

How “High School Health Education Today” Meets TEKS Texas Essential Knowledge and Skills-Health 1 2/1/2016

http://tea.texas.gov/Curriculum_and_Instructional_Programs/Subject_Areas/Health_and_Physical_Education/Health_Education/

<u>Texas Grades 9-10 Health 1</u>	<u>WA State Health Education High School Standards</u>	<u>Health Education Today Lesson That Meets This Standard:</u>
Knowledge and skills.	Washington State High School Health Education Standards:	Health Education Today meets New York Standards in every category.
(1) Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:		Here are just a few of the activities showing how standards are met in my Health Education Today Curriculum:
(A) relate the nation's health goals and objectives to individual, family, and community health;	3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.	“The Health Education Today Health Curriculum” meets all 46 indicators of the National Health Standards. These are listed in the main “Table of Contents” and in every lesson.
(B) examine the relationship among body composition, diet, and fitness;	3.2.1 Evaluates health and fitness information, products, and services. 1.5.1 Analyzes the relationship of nutrition planning to physical performance and body composition. (WA Fitness GLE)	Unit: Nutrition Day: 10 (Cancer, nutrition, disease, and exercise. “Family Medical History Homework.”) Unit: Nutrition Day: 11 (Healthy Weight Loss.)
(C) explain the relationship between nutrition, quality of life, and disease;	4.2.2 Understands barriers to physical activity and a healthy lifestyle. 2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.	Unit: Diseases Day: All (“Communicable Diseases Card Game.”) Unit: Nutrition Day: 10 (Cancer, nutrition and disease, “Family Medical History Homework.”)

(D) describe the causes, symptoms, and treatment of eating disorders;	2.1.1 Evaluates dimensions of health and relates to personal health behaviors.	Unit: Nutrition Day: 12 (Eating Disorders survey, lesson and video.)
(E) examine issues related to death and grieving;	2.1.1 Evaluates dimensions of health and relates to personal health behaviors.	Unit: Stress Optional: The 5 Stages of Grief and “Grief Activity.”
(F) discuss health-related social issues such as organ donation and homelessness;	2.1.1 Evaluates dimensions of health and relates to personal health behaviors.	Unit: Dangerous Decisions Day: All (Reading True Story Articles About Dangerous Teen Decisions, including teen runaways and homelessness, and Sharing with Group or Whole Class.) * Organ donation information needs to be added.
(G) analyze strategies to prevent suicides;	2.4.3 Analyzes stress and how it relates to personal stress-management strategies. 2.4.4 Creates personal stress-management strategies.	Unit: Stress Day: 5 (Suicide.) Unit: Dangerous Decisions Day: All (Reading True Story Articles About Dangerous Teen Decisions, including teen suicide, and Sharing with Group or Whole Class.)
(H) examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression; and	2.4.3 Analyzes stress and how it relates to personal stress-management strategies. 2.4.4 Creates personal stress management strategies.	Unit: Stress Day: 1-4 (Stress and depression information.)
(I) describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages	3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors. 2.2.3 Evaluates hereditary factors affecting growth, development, and health.	Unit: Nutrition Unit Homework: (“Family Medical History Homework with Diseases Prevalent in Different Cultures.”)
(2) Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:	2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.	

<p>(A) analyze the relationship between health promotion and disease prevention;</p>	<p>2.3.1 Analyzes personal health practices, and how they affect communicable diseases.</p> <p>2.3.1 Analyzes personal health practices, and how they affect communicable diseases.</p>	<p>Unit: Diseases Unit Day: All (Communicable and Non-Communicable diseases information and activities)</p>
<p>(B) analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention;</p>	<p>2.3.1 Analyzes personal health practices, and how they affect communicable diseases.</p> <p>2.3.1 Analyzes personal health practices, and how they affect communicable diseases.</p>	<p>Unit: Community Health Day: (21 Different “Community Health” activities are included. Several Deal with Promoting Family and Community Health, like “Public Service Announcement” Posters or Videos.) *Easy to include laws in project</p>
<p>(C) identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion; and</p>	<p>2.4.7 Analyzes various treatment options and recovery processes.</p>	<p>Unit: Community Health Day: (21 Different “Community Health” activities are included. Several Deal with Researching health Care and Health Care Services.)</p>
<p>(D) develop and analyze strategies related to the prevention of communicable and non-communicable diseases.</p>	<p>2.3.1 Analyzes personal health practices, and how they affect communicable diseases.</p> <p>2.3.1 Analyzes personal health practices, and how they affect communicable diseases.</p>	<p>Unit: Diseases Unit Day: All (Communicable and Non-Communicable diseases information, and activities. Card Games included “Preventions” and “Treatments” for both communicable and NCD.)</p>
<p>(3) Health information. The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:</p>		
<p>(A) explain fetal development from conception through pregnancy and birth;</p>	<p>Component 2.2: Understands the stages of growth and development</p>	<p>Unit: Sex Ed. Day: 14 -The Consequences of Teen Pregnancy. One assignment is a “Childhood Development Poster *so begin with fetal development.)</p>
<p>(B) explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the</p>	<p>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</p>	<p>Unit: Sex Ed. Day: 14 -The Consequences of Teen Pregnancy. *Add prenatal nutrition to these activities.</p>

<p>mother such as breast feeding;</p>		
<p>(C) analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs, and environmental hazards such as lead; and</p>	<p>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</p>	<p>Unit: Alcohol Day: 7 (“Fetal Alcohol Syndrome information, true story and activity.”)</p> <p>Unit: Tobacco Day: 4 (The harm of smoking on the fetus.)</p> <p>Unit: Sex Ed. Day: 14 -The Consequences of Teen Pregnancy. *Add harm to fetal development here.</p>
<p>(4) Health information. The student investigates and evaluates the impact of media and technology on individual, family, community, and world health. The student is expected to:</p>		
<p>(A) analyze the health messages delivered through media and technology; and</p>	<p>3.2.2 Creates health and fitness messages in media.</p> <p>3.2.1 Evaluates health and fitness information, products, and services.</p>	<p>Unit: Nutrition Day: 13 (Body Image and How to Analyze Media Messages-5 Questions to Ask when Viewing a Magazine Ads, “Real Models Without Their Make-up Slide Show,” and more.)</p>
<p>(B) explain how technology has impacted the health status of individuals, families, communities, and the world.</p>	<p>3.2.2 Creates health and fitness messages in media.</p> <p>3.2.1 Evaluates health and fitness information, products, and services.</p> <p>(Evaluates the accuracy and usefulness of health information and products.)</p>	<p>Unit: Community Health Day: All (21 “Community Health Projects include a Report on a Hazardous Condition, Disaster Evacuation, Medical Health Conditions, and more.)</p> <p>Unit: All units (Allow students to choose from all semester topics covered. Have a student survey of peers be part of requirements. The N.Y. standard “demonstrate the necessary knowledge and skills to promote healthy development into adulthood” would be a good topic.)</p>

<p>(5) Health information. The student understands how to evaluate health information for appropriateness. The student is expected to:</p>		
<p>(A) develop evaluation criteria for health information;</p>	<p>3.2.1 Evaluates health and fitness information, products, and services.</p> <p>(Evaluates the accuracy and usefulness of health information and products.)</p>	<p>Unit: Nutrition Day: 13 (Body Image and How to Analyze Media Messages-5 Questions to Ask when Viewing a Magazine Ads, “Real Models Without Their Make-up Slide Show,” and more.)</p>
<p>(B) demonstrate ways to utilize criteria to evaluate health information for appropriateness;</p>	<p>3.2.1 Evaluates health and fitness information, products, and services.</p> <p>(Evaluates the accuracy and usefulness of health information and products.)</p>	<p>Unit: Tobacco Day: 8/9 (Ad Appeals Quiz and project.)</p>
<p>(C) discuss the legal implications regarding sexual activity as it relates to minor persons; and</p>	<p>2.2.2 Understands how to maintain sexual health throughout life.</p> <p>2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.</p> <p>(Understands knowledge of laws, resources, and reporting procedures in school and community.)</p>	<p>Unit: Sex Ed. Day: 11-13 Sexual Abuse (Assault, Harassment, Rape, Laws, Traits of Healthy Versus Unhealthy Relationships, Dating Violence, Domestic Violence and more.)</p>
<p>(D) demonstrate decision-making skills based on health information.</p>	<p>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</p> <p>(Concludes how personal wellness is negatively affected when an element(s) of dimensions of health is neglected.)</p> <p>3.3.1 Analyzes conflict situations.</p> <p>(Compares and contrasts the</p>	<p>Unit: Dangerous Decisions Day: All (Reading True Story Articles About Dangerous Teen Decisions and Sharing with Group or Whole Class.)</p> <p>Units: Violence, Alcohol, Drugs, and Dangerous Decisions: Using the WWWW (Who What When Where How) questions in the “Decision-Making Model)</p>

	effects of positive and negative peer pressure.)	
(6) Health behaviors. The student assesses the relationship between body structure and function and personal health throughout the life span. The student is expected to:		
(A) examine the effects of health behaviors on body systems;	1.5.1 Analyzes the relationship of nutrition planning to physical performance and body composition.	Unit: Body Systems Day: All
(B) relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care; and	2.1.1 Evaluates dimensions of health and relates to personal health behaviors. (Concludes how personal wellness is negatively affected when an element(s) of dimensions of health is neglected.) (Critiques health and fitness data to make predictions and recommendations for lifelong wellness.)	Unit: Diseases Day: All (Cancer Warning Signs, Understanding Communicable and Non-Communicable Diseases, and Prevention and Treatment of Diseases.) Unit: Tobacco and cancer warning signs Unit: Nutrition: Cancer warning signs, the connection between nutrition and disease.
(C) appraise the significance of body changes occurring during adolescence.	2.2.1 Analyzes the physiological and psychological changes throughout the lifetime. (Analyzes metabolic changes as individuals transition from early to late adulthood.)	Unit: Sex Ed. Day: 1-3 (Reproduction and Human Anatomy.)
(7) Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:		
(A) analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences;	2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society. 2.4.6 Understands legal	Units: Tobacco, Alcohol and Drugs: All days. For instance: Unit: Tobacco

	<p>implications of drug, alcohol, and tobacco use.</p> <p>2.4.7 Analyzes various treatment options and recovery processes.</p>	<p>Day: 1-5 (Tobacco Dangers, e-Cigarette risks, \$ Spent on Tobacco, Habits and Addictions)</p> <p>Unit: Alcohol Day: 1-7 (How Alcohol Affects all Body Organs Activity, Refusal Skills Lesson, Alcoholism, "Drinking and Driving Laws Quiz.")</p> <p>Unit: Drugs Day: 1-12 ("Addiction Risk Factors Intervention Lesson," "Pharm Party Activity," "Synthetic Drugs Interactive Quiz" and poster, "Top 10 Heroin Risks.")</p>
<p>(B) explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), unplanned pregnancies, and motor vehicle accidents;</p>	<p>2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.</p> <p>(Illustrates the relationship between alcohol and other drug use and the incidence of accidents/crimes.)</p>	<p>Unit: Dangerous Decisions Day: All (Reading True Story Articles About Dangerous Teen Decisions and Sharing with Group or Whole Class.) Article topics include: Drinking Games, Drinking and Driving, Sexting, Being Safe Online. And more...</p>
<p>(C) develop strategies for preventing use of tobacco, alcohol, and other addictive substances;</p>	<p>2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.</p> <p>2.4.6 Understands legal implications of drug, alcohol, and tobacco use.</p> <p>2.4.7 Analyzes various treatment options and recovery processes.</p>	<p>Unit: Alcohol Day: 2 ("Are You an Alcoholic?" Survey and treatment options)</p> <p>Unit: Alcohol Day: 6 ("Refusal Skills Activity.")</p> <p>Unit: Drugs Day: 9: "Drug Role-Plays."</p>
<p>(D) analyze the importance of alternatives to drug and substance use;</p>	<p>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</p> <p>(Concludes how personal wellness is negatively affected when an element(s) of dimensions of health is</p>	<p>Unit: Drugs Homework: "25 Things to Do Instead of Using Drugs Because You're Bored."</p> <p>Unit: Drugs Day 6 and 7: Marijuana video, review, and mural project</p>

	neglected.)	
(E) analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;	<p>2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.</p> <p>(Describes strategies used to prevent, manage, and resolve conflict in healthy ways and identifies adults, peers, and community resources that might assist in school and workplace settings.)</p>	<p>Unit: Violence Day: All, including “Blind, Paralyzed or in Prison for Life Due to Violence,” and “20 Risk Factors for Violence, “ and “Risk Factors for Violence Survey.”</p>
(F) analyze strategies for preventing and responding to deliberate and accidental injuries;	<p>3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.</p> <p>2.4.7 Analyzes various treatment options and recovery processes.</p>	<p>Unit: First Aid Day: All</p>
(G) analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence;	<p>3.3.1 Analyzes conflict situations.</p> <p>(Compares and contrasts the effects of positive and negative peer pressure.)</p>	<p>Unit: Sex Ed. Day: 3 (“Sexual Pressures Flip Chart Project.”)</p> <p>Unit: Sex Ed. Day: 8 (Setting Sexual Limits.)</p>
(H) analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases;	<p>2.2.2 Understands how to maintain sexual health throughout life.</p>	<p>Unit: Sex Ed. Day: All The theme of the Sex Ed. Unit is that “Sex is a Big Deal.” Day 8: Activities include “Top 10 Reasons for Choosing Abstinence Worksheet,” “What is True Love?” and “25 Celebrities Who Chose Abstinence.”</p>
(I) analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods including the prevention of Sexually Transmitted Diseases (STDs), keeping in mind the effectiveness of remaining abstinent until marriage;	<p>2.2.2 Understands how to maintain sexual health throughout life.</p>	<p>Unit: Sex Ed. Day 10: Birth Control Methods (“% Effectiveness Worksheet”- The only 100% effective is abstinence.)</p>

<p>(J) analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape;</p>	<p>2.2.2 Understands how to maintain sexual health throughout life.</p> <p>2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.</p> <p>(Understands types of abuse and appropriate resources.)</p>	<p>Unit: Sex Ed. Day: 11-13 Sexual Abuse (Assault, Harassment, Rape, Laws, “Traits of Healthy Relationships Homework Art project” “Healthy Versus Unhealthy Relationships Activity,” Dating Violence, Domestic Violence and more.)</p>
<p>(K) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age; and</p>	<p>2.2.2 Understands how to maintain sexual health throughout life.</p>	<p>Unit: Sex Ed. Day: All The theme of the Sex Ed. Unit is that “Sex is a Big Deal.” Day 8: Activities include “Top 10 Reasons for Choosing Abstinence Worksheet,” “What is True Love?” and “25 Celebrities Who Chose Abstinence.”</p>
<p>(L) discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity.</p>	<p>2.2.2 Understands how to maintain sexual health throughout life.</p>	<p>Unit: Sex Ed. Day 10: Birth Control Methods (“% Effectiveness Worksheet”- The only 100% effective is abstinence.)</p> <p>Unit: Sex Ed. Day : 5and 6 (Understanding Sexually Transmitted Infections- slide show, and video links included.)</p>
<p>(8) Influencing factors. The student analyzes the effect of relationships on health behaviors. The student is expected to:</p>		
<p>(A) evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends; and</p>	<p>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</p>	<p>Unit: Empathy/Violence Day: All (“Empathy Homework,” “Overcoming Hardships Articles,” and more.)</p>
<p>(B) explain the benefits of positive relationships among community health professionals in promoting a healthy community.</p>	<p>2.3.1 Analyzes personal health practices, and how they affect communicable diseases.</p> <p>(Analyzes how factors personal health practices, environmental factors, policies, research, and health-care resources affect communicable</p>	<p>Unit: Community Health Day: All (“Community Health Public Service Announcements.”)</p> <p>Unit: Stress, Nutrition, Alcohol, and Sex Ed. and Drugs Units have activity where teachers posts, and students copy onto their “Resource Sheet” local, state, and</p>

	diseases.)	national helping resources.
(9) Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:		
(A) describe the roles of parents, grandparents, and other family members in promoting a healthy family; and	<p>3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors. (Points out ways a family might influence the health of its members.)</p> <p>(Selects appropriate strategies to support healthy family/cultural habits on a personal level.)</p>	<p>Unit: Nutrition Unit Day: (“Family Medical History Homework with Diseases Prevalent in Different Cultures.”) Unit: Cultural Diversity Day: All (For “My Uniqueness Project” Students Find Racial Heritage and Cultural Information</p>
(B) analyze the dynamics of family roles and responsibilities relating to health behavior.	(Points out ways a family might influence the health of its members.)	<p>Unit: Nutrition Unit Day: (“Family Medical History Homework with Diseases Prevalent in Different Cultures.”) Unit: Cultural Diversity Day: All (For “My Uniqueness Project” Students Find Racial Heritage and Cultural Information. *Could Include Prevalent or Genetic Diseases.)</p>
(10) Influencing factors. The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to:		
(A) assess the impact of population and economy on community and world health;	<p>3.1.2 Analyzes how environmental factors impact health.</p> <p>(Draws conclusions on how air, water, noise, and chemical pollution affect health.)</p> <p>(Draws conclusions on environmental policies and practices and the impact on health.)</p>	<p>Unit: Environmental Health Day: All (Environmental Protection Agency EPA Project, “What Can I Do?” Activity and Posters)</p> <p>Unit: Community Health Day: Any-Show “Six Key Ingredients to a Healthy Community” video.</p>

<p>(B) analyze the impact of the availability of health services in the community and the world; and</p>	<p>(Draws conclusions on environmental policies and practices and the impact on health.)</p>	<p>Unit: Environmental Health Day: All (Environmental Protection Agency EPA Project, “What Can I Do?” Activity and Posters)</p>
<p>(C) describe a variety of community and world environmental protection programs.</p>	<p>3.1.2 Analyzes how environmental factors impact health.</p> <p>(Draws conclusions on how air, water, noise, and chemical pollution affect health.)</p> <p>(Draws conclusions on environmental policies and practices and the impact on health.)</p>	<p>Unit: Environmental Health Day: All (Environmental Protection Agency EPA Project, “What Can I Do?” Activity and Posters)</p> <p>Unit: Community Health Day: All (21 “Community Health Projects include a Report on a Hazardous Condition, Disaster Evacuation, Medical Health Conditions, and more.)</p>
<p>(11) Influencing factors. The student understands how to access school and community health services for people of all ages. The student is expected to:</p>		
<p>(A) research various school and community health services for people of all ages such as vision and hearing screenings and immunization programs; and</p>	<p>(Analyzes how factors personal health practices, environmental factors, policies, research, and health-care resources affect communicable diseases.)</p>	<p>Unit: Community Health Day: All (21 “Community Health Projects include a Report on a Hazardous Condition, Disaster Evacuation, Medical Health Conditions, and “Students Research Health Topics that affect Community Health Project.” *Be sure to included screening and immunization information.)</p>
<p>(B) compare and analyze the cost, availability, and accessibility of health services for people of all ages.</p>	<p>(Analyzes how factors personal health practices, environmental factors, policies, research, and health-care resources affect communicable diseases.)</p>	<p>Unit: Community Health Day: All (21 “Community Health Projects include a Report on a Hazardous Condition, Disaster Evacuation, Medical Health Conditions, and “Students Research Health Topics that affect Community Health Project.” *Be sure to included costs.)</p>
<p>(12) Influencing factors. The student understands situations in which people of all ages require professional health services. The student is expected to:</p>		

<p>(A) identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care; and</p>	<p>(Analyzes how factors personal health practices, environmental factors, policies, research, and health-care resources affect communicable diseases.)</p>	<p>Unit: Community Health Day: Students create models of an ideal city using cardboard boxes and props. You could require that they include the 6 ingredients from the videos, for instance, they might have a nice city park, a hospital, service center for the elderly, etc.</p>
<p>(B) explain how to access health services for people of all ages.</p>	<p>(Analyzes how factors personal health practices, environmental factors, policies, research, and health-care resources affect communicable diseases.)</p>	<p>Unit: Community Health Day: Research Project Option</p>
<p>(13) Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:</p>		
<p>(A) demonstrate communication skills in building and maintaining healthy relationships;</p>	<p>3.3.1 Analyzes conflict situations.</p>	<p>Unit: Empathy/Violence Day: All (“Empathy Homework,” Labels, Stereotypes, Prejudisms, Bullying, Forgiveness, and more.)</p> <p>Unit: Conflict Resolution Day: All (“I” Statements, “SO-QUIC” Resolution model.)</p>
<p>(B) distinguish between a dating relationship and a marriage;</p>	<p>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</p> <p>2.2.2 Understands how to maintain sexual health throughout life.</p>	<p>Unit: Sex Ed. Day 9: “What is Love?/What is Romance? Project” and friendship and dating information. *Include as homework project after this day.</p>
<p>(C) analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;</p>	<p>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</p> <p>2.2.2 Understands how to maintain sexual health throughout life.</p>	<p>Unit: Sex Ed. Day9: “What is Love?/What is Romance? Project” and friendship and dating information</p> <p>Unit: Sex Ed. Day 13: “Healthy Versus Unhealthy Relationships Activity.”</p>

(D) evaluate the effectiveness of conflict resolution techniques in various situations;	3.3.1 Analyzes conflict situations.	Unit: Conflict Resolution Day: All (“I” Statements, “SO-QUIC” Resolution model, conflict escalators, and staying calm techniques.)
(E) demonstrate refusal strategies;	3.3.1 Analyzes conflict situations. (Compares and contrasts the effects of positive and negative peer pressure.)	Unit: Alcohol Day: 6 (“Refusal Skills Activity.”) Unit: Drugs Day: 9: “Drug Role-Plays.” Unit: Sex Ed. Day: 3 (“Sexual Pressures Flip Chart Project.”)
(F) explore methods for addressing critical-health issues; and	(Analyzes how factors personal health practices, environmental factors, policies, research, and health-care resources affect communicable diseases.)	Unit: First Aid Day 1-4: (First Aid, C.P.R., AED.)
(G) evaluate the dynamics of social groups.	Component 3.3: Evaluates the impact of social skills on health.	Unit: Empathy/Violence Day: All (“Empathy Homework,” Labels, Stereotypes, Prejudisms, Bullying, Forgiveness, and more.) The theme of this curriculum is to “Be Above the Influence” of peer pressures in many areas. Social norms are looked at in several units.
(14) Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:		
(A) demonstrate strategies for communicating needs, wants, and emotions;	3.3.1 Analyzes conflict situations.	Unit: Conflict Resolution Day: 2 (Perceptions, communication skills, questioning, negotiating)
(B) examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse; and	3.3.1 Analyzes conflict situations. 2.4.2 Evaluates emergency situations, ways to prevent	Unit: Sex Ed. Day: 11-13 Sexual Abuse (Assault, Harassment, Rape, Laws, Traits of Healthy Versus Unhealthy Relationships, Dating

	<p>injuries, and demonstrates skills to respond appropriately and safely.</p>	<p>Violence, Domestic Violence and more.)</p> <p>Unit: Alcohol Day: 5 (“ACE Adverse Childhood Experiences Activity.”)</p> <p>Unit: Dangerous Decisions Unit Day: All</p> <p>Unit: Sex Ed. Day 13: “Healthy Versus Unhealthy Relationships Activity.”</p>
<p>(C) communicate the importance of practicing abstinence.</p>	<p>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</p> <p>2.2.2 Understands how to maintain sexual health throughout life.</p>	<p>Unit: Sex Ed. Day: All The theme of the Sex Ed. Unit is that “Sex is a Big Deal.” Day 8: Activities include “Top 10 Reasons for Choosing Abstinence Worksheet,” “What is True Love?” and “25 Celebrities Who Chose Abstinence.”</p>
<p>(15) Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:</p>		
<p>(A) apply communication skills that demonstrate consideration and respect for self, family, and others;</p>	<p>3.3.1 Analyzes conflict situations.</p>	<p>Unit: Conflict Resolution Day: All (“I” Statements, “SO-QUIC” Resolution model, conflict escalators, and staying calm techniques.)</p> <p>Unit: Beginning a Year Day: 2 (Communication Skill Building.)</p>
<p>(B) demonstrate empathy towards others; and</p>	<p>3.3.1 Analyzes conflict situations.</p>	<p>Unit: Empathy Day: 1 (“Empathy Survey,” Lesson, and videos on empathy. Also. “Empathy Homework” assignment is given.)</p> <p>Unit: Empathy/Violence Day: 1-6 (“Surviving High School” Video and Lessons.)</p>
<p>(C) analyze ways to show</p>	<p>3.3.1 Analyzes conflict</p>	<p>Unit: Empathy Unit</p>

disapproval of inconsiderate and disrespectful behavior.	situations.	<p>Day: 7 and 15 (Self-Esteem and Bullying are Covered. A “Making Your Voice Count-Supporting the Victim of Bullying” is included.)</p> <p>Unit: Violence Unit</p> <p>Day: All (“Risk Factors for Violence Survey,” “Anger Survey,” Internal and External Triggers, “In Prison for Life Assignment” and more.)</p>
(16) Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:		
(A) identify decision-making skills that promote individual, family, and community health;	<p>GLE 2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</p> <p>(Concludes how personal wellness is negatively affected when an element(s) of dimensions of health is neglected.)</p>	<p>Unit: Dangerous Decisions Unit</p> <p>Day: All (Uses “ ‘When is it Legal?’ Laws Spreadsheet” for each Dangerous Decision Topic.)</p> <p>Units: Violence, Alcohol, Drugs, and Dangerous Decisions: Using the WWWWH (Who What When Where How) questions in the “Decision-Making Model)</p>
(B) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;	<p>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</p> <p>(Concludes how personal wellness is negatively affected when an element(s) of dimensions of health is neglected.)</p>	<p>Unit: Mental Health</p> <p>Day: All (Understanding Mental and Emotional Health and Illness, and “Problem-Solving Activity.”)</p> <p>Unit: Conflict Resolution</p> <p>Day: All (“I” Statements, “SO-QUIC” Resolution model.)</p>
(C) classify forms of communication such as passive, aggressive, or assertive; and	<p>3.3.1 Analyzes conflict situations.</p>	<p>Unit: Empathy/Violence</p> <p>Day: “Assertiveness Survey,” Being Assertive and not Aggressive, and more.)</p>
(D) associate risk-taking with consequences such as drinking and driving.	<p>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</p>	<p>Unit: Dangerous Decisions Unit</p> <p>Drinking and Driving is one topic included.</p>

<p>(17) Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to:</p>		
<p>(A) research information about a personal health concern;</p>	<p>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</p> <p>(Concludes how personal wellness is negatively affected when an element(s) of dimensions of health is neglected.)</p>	<p>Unit: Community Health Day: (21 Different “Community Health” activities are included. Several Deal with Promoting Family and Community Health, like “Public Service Announcement” Posters or Videos.)</p> <p>Unit: Sex Ed. Optional Day: 14 (Life Cycle Posters from Childhood – Adulthood/Death.)</p> <p>Unit: Nutrition Day: 14 (“Is This Diet Healthy?” Activity Analyzing Diet Claims.)</p>
<p>(B) demonstrate knowledge about personal and family health concerns; and</p>	<p>3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.</p> <p>3.1.2 Analyzes how environmental factors impact health.</p>	<p>Unit: Community Health Day: (21 Different “Community Health” activities are included. Several Deal with Promoting Family and Community Health, like “Public Service Announcement” Posters or Videos.)</p> <p>Unit: Alcohol Day: 5 (“ACE Adverse Childhood Experiences Activity.”)</p>
<p>(C) develop strategies to evaluate information relating to a variety of critical health issues.</p>	<p>3.2.1 Evaluates health and fitness information, products, and services.</p>	<p>Unit: Nutrition Day: 6 (“School Vending Machines Regulations and The National Association of State Boards of Education State School Health Policy Database.)</p> <p>Unit: Nutrition Day: 10 (Writes a “Personal Food Log” and use “MyFitnessPal” to Analyze Food Consumption and Exercise Calories Burned.) Also, in This</p>

		<p>Unit Students Analyze Each Nutrient and Their Own Personal Needs Based on Weight and Calorie Needs.)</p> <p>Unit: Nutrition Day: 14 (Students Do the “Is This Diet Healthy?” Project to Learn 10 Questions to Ask to Determine if a Diet is Healthy or Not.)</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------