing, speaking, listening, viewing, and visual interpretation. In high school health education, these intrapersonal and interpersonal communication activities are designed to enhance their sense of pride, self-responsibility, and respect for self. They should also foster respect for others and the development of constructive and meaningful relationships. The reinforcement of communication skills, fundamental to success in the workplace, must be a major emphasis in high school health education. Through demonstrations, facilitation, and modeling, students can be guided by the teacher to reflect on health-related issues and practices. They should use appropriate eye contact, voice tone, and body language to communicate clear messages that reduce risks and enhance their health and well-being. As teenagers develop their views of the world, they develop increased self-identity and a sense of self-worth by learning that they can analyze situations, make judgements, and healthfully communicate their ideas and feelings to others. Students who do not learn to question and analyze situations become more vulnerable to negative pressure from peers and others and to advertisements, entertainment, and other media campaigns that promote risky behaviors.

The student applies effective communication skills to analyze and enhance personal, family, and community health and wellness; that is, the student:

HE3a Demonstrates the ability to use **intrapersonal and interpersonal communication** skills to enhance health.

HE3b Analyzes influences of the family, peers, laws, culture, media, technology, and other factors on health.

- Analyzes influences of music that is listened to too often, too loud, or too long on hearing loss critically. **1a**
- Communicates actions that should be taken to help a friend who is potentially suicidal competently. **1b**
- Communicates intrapersonally about personal coping strategies that address parent deployments, living overseas, and/or military related community life competently. **1b**
- Communicates strategies that promote developing and maintaining healthful relationship, including group identity competently (keeping confidences, understanding and empathizing with others, practicing active listening, communicating by using “I” messages, and showing respect for diversity). **1d**
- Communicates strategies that can influence peers to take appropriate actions in high-risk alcohol and/or other illicit drug-related situations competently. **1e**
- Analyzes the impact of alcohol use on physical, intellectual, emotional, spiritual, and social development critically. **1e**
- Analyzes variable influences on decisions about illicit drug usage critically. **1e**
 - ◊ examining dealing with pressure to use illicit drugs;
 - ◊ distinguishing among personal and family influences/values;
 - ◊ examining legal/policy factors;
 - ◊ analyzing influences on different types of illicit drug use.
- Analyzes variable influences related to the potential physical effects of licit and illicit drugs critically. **1e**
 - ◊ examining tolerance and citing examples of how it relates to the development of chemical dependence;
 - ◊ examining the variables of drug use; e.g., host, setting, and substance;
 - ◊ distinguishing among additive effects, synergistic effects, potentiating, and antagonistic illicit drug interactions;
 - ◊ recognizing potential teratogenic, mutagenic, and carcinogenic effects of illicit drugs.
- Communicates intrapersonally about the importance of early detection of lumps that might potentially be related to cancer competently. **1f**
- Communicates strategies that can influence peers to express needs, wants, and feelings and to use refusal, negotiation, and collaboration skills to avoid unprotected sex competently. **1f**

HE 4 Healthful Choices

Students can gradually demonstrate self-management skills in more complex contexts as they continue to mature. Marital, parental, and occupational effectiveness require a variety of

personality strengths and self-reliant skills, such as assertiveness, interpersonal maturity, perseverance, ability to cope, and self-confidence. High school students have the ability to set goals and test themselves against realistic challenges. They can be open to ideas and think objectively, recognizing alternative ways of viewing complex situations. At this age, they have the energy to persist in achieving their goals and can be accurate in their analysis of consequences. They are becoming more and more able to balance self-fulfillment with the adjustments that define a healthful lifestyle. High school students are capable of expressing their biases and values and taking a committed stand on an issue related to reducing risks and promoting health and wellness.

The student demonstrates the ability to self manage by thinking then choosing behaviors which promote health and reduce health risks, that is, the student:

HE4a Demonstrates the ability to apply critical and creative **thinking skills** to enhance health.

HE4b Demonstrates **self-management** by developing the ability to practice health-enhancing behaviors and reduce health risks.

HE4c Demonstrates the ability to **advocate** for personal, family, and community health.

- Uses inductive reasoning, based on a health and wellness ethic, to conclude that music that is listened to too often, too loud, or too long can impact hearing.
 - 1a**
 - ◊ reflecting on inductive reasoning that promotes health and wellness as being good for a person’s health;
 - ◊ using inductive reasoning to conclude that music that is listened to too often too loud, or too long can impact health and wellness;
 - ◊ reflecting on their inductive reasoning process after the task is performed.
- Advocates for reducing environmental health risks with conviction and supporting reasons. **1a**
- Uses inductive reasoning, based on a health and wellness ethic, to conclude whether a match exists between personal interests and skills needed in occupations related to health and wellness. **1a**
 - ◊ reflecting on inductive reasoning that promotes health and wellness as being right and good;
- ◊ using inductive reasoning to match personal interests and skills with skills needed in occupations related to health and wellness;
- ◊ reflecting on the inductive reasoning process after the task is performed.
- Simulates demonstrating safety on the move completely and accurately (use of automobile seat belts and bicycle and motorcycle use). **1b**
- Conceives strategies for safely avoiding and preventing violence creatively and accurately. **1b**
- Advocates for not riding with an impaired driver or not driving under the influence of alcohol or other drugs with conviction and supporting reasons. **1b, 1e**
- Conceives strategies for preventing, and/or reporting sexual assault and/or date/acquaintance rape creatively and accurately. **1b**
- Simulates a demonstration of first aid skills for intervening with early symptoms of heart attack or stroke, respiratory emergencies, wound

- identification and care, musculoskeletal injury identification and care, burn identification and care, and shock assessment and care completely, accurately, and safely. **1b**
- Simulates a demonstration of cardiopulmonary resuscitation (CPR), [pending availability of appropriate time and resources]. **1b**
 - Uses inductive reasoning to conclude whether a match exists between personal interests and skills and those skills needed in careers related to safety and emergency medical services. **1b**
 - ◇ reflecting on related personal interests and skills;
 - ◇ using inductive reasoning to match personal interests and skills with skills needed in careers related to safety and emergency medical services;
 - ◇ reflecting on the inductive reasoning process after the task is performed.
 - Simulates a demonstration of at least three stress management techniques completely, accurately, and healthfully (talking to someone about the stressor, exercise and physical activity, deep breathing, listening to music, relaxation techniques, building support systems, and personal introspection). **1d**
 - Evaluates personal coping strategies that address parent deployments, living overseas, and/or military related community life critically and competently. **1d**
 - Uses inductive reasoning, based on a health and wellness ethic, to conclude whether a match exists between personal interests and skills and those skills needed in careers related to mental health. **1d**
 - ◇ reflecting on related personal interests and skills;
 - ◇ using inductive reasoning to match personal interests and skills with skills needed in careers related to mental health;
 - ◇ reflecting on the inductive reasoning process after the task is performed.
 - Makes specific and clear decision statements related to driving while intoxicated based on a health and wellness ethic. **1e**
 - ◇ reflecting on right decisions that promote health and wellness;
 - ◇ making specified decisions based on a health and wellness ethic (using refusal skills to avoid being in a situation related to driving while intoxicated with alcohol or other drugs);
 - ◇ reflecting on the decision-making process after the task is performed.
 - Simulates a demonstration of avoidance strategies related to riding with a drinking or drugged driver and intervention techniques that may be employed to prevent someone from driving while intoxicated with alcohol or other drugs completely, accurately, and safely. **1e**
 - Simulates demonstrations that portray resisting pressure to use alcohol when underage and any use of tobacco or other illicit drugs completely, accurately, and safely. **1e**
 - Advocates for a tobacco-free community with conviction and accurate supporting reasons. **1e**
 - Uses inductive reasoning, based on a health and wellness ethic, to conclude whether a match exists between personal interests and skills and those skills needed in careers related to the prevention, intervention, and treatment of chemical dependency and the pharmaceutical field. **1e**

- ◇ reflecting on related personal interests and skills;
- ◇ using inductive reasoning to match personal interests and skills with skills needed in careers related to the prevention, intervention, and treatment of chemical dependency and the pharmaceutical field;
- ◇ reflecting on the inductive reasoning process after the task is performed.
- Demonstrates through simulation the ability to detect lumps that might potentially be related to cancer (females undergoing breast self-examination [BSE] or males undergoing testicular self-examination [TSE] simulations) completely, accurately, and healthfully. **1f**
- Simulates a demonstration of how to display healthful interactive relationships with others completely, accurately, and healthfully. **1f**
- Conducts evaluation research on the options and consequences of healthful romantic and sexual attitudes and behavior completely, accurately, and based on a health and wellness ethic. **1f**
- Makes specific and clear decision statements related to risks of HIV or other STD infection based on a health and wellness ethic. **1f**
- ◇ reflecting on right decisions that promote health and wellness;
- ◇ making responsible decisions based on a health and wellness ethic (avoiding risks of infection related to HIV or other STDs);
- ◇ reflecting on the decision-making process after the task is performed.
- Uses inductive reasoning, based on a health and wellness ethic, to conclude whether a match exists between personal interests and skills and those skills needed in careers related to family life and human sexuality. **1f**
- ◇ reflecting on personal interests and skills;
- ◇ using inductive reasoning to match personal interests and skills with skills needed in careers related to family life and human sexuality;
- ◇ reflecting on the inductive reasoning process after the task is performed.

Examples of activities through which students might demonstrate achievement of the health education standards include having the students:

- ◆ In a cooperative learning group, brainstorm succinct examples of potential noise pollution when listening to music. Analyze how music that is listened to too often, too loud, or too long can impact hearing. As a group, create a public awareness campaign advocating for enjoyable and healthful ways to listen to music while reducing hearing-loss related risks. **HE1a, HE3b, HE4a, HE4c**
- ◆ Create a communication piece; i.e., pamphlet or banner, advocating for not riding with an impaired driver or not driving under the influence of alcohol or other drugs. Take a clear stand and support your choice with data from valid sources. **HE1b, HE2a, HE4c***
- ◆ A friend appears depressed and perhaps is suicidal. Explain what action should be taken to help a friend. Write an answer in the form of a personal meeting with that friend. **HE1b, HE2a, HE3a**
- ◆ In a journal entry, describe personal coping strategies that address parent deployments, living overseas, and/or military related community life. Reflect then generate criteria to

evaluate the “quality” of identified coping strategies. Apply the criteria in assessing the effectiveness of the identified strategies. **HE1d, HE3a, HE4a**

- ◆ With a partner, create an eye catching communication piece; i.e., poster, pamphlet, bulletin board, T-shirt design, to inform teens of the chemicals contained in cigarettes. Include the chemical names and common uses for each; i.e., cyanide contained in cigarettes is also used as poison, etc. **HE1e, HE2a, HE4c**
- ◆ Palpate a specified model (female breast or male testicles) for lumps that might potentially be related to cancer (females undergoing breast self examination [BSE] or males undergoing testicular self examination [TSE] simulations). In a journal entry, describe whether this was difficult or not, explain why early detection is important, and cite any issues needing further clarification from a health professional. Anonymously write these issues on an index card that will be collected and responded to by the school or community nurse or physician. **HE1f, HE2a, HE4b**

*Note: Work samples and commentaries for this activity are being developed.

The task

Students acted as first responders in simulated emergency situations, where failure to provide proper care would potentially result in increased health risks. They demonstrated proficiency in providing: early heart attack and stroke symptom recognition and response; simulated CPR for adult, child, and infant; care for conscious and unconscious choking victims; and simulated rescue breathing. They also showed how to recognize and care for medical emergencies, heat and cold emergencies, and burn and shock victims. Students used demonstrations, written and oral summaries/analyses, scenarios, or video presentations to demonstrate understanding.

Circumstances of performance

The sample of student work was produced under the following conditions:

- | | |
|-------------------------|--------------------------|
| √ alone | √ in a group |
| √ in class | as homework |
| √ with teacher feedback | √ with peer feedback |
| timed | opportunity for revision |

What the work shows

HE1b An accurate response demonstrates the ability to provide care and activate the emergency response system as a citizen responder. The response is comprehensive, showing proper sequence for first aid, symptom recognition, and injury prevention. The response indicates awareness of consequences and draws conclusions to assess emergencies. Correct steps and procedures for care, first aid, or access to treatment are provided in a timely manner.

HE4b Steps in performing the first aid skills follow the emergency action principles, with emergency conditions or injuries being accurately identified and assessed. Care for injuries is correctly performed with skills being completely demonstrated. The student project shows evidence of proficiency in first-aid procedures. The response shows evidence of the ability to perform first-aid procedures in the proper circumstances; i.e., where no greater harm would occur.

Scale	Score	Commentary
Concept	3	Comprehensive. Shows many relationships. Draws conclusions, "First aid classes do not only teach you what to do in extremely awful situations but in minor situations too." Contains inaccuracies, "15 abdominal thrusts for 10 seconds."
Self-Management	3	Comprehensive and health enhancing but not always in correct order. Contains inaccuracies, "abdominal thrusts" instead of chest compressions.

If you notice an accident or an injured person activate the EMS (Emergency Medical System) Action Principles

1. Recognize the emergency (e.g. electrical, fire, etc...)
2. Make sure the scene is safe for you and the victim (e.g. electrical make sure source of power is cut off, etc...)
3. Call EMS (911)
4. Do a Primary Survey (Check for life-threatening conditions, Airway, Breathing, Circulation, etc...)
5. Do a Secondary Survey (Check for any nonlife-threatening conditions, scrapes, bruises, etc...)

After activating the Action Principles check for consciousness
If victim is conscious

1. Introduce yourself and tell them you are going to help them.

2. Ask them what happened (are you hurt anywhere?)
3. Do a head-to-toe examination (Does it hurt when I asked them to twist side to side their ankle?)

If victim is unconscious

1. Check for severe bleeding

2. Check their Airway

3. Check their Breathing

4. Check their Circulation (pulse on the wrist below the thumb)

If victim has a pulse but not breathing

1. Open their airway (tilt their head back, keeping one hand on their forehead and 3 fingers on the chin)
pinch their nose and make a tight seal around their mouth with yours.

2. Administer Rescue Breathing (2 breaths of air)

3. Make sure to watch chest rise and fall to make sure the breaths went in. If chest does not rise

retilt the head and administer 2 more breaths of air. If airway is obstructed do a finger sweep.

If the object is unreachable give up to 5 abdominal thrusts (placing the bottom of the palm of one hand above the navel but below the diaphragm and the other hand on top of the first hand clutched together. Then lock arms and push down saying "One Mississippi" and so on until you have done 5 abdominal thrusts.)

4. Do another finger sweep to remove object. If object still is not visible or reachable continue step 3 before moving on or until EMS arrives.
5. Continue Rescue Breathing (1 breath every 5 seconds) checking pulse every couple of minutes, until victim can breath on their own or until EMS arrives.

If victim is not breathing and has no pulse
1. Start CPR by doing steps 1-3 stated above and by adding 15 abdominal thrust compressions for 10 seconds.
2. Repeat step 1 until victim responds or until EMS arrives.

* When administering Rescue Breathing or CPR check for pulse by locating the Adam's Apple, sliding your fingers down into the groove on the neck on the side closer to you.

* CPR (Cardial Pulmonary Resesitation)

Follow these easy guidelines in case of emergencies and help prevent another death from occuring.

Why are First Aid classes important to take?

First Aid classes are important to take because of many reasons but the main reason is: to save lives. Knowing the correct procedures to take upon an injured person can help insure their common health. The classes also help identify, more clearly, life-threatening problems from minor ones.

Many people die everyday in life because of simple procedures not taken by bystanders. The reason is that they have no previous training that could guide them to deal with the emergencies. First Aid classes can help a person take quick actions without fearing not knowing what to do. The classes teach you step by step ways a citizen can identify and establish that there is a problem and help fix it.

First Aid classes do not only teach you what to do in extremely awful situations but in minor situations also. The instructors

assist you to identify clues that can probably lead to a diagnosis of what occurred. They teach from how to check and take vital signs to how to perform CPR. The classes provide hands on training that you can take with you where ever you may decide to go.

Taking a First Aid class and knowing the procedures to take in an emergency can prevent a victim from dying.

Work Sample and Commentary:

Smoke Free, That's For Me

The task

Students communicated the health risks of smoking to their peers or to younger students by explaining reasons not to use tobacco. Student projects advocated for a smoke-free environment by developing a plan to decrease smoking of peer on and off school grounds. Students also worked with the local security police force, school administrators, medical, and other agency personnel to evaluate the availability of cigarettes to teenagers and to decrease smoking among their peers. Students investigated options available for tobacco cessation for teens in their community. They researched and reported on medical treatments used to stop the use of tobacco. As part of creating a smoke-free environment related project, students advocated for the development of a program to help students become addiction free through creating an oral report, an article for the school newspaper, a pamphlet, a poster, a radio spot, a collage, or a presentation to younger students.

Circumstances of performance

The sample of student work was produced under the following conditions:

- | | |
|-------------------------|----------------------------|
| √ alone | √ in a group |
| √ in class | √ as homework |
| √ with teacher feedback | with peer feedback |
| timed | √ opportunity for revision |

What the work shows

HE1e The work communicates accurate information regarding the health risks of smoking and the importance of quitting. The work is comprehensive and includes an analysis of tobacco risk factors and the health benefits of living in a smoke-free environment. Consequences and conclusions about the importance of not starting or quitting smoking are drawn, relating them to a life threatening risk.

HE2a The student work identifies specific community resources for smoking cessation and cites valid appropriate sources of information about opportunities for teen smoking cessation.

HE4c The response takes a clear stand to advocate a tobacco-free environment. The work persuades others to be tobacco free with conviction. Age appropriateness is evident in the presentation of the work.

Scale	Score	Commentary
Concept	3	Shows relationships. Graphs risk of death to levels of smoking and not smoking. Contains inaccuracies (“all deaths were preventable”). Conclusion drawn.
Advocacy	3	Personalized (“on the rise among young people”). Takes a clear stand. Positive message, (“not smoking and stop smoking are the two most important things we can do for ourselves and our loved ones”).
Information Literacy	1	No sources identified.

Lung Cancer

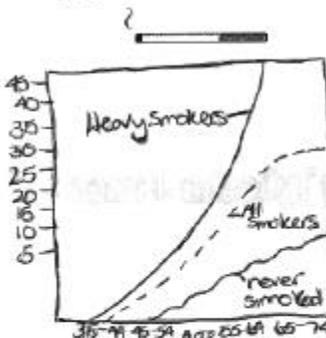
Lung Cancer is leading cause of cancer related deaths in both men and women. It is the cause of 33% of cancer deaths in men and 23% in women. In 1990 91,091 men and 50,194 women died of lung cancer. All of these deaths were preventable. The cause of most lung cancer is known and is avoidable.

Tobacco smoking is the single major cause of cancer mortality in the U.S. and the single most important environmental hazard. In 1985 it contributed to 21% of all mortality in the U.S. The major diseases affected are bronchogenic carcinoma, and coronary artery diseases (heart attacks).

Cigarette smoking is on the rise in young people and nicotine is addictive. Unfortunately, tobacco is a big business.

The graph on the right plots risk for death comparing heavy smokers, all smokers and non-smokers. The older you get the higher your risk for

death if you smoke. The more you smoke the greater your chances of dying.



The three major types of lung cancer are squamous cell carcinoma, adenocarcinoma, and small-undifferentiated carcinoma. The first two are primarily treated with surgery if the tumor has not spread too far. Oat cell is primarily treated with chemotherapy and has it's own separate staging scheme. Radiation therapy is used in both groups of lung malignancies.

Lung cancer is sometimes picked up early, but our best treatment is prevention. Not smoking and stop smoking are the two most important things we can do for ourselves and our loved ones.

Q&A

Q-How is lung cancer diagnosed?
A-Many patients get a chest x-ray.

Q-What is a CT scan?
A-A CT scan is a scan that follows and better defines the abnormality.

Q-What does a physician do when doing a CT scan?
A-A physician gets a little piece of tissue from the abnormal area and a pathologist determines if it is cancer or not.
LISTEN TO YOUR LUNGS!!!!!!!!!!



The task

Students reviewed the risks of sexual involvement and possible subsequent infection with HIV or other STDs. Students also determined the physical and emotional risks of various sexual behaviors, including abstinence, protected sex, unprotected sex, and monogamous and casual relationships. Working alone or with a partner, students then applied the decision-making process to a scenario that required a character to face a situation involving sexual activity. Students created a display, poster, role-play, video presentation, pamphlet, or oral/written report to express how HIV and other serious STDs are transmitted through sexual activity. They analyzed sexual behaviors to determine the risks of infection and applied the decision-making process to choices about sexual involvement.

Circumstances of performance

The sample of student work was produced under the following conditions:

- | | |
|-----------------------|--------------------------|
| √ alone | √ in a group |
| √ in class | as homework |
| with teacher feedback | with peer feedback |
| timed | opportunity for revision |

What the work shows

HE1f The project includes accurate information about HIV and other STDs and their effect on health and the body; e.g., modes of transmission, signs and symptoms of STD infections, and prevention measures. Work is comprehensive and relationships between various sexual behaviors and HIV infection and prevention strategies are well covered, including sexual behavior, its effect on health, and the relationship to STD infection. Conclusions regarding sexual health and behavior are drawn.

HE4a The student work contains a clear decision statement. Options are considered with regard to sexual behavior and sexual health, and the consequences of decisions and goals are addressed; e.g., abstinence, protected sex, and unprotected sex.

Scale	Score	Commentary
Concept	3	Shows relationship between HIV/AIDS education and younger population unprotected sex and STD. Conclusions drawn contain inaccuracies "surgery...helping."
Thinking Skills Application	2	Shows evidence of ability to apply skill. Consequences of options not explored. No conclusions stated.

How can I tell if I have it?

You can have the HIV virus and not even know if you're infected. One sure way to know is through a blood test. The signs are:

1. Fever and "Night Sweats"
2. White spots in the mouth
3. constant tiredness
4. rapid weight loss
5. loss of appetite
6. Swollen glands

These symptoms may take years to appear.

How can I prevent getting infected from sex?

Make your decision about your sexual activity. Know all the facts about not only AIDS & HIV but also about STDs and pregnancy. Sex is a very big decision and also a part of your life so make the right choices.

What are the treatments?

Antiviral drugs help to increase lives of some patients.

Surgery, Radiation and other drugs are helping.

There is no cure for the HIV virus or AIDS so abstinence is your best choice for preventing this disease.

Do young people have to worry?

Anyone can get HIV even if you're young.

Everyone has to learn the facts about HIV and AIDS before it's too late.

What exactly is Aids?

AIDS

Aids is an acquired immuno deficiency syndrome that attacks the immune system. It is caused by a virus called Hiv. Hiv stands for human immuno deficiency virus. There are no cures for Aids. The number of people with Aids and HIV are increasing especially for the younger population. Aids is a deadly disease that everyone needs to be educated about.

Dear Sha'wanda,

My friend just told me she is infected with the HIV virus should I stop being her friend?

Confused

Dear Confused,

Well, I think the last thing your friend needs to feel is isolated because the disease is bad enough. I think you should just be her friend like normal.

Sha'wanda

What are the ways it doesn't spread?

- You can't get Aids by
1. sitting next to someone that has Aids
 2. using the same restrooms as the affected person
 3. Given blood from a donor
 4. Sharing materials such as a pencil, utensils
 5. By touching you won't get Aids from an infected person

Do condoms really work?

Always use a latex condom
Never use a damaged
Condom

Wash your hands and
genitals before and after
sex

Use birth control foam and
jelly that has nonoxinol-
9 with condom

Condoms aren't 100%
safe because they could
break or slip off.

COURSE TITLE	Health Education II:
COMPUTER TITLE	Health Ed II
COMPUTER CODE	HLH401
GRADE LEVELS	10-12
PREREQUISITE	Health Education I is recommended
LENGTH OF COURSE	18 weeks

Major Concepts/Content: This elective health education course is designed to enable high school students to choose active involvement in a **research project** that promotes health and wellness and/or prevents disease (primary, secondary, or tertiary prevention). The project may be related to a potential health career path that is diagnostic, therapeutic, educational, or environmental. The project may be interdisciplinary in nature, such as research that links environmental science with solving environmental health issues, statistics with analyzing epidemiological trends related to health issues, or economics or law education with analyzing/recommending health care funding or policy. A research project is designed to develop students' abilities to plan, conduct, and present a firsthand, original investigation of an original research hypothesis, using appropriate research design. Quantitative and qualitative research approaches are appropriate. The research project emphasizes the integration of health education concepts with the application of health information literacy skills; intrapersonal and interpersonal communications skills; internal and external influences analysis; critical and creative thinking skills; self-management skills; and/or advocacy skills based on a health and wellness ethic. The focus of the research project uses real health-related problems and discovery of new or original information. The emphasis is on bringing about some form of change, contributing something new, or contributing to existing research. The outcome of the research project is achieving academic and intellectual growth through a choice of creating and delivering a product across the range of information formats – print, nonprint, electronic. This is done in a professional manner, is presented to an audience, and receives evaluative feedback.

Major Instructional Activities: Instructional activities will be provided through direct instruction prior to and during the project. A special emphasis will be placed on exploring implications of health-related careers during this research project. Students should use appropriate school and community sources for advice, consultation, information, materials, mentoring, and equipment when conducting their project. In the research project, major instructional activities include problem finding and focusing; developing a research management plan; identifying a hypothesis and/or research questions; gathering background information; developing a research design; identifying resources for gathering qualitative and/or quantitative data; identifying and developing data gathering instruments and techniques; developing data reporting techniques; gathering and tabulating data; preparing descriptive data summaries; analyzing data; preparing tables/graphs/diagrams; selecting and developing a product to share research results (print, non-print, and /or electronic); and sharing the research product with an appropriate audience.

Major Evaluative Techniques: Ongoing and systematic formative and summative evaluation will use multiple authentic assessment strategies. These are designed to assess how students develop their health and wellness related research knowledge, attitudes, and skills. Formal and informal performance, portfolio, or product assessment will be used by the teacher, self, or peers to measure what the student knows, values, and does. The final product and presentation will be assessed for originality, achievement of performance standards, care and attention to detail, commitment of time and effort, and advanced familiarity with the health and wellness related issue being researched.

Performance Descriptions: In the Health Education II course, the student applies research methodology to produce a health and wellness related research project; that is, the student will:

- Make a health and wellness theme and research questions apparent.
- Define a specific health-related problem clearly.
- Utilize appropriate resource materials or equipment accurately and creatively.
- Utilize appropriate reference materials or resource persons accurately and creatively.
- Reflect a logical sequence of events thoughtfully.
- Produce original health- and wellness-related research.

This page is blank.

HE1 Health Education Concepts

Health education activities that build on the self-reliant, self-motivated, and self-taught strengths of the students help prepare them to be responsible citizens in command of themselves. Instructional experiences in this research oriented high school elective course should integrate application of learned health and wellness related concepts and skills with real health-related problems and the discovery of new and original information. When using their previously acquired knowledge, attitudes, and skills and fine tuning them in this elective course, teenagers will grow in their maturity, develop quality relationships, and make their health and wellness related knowledge, attitudes, and skills a source of pride. Research knowledge and skills acquired in this course should transfer to future endeavors. Teachers should work in concert with students to create high standards and expectations without creating high anxiety. The teacher as coach creates an atmosphere of trust that encourages acceptance and open communication. The application of health promotion or risk reduction strategies to a meaningful research experience may be related to a potential health career path that is diagnostic, therapeutic, educational, or environmental.

The student synthesizes selected health promotion and risk reduction concepts and attitudes related to the identified health and wellness related research project; that is, the student either:

- HE1a** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **personal and community health**, or
- HE1b** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **safety**, or
- HE1c** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **nutrition and physical activity**, or
- HE1d** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **mental health**, or
- HE1e** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **alcohol, tobacco, and other drugs**, or
- HE1f** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **family life and human sexuality**.

- Plans to provide health and wellness related research on a selected topic. **1a-1f***
 - ◇ focusing on a selected area of research;
 - ◇ developing a research management plan;
 - ◇ identifying an hypothesis and research questions;
 - ◇ gathering background health and wellness related information on the selected topic;
 - ◇ developing a research design.
- Collects quantitative and or qualitative data on the selected research topic. **1a-1f***
 - ◇ identifying resources for gathering data;

- ◇ identifying and gathering data gathering instruments and techniques;
- ◇ identifying data reporting techniques;
- ◇ gathering and tabulating data.
- Analyzes data. **1a-1f** *
 - ◇ preparing descriptive data summaries;
 - ◇ analyzing data and or diagrams;
- Displays data. **1a-1f** *
 - ◇ developing a project to share research results;
 - ◇ sharing the research project with an appropriate audience;
 - ◇ receiving self, peer, and teacher evaluative feedback.

HE2 Health Information Literacy

An informed citizenry acquires and uses knowledge that is accurate and precise. Students are refining their information literacy skills by using valid sources of information, not relying on hearsay or secondhand interpretation. In their choice of a research project, students can go beyond the surface of health education knowledge to link with relevant information from other subjects and to develop a deeper sense of how this information connects to a greater picture of health issues. Students must be self-disciplined and able to explore print, nonprint, and electronic avenues in the information network and discern appropriate sources for valid health information to use as a basis for their research project.

The student develops health information literacy concepts, attitudes, and skills; that is, the student:

HE2a Demonstrates the ability to use health **information literacy** skills.

- Accesses health and wellness related information about the selected research project. **1a -1f***
 - ◇ evaluating valid sources for information about the selected research topic critically and competently.
- Uses information on the selected health and wellness related research topic accurately and creatively. **1a -1f***
- Participates in a group to evaluate health and wellness related research projects of peers efficiently. **1a-1f***

HE3 Health Communications and Influences

In a caring high school community of learners, teenagers engage in many forms of communications; e.g. reading, writing, speaking, listening, viewing, and visual interpretation. In this elective health and wellness related leadership initiative, these intrapersonal and interpersonal communication activities are designed to enhance their sense of pride, self-responsibility, and respect for self. They should also foster respect for others and the development of constructive and meaningful relationships. These communication skills, fundamental to success in post-secondary education and in the workplace, include the use of appropriate eye contact, voice tone, and body language to communicate clear messages that convey documentation of the leadership development initiative to the class. As they develop their views of the world, students develop increased self-identity and a

sense of self-worth by learning that they can analyze situations, make judgements, and healthfully communicate their ideas and feelings to others.

The student applies effective communication skills in participating in a health and wellness related research project; that is, the student:

HE3a Demonstrates the ability to use **intrapersonal and interpersonal communication** skills to enhance health.

HE3b **Analyzes influences** of the family, peers, culture, media, technology, and other factors on health.

- Communicates actions that should be taken to manage the research projects competently. **1a-1f***
- Communicates (intrapersonally) about each phase of the research design, implementation, and evaluation competently. **1a-1f***
- Analyzes influences on choice of the research topic critically. **1a-1f***

HE 4 Healthful Choices

Students can gradually demonstrate self-management skills in more complex contexts as they continue to mature. Participating in a health and wellness related research project requires a variety of personality strengths and self-reliant skills, such as assertiveness, interpersonal maturity, perseverance, ability to cope, and self-confidence. Students have the ability to set goals and test themselves against realistic challenges. They can be open to ideas and be objective in their thinking, recognizing alternative ways of viewing complex situations. High school students have energy to persist in achieving their goals and can be accurate in their analysis of consequences. They are capable of expressing their biases and values as expressed in their choice of a research project that may be related to their potential health career path that is diagnostic, therapeutic, educational, or environmental.

The student demonstrates the ability to self manage by producing new or replicated research which focuses on promoting health and reduce health risks, that is, the student:

HE4a Demonstrates the ability to apply critical and creative **thinking skills** to enhance health.

HE4b Demonstrates **self-management** by developing the ability to provide research findings that focus on health-enhancing behaviors or reducing health risks.

HE4c Demonstrates the ability to utilize research initiative to **advocate** for personal, family, and community health.

- Advocates for promoting health or reducing risks in presenting research data with conviction and supporting reasons. **1a-1f***
- Uses inductive reasoning, based on a health and wellness ethic, to generate research conclusions. **1a-1f***
 - ◊ reflecting on inductive reasoning that promotes research related to health and wellness as being right and good;
 - ◊ using inductive reasoning to conclude impact of research on health and wellness;
 - ◊ reflecting on their inductive reasoning process after the research project is presented.
- Provides evaluative feedback to class peers that addresses the quality of their
 - research project's design, implementation, and findings completely, accurately and healthfully. **1a-1f***
- Conducts a self-evaluation of the research project's design, implementation, and findings completely, accurately, and based on a health and wellness ethic. **1a-1f***
 - ◊ reflecting on their thinking processes after the task is performed

Examples of activities through which students might demonstrate achievement of the health education standards include having the students:

- ◆ Investigate potentially available options for a research project that promotes health and wellness or prevents disease (primary, secondary, or tertiary prevention). Reflect, then assess personal interest and skills. Match interests and skills with a preferred choice for a research project. **HE1a-f*, HE3a, HE4a**
- ◆ Produce original health and wellness research that contributes to something new or duplicates existing research. Choose a print or multimedia format to present the research and share the research with an audience. **HE1a-f*, HE3a, HE3b, HE4b**
- ◆ Evaluate the research project in relationship to a potential health career path that is diagnostic, therapeutic, educational, or environmental. **HE1a-f*, HE2a, HE3a, HE4a**

COURSE TITLE	Health Education III:
COMPUTER TITLE	Health Ed III
COMPUTER CODE	HLH501
GRADE LEVELS	10-12
PREREQUISITE	Health Education I is recommended
LENGTH OF COURSE	18 weeks

Major Concepts/Content: This elective health education course is designed to enable high school students to choose active involvement in a **leadership development project** that promotes health and wellness and/or prevents disease. The project may be related to a potential health career path that is diagnostic, therapeutic, educational, or environmental. It may be interdisciplinary in nature, such as responsible citizenship and nutrition in dealing with hunger and the homeless or school guidance initiatives with peer-mediating fighting and other forms of school conflict. A leadership development project is designed to have a student preselect a child, peer, and/or adult health education initiative that focuses on the promotion of personal, family, and/or community health. It should enhance a student's responsible citizenship, physical, intellectual, emotional, spiritual, and/or social growth towards wellness. The project emphasizes the integration of health education concepts with the application of health information literacy skills; intrapersonal and interpersonal communications skills; internal and external influence analysis; critical and creative thinking skills; self-management skills; and/or advocacy skills based on a health and wellness ethic. The focus is on engaging in meaningful family, school, and/or community involvement projects such as being a family nutrition and physical fitness personal trainer, a school peer-mediator for conflict resolution, or an American Red Cross community CPR or HIV/AIDS prevention instructor. The outcome of leadership development is to achieve self-actualization through experiencing new roles, accepting new challenges, and having a sense of usefulness and purpose that supports promoting health and wellness and/or preventing disease.

Major Instructional Activities: Instructional activities will be provided through direct instruction in leadership development theory and skills prior to and during the project. Students will explore implications of health related careers during this leadership development project. They will use appropriate family, school, and community sources for advice, consultation, information, materials, mentoring, and equipment when conducting their project. Major instructional activities will focus on developing self-awareness and generic leadership skills (goal setting, organization, project management planning, communication, critical and creative thinking, group process, conflict resolution, and diversity awareness). A documentation of the leadership development project in a family, dental, medical, mental health, or school health-related service project setting will be developed, maintained, and shared with an appropriate audience.

Major Evaluative Techniques: Ongoing and systematic formative and summative evaluation will employ multiple authentic assessment strategies to assess how students develop their health-and wellness related leadership development knowledge, attitudes, and skills. Performance, portfolio, or product assessment by the teacher, self, and/or peers will be used. The final leadership documentation, including presentation and portfolio, will be assessed for achievement of performance standards, commitment of time and effort, and advanced familiarity with the health and wellness related leadership development project issue.

Performance Descriptions: In the Health Education III course, the student applies leadership skills to undertake a health and wellness related service project; that is the student will:

- Define a health and wellness related leadership development project.
- Develop self-awareness and goal setting, organization, communication, critical and creative thinking, group process, conflict resolution, and diversity awareness skills completely and accurately.
- Make the choice of a leadership development project conscientiously.
- Utilize appropriate resource materials, references, and/or equipment accurately and creatively.
- Utilize appropriate mentors and/or resource persons efficiently and courteously.
- Provide leadership in a chosen health and wellness-related service project competently.
- Produce a project documentation that addresses an authentic family, school, or community-based need that promotes health and wellness and/or prevents disease.

This page is blank.

HE1 Health Education Concepts

Health education activities that build on the self-reliant, self-motivated, and self-taught strengths of the students help prepare them to be responsible citizens in command of themselves. Instructional experiences in this leadership development oriented high school elective course should integrate application of learned health and wellness related concepts and skills in a family, dental, medical, mental health, or school health-related service project setting. When using their previously acquired knowledge, attitudes, and skills and fine tuning them in this elective course, teenagers will grow in their maturity, develop quality relationships, and make their health and wellness related knowledge, attitudes, and skills a source of pride. Leadership development acquired in this course should become a way of life. Teachers should work in concert with students to create high standards and expectations without creating high anxiety. The teacher as coach creates an atmosphere of trust that encourages acceptance and open communication. The application of health promotion or risk reduction strategies to a meaningful leadership service experience in a child, peer, and/or adult health education initiative may be related to a potential health career path that is diagnostic, therapeutic, educational, or environmental.

The student synthesizes selected health promotion and risk reduction concepts and attitudes related to the identified health and wellness related leadership development project; that is, the student either:

HE1a Conceptualizes health promotion and risk reduction knowledge and attitudes related to **personal and community health**, or

HE1b Conceptualizes health promotion and risk reduction knowledge and attitudes related to **safety**, or

HE1c Conceptualizes health promotion and risk reduction knowledge and attitudes related to **nutrition and physical activity**, or

HE1d Conceptualizes health promotion and risk reduction knowledge and attitudes related to **mental health**, or

HE1e Conceptualizes health promotion and risk reduction knowledge and attitudes related to **alcohol, tobacco, and other drugs**, or

HE1f Conceptualizes health promotion and risk reduction knowledge and attitudes related to **family life and human sexuality**.

- Plans to provide health and wellness related leadership in a selected child, peer, and/or adult health education initiative.
1a-1f*
 - ◇ focusing on a selected area of health and wellness related interest serviced and service need;
 - ◇ developing a leadership development management plan;
 - ◇ identifying resources and information needed for success in the selected leadership development project;
 - ◇ gathering background health and wellness related information on the selected topic;

- ◇ developing a leadership development design, including portfolio.
- Provides leadership in a selected child, peer, and/or adult health education initiative. **1a-1f ***
 - ◇ developing leadership knowledge and skills;
 - ◇ identifying resources needed for the initiative;
 - ◇ developing necessary materials and techniques;
 - ◇ identifying documentation techniques;
 - ◇ gathering print, nonprint, and/or electronic documentation;
 - ◇ implementing a health-related leadership project.
- Analyzes documentation. **1a-1f ***
 - ◇ preparing descriptive documentation summaries;
 - ◇ analyzing print, non-print, and/or electronic documentation.
- Displays data. **1a-1f ***
 - ◇ finalizing the product to share leadership development initiative results;
 - ◇ sharing the leadership development project portfolio with an appropriate audience;
 - ◇ receiving self, peer, and teacher evaluative feedback.

HE2 Health Information Literacy

An informed citizenry acquires and uses knowledge that is accurate and precise. In this leadership development initiative, students should be refining their information literacy skills by using valid sources of information, not relying on hearsay or second-hand interpretation. In their choice of a leadership development project, students can go beyond the surface of health education knowledge to link with relevant information from other subjects and to develop a deeper sense of how this information connects to a greater picture of health issues. The research and use of internet-based health and wellness related resources in their selected and family, dental, medical, mental health, or school health related service project setting is expected. Students should be self-disciplined and able to explore print, non-print, and electronic avenues in the information network and discern appropriate sources for valid health information to use as a basis for their leadership development initiative.

The student develops health information literacy concepts, attitudes, and skills; that is, the student:

HE2a Demonstrates the ability to use health **information literacy** skills.

- Accesses leadership development related information about the selected leadership development project. **1a -1f***
 - ◇ evaluating valid sources for information to apply in enhancing personal leadership.
- Accesses health and wellness related information about the selected leadership development project. **1a -1f***
 - ◇ evaluating valid sources of health and wellness related information for information to apply in the selected leadership development project critically and competently.
- Uses information on the selected health and wellness related leadership initiative accurately and creatively. **1a -1f***

- Participates in a group to evaluate health and wellness related leadership development projects of peers efficiently. **1a-1f***

HE3 Health Communications and Influences

In a caring high school community of learners, teenagers engage in many forms of communications; e.g. reading, writing, speaking, listening, viewing, and visual interpretation. In this elective health and wellness related leadership initiative, these intrapersonal and interpersonal communication activities are designed to enhance their sense of pride, self-responsibility, and respect for self. They should also foster respect for others and the development of constructive and meaningful relationships in the selected family, dental, medical, mental health, or school health-related service project setting. These communication skills, fundamental to success in post-secondary education and in the workplace, include the use of appropriate eye contact, voice tone, and body language to communicate clear messages that convey documentation of the leadership development initiative to the class. As they develop their views of the world, students develop increased self-identity and a sense of self-worth by learning that they can analyze situations, make judgements, and healthfully communicate their ideas and feelings to others.

The student applies effective communication skills in participating in a health and wellness related leadership development initiative; that is, the student:

HE3a Demonstrates the ability to use **intrapersonal and interpersonal communication** skills to enhance health.

HE3b Analyzes influences of families, peers, culture, media, technology, and other factors on health.

- Analyzes influences on making the choice of the leadership development initiative. **1a-1f***
- Communicates actions that should be taken to manage the leadership development initiative. **1a-1f***
- Communicates intrapersonally about each phase of the selected leadership development design, implementation, and evaluation competently. **1a-1f***

HE 4 Healthful Choices

Students can gradually demonstrate self-management skills in more complex contexts as they continue to mature. Participating in a health and wellness related leadership development initiative requires a variety of personality strengths and self-reliant skills, such as assertiveness, interpersonal maturity, perseverance, ability to cope, and self-confidence. Students have the ability to set goals and test themselves against realistic challenges. They can be open to ideas and be objective in their thinking, recognizing alternative ways of viewing complex situations. High school students have energy to persist in achieving their goals and can be accurate in their analysis of consequences. They are capable of expressing their biases and values as expressed in their choice of a leadership

development initiative that may be related to a potential health career path that is diagnostic, therapeutic, educational, or environmental.

The student demonstrates the ability to self manage by producing new or replicated research which focuses on promoting health and reduce health risks, that is, the student:

HE4a Demonstrates the ability to apply critical and creative **thinking skills** to enhance health.

HE4b Demonstrates **self-management** by developing the ability to provide leadership that focuses on health-enhancing behaviors or reducing health risks.

HE4c Demonstrates the ability to utilize the leadership development initiative to **advocate** for personal, family, and community health.

- Advocates for promoting health or reducing risks in presenting the leadership development initiative's documentation with conviction and supporting reasons. **1a-1f***
- Uses inductive reasoning, based on a health and wellness ethic, to summarize achievement of leadership development initiative outcomes. **1a-1f***
 - ◇ reflecting on inductive reasoning that promotes reflection related to health and wellness as being good for a person's health;
 - ◇ using inductive reasoning to summarize the health- and wellness-related impact of the leadership development initiative for self and the selected family, dental, medical, mental health, or school health-related persons and programs;
- ◇ reflecting on their inductive reasoning process after the leadership development project is presented.
- Provides evaluative feedback to class peers that addresses the quality of their leadership development project's design, implementation, and findings completely, accurately and healthfully. **1a-1f***
- Conducts a self-evaluation of their leadership development project's design, implementation, and findings completely, accurately, and based on a health and wellness ethic. **1a-1f***
 - ◇ reflecting on their thinking processes after the task is performed.

Examples of activities through which students might demonstrate achievement of the health education standards include having the students:

- ◆ Investigate potentially available options for a family, dental, medical, mental health, or school health-related service project. Reflect, then assess personal interest and skills. Match interests and skills with a preferred leadership development project choice. **HE1a-f, HE3a, HE4a**
- ◆ Maintain a journal documenting identified aspects of the project. **HE1a-f, HE3a, HE3b, HE4b**
- ◆ Evaluate the leadership development experience in a child, peer, and/or adult health education initiative in relationship to a potential health career path that is diagnostic, therapeutic, educational, or environmental. **HE1a, HE2a, HE3a, HE4a**