

Content Standard 1: Core Concepts

Essential Question: What do I need to know to stay healthy?

Curricular Outcome: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

By Grade 12, students will:

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| 1.1 Analyze how behaviors can affect health maintenance and disease prevention | HPW Sources*
TE: pp99-101, pp111-114, pp120-124, pp143-149, pp181-182, pp187-195;
SA: 25, 31-36, 44-51, 60; EA: 12, 13, 17-19, 24-26, 32-38; TR26-29: Drugs as Medicines; TR35: Dietary Guidelines; TR36-39: Food Pyramids; TR40: Food Labels; SRCD: Prescription Pain and Other Medications; SRCD: Tips for Teens; SRCD: Smoking and Pregnancy; G: Drug Trivia; CD: Fun Facts: Drug Prevention |
| 1.2 Describe the interrelationship of mental, emotional, social and physical health throughout adulthood | TE: pp4-5, pp8-10, pp16-23, pp26-31; SA: 4, 6; EA: 3, 4; TR1: Wellness Continuum; TR2: It's OK to Have a C Day; TR3: Factors Influencing Emotional Health; TR4: Characteristics of an Emotionally Healthy Person; TR5: Techniques for Fostering Self-Esteem; G: Health Trivia; V: The Truth about Body Image |
| 1.3 Evaluate the impact of personal health behaviors on the functioning of body systems | TE: pp65-69, pp131-135, pp221-226; SA: 14, 15, 39, 40; EA: 6, 7, 21, 22, 23; TR15: Stress Response; TR16-17: Physiological/Psychological Symptoms of Stress; SRCD: Tips for Teens; CD: Life Begins; CD: Fun Facts: Body Systems |
| 1.4 Evaluate how families, peers and community members can influence the health of individuals | TE: pp12-15, pp41-42, pp51-55, pp119-120, pp129-130, pp183-185; SA: 1, 2, 3, 57, 58, 59; EA: 2, 5, 16, 20; TR6: Goals of Good Parenting; TR7-12: Parenting Skills; TR31: Social Impact of Alcohol Abuse; TR32: Stages of Alcoholism; SRCD: Adventures in Parenting; CD: Smoking and Chewing |
| 1.5 Analyze ways in which the environment influences the health of the community | TE: pp153-155, pp167-169; SA: 52; EA: 27; C: Problem Solving Cards |
| 1.6 Use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood | TE: pp11-15, pp41-42, p108, pp125-127, pp133-134, pp139-141, pp197-211; SA: 1, 2, 3, 37, 38, 61, 62, 63; EA: 2, 5, 33, 39, 41; TR41: Preventing Food-Borne Illness; TR42-43: Vegetarian Diets; TR44: Health Consequences of Eating Disorders; TR45: Benefits of Exercise; SRCD: Nutrition Values Chart; V: The Truth About Drugs |
| 1.7 Assess how public health policies and government regulations can influence health promotion and disease prevention | TE: pp172-176; SA: 54, 55, 56 |
| 1.8 Analyze how research and medical advances can influence the prevention and control of health problems | TE: pp123-124, pp224-226, pp291-295; SA: 36; TR65-67: Cancer; SRCD: Major Conclusions of the Surgeon General's Report: The Health Consequences of Involuntary Exposure to Tobacco Smoke |
| 1.9 Research and analyze factors that increase the risk of contracting communicable and non-communicable diseases (e.g. HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease, hepatitis) | TE: pp290-322; SA: 82, 83, 84; EA: 52, 53, 54; TR64: Cancer Trends/Statistics; TR65: Normal vs Abnormal Cell Growth; TR68-69: Warning Signs/Risk Factors for Cancer; TR70-74: Cardiovascular Disease; TR76-77: Immune System; TR78-82: HIV/AIDS; V: Responsibility: The Truth About Sex |
| 1.10 Describe and analyze the physical, mental, emotional and sexual changes that occur over a lifetime—from birth to death | TE: pp227-246; SA: 67, 68, 69, 70, 71, 72; EA: 43; TR48-49: Female Reproductive Anatomy; TR50: Menstrual Cycle; TR51-52: Male Reproductive Anatomy; CD: Life Begins |
| 1.11 Compare and contrast abstinence to other forms of contraception to reduce risks of disease/unintended pregnancy | TE: pp251-252; SRCD: Birth Control; CD: Life Begins |

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Content Standard 2: Accessing Health Information and Resources

Essential Question: How and where do I find information, products and resources?

Curricular Outcome: Students will demonstrate the ability to access valid health information, products and services.

By Grade 12, students will:

- 2.1 Evaluate the validity of health information and the cost of products and services
- 2.2 Demonstrate the ability to access and evaluate resources from home, school and community that provide valid health information and services for themselves and others
- 2.3 Evaluate factors that may influence the personal selection of health products and services
- 2.4 Analyze medically accurate information about comprehensive sexuality education from family, school personnel, health professionals and other responsible adults

HPW Sources*

- TE:** p213; **TR47:** Buying Health Products and Services
- TE:** pp34-35, p138, pp174-176, pp224-226; **SA:** 7, 55
- TE:** pp116-118, pp214-215; **SA:** 33, 34, 65, 66
- TE:** pp51-55, p123, p252; **TR6-12:** Parenting Skills; **SRCD:** Adventures in Parenting; **CD:** Life Begins

Content Standard 3: Self-management of Healthy Behaviors

Essential Question: What can I do to avoid or reduce health risks?

Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

By Grade 12, students will:

- 3.1 Assess the importance of assuming responsibility for personal health behaviors
- 3.2 Analyze personal health status to determine needs
- 3.3 Distinguish between safe, risky or harmful behaviors affecting themselves and others in the community
- 3.4 Apply and assess strategies to improve or maintain personal, family and community health by examining influences, rules and legal responsibilities that affect decisions
- 3.5 Use and evaluate safety techniques to avoid and reduce injury and prevent disease
- 3.6 Evaluate and apply appropriate stress management strategies

HPW Sources*

- TE:** pp21-23, pp156-157, pp249-250, pp296-299; **EA:** 28, 44; **V:** Responsibility: The Truth About Sex
- TE:** p11, pp17-18, pp74-75, pp181-182, pp260-261; **EA:** 1, 3, 8, 32, 47, 48
- TE:** pp257-259, pp335-336; **SA:** 86, 87; **EA:** 46; **TR53:** Violence in America; **V:** The Truth About Violence
- TE:** pp156-158, pp160-165; **SA:** 53; **EA:** 28, 29
- TE:** pp87-95, pp262-263, pp266-268, pp270-284; **SA:** 20-24, 76, 77, 78, 79, 80; **EA:** 49, 50; **TR24-25:** Warning Signs Depression/Suicide; **TR57:** Strategies for Preventing Violence; **TR58:** Preventing Handgun Violence; **SRCD:** Lets Talk About Depression; **V:** Dying is Not an Option; **V:** Acquaintance Rape, The Ultimate Betrayal
- TE:** pp73-85; **SA:** 16, 17, 18, 19; **EA:** 8, 9, 10; **TR9:** Common Stressors; **TR20:** Personal Stressors; **TR21:** Reacting to Stress; **TR22:** Stress Management Techniques; **TR23:** Time Management; **V:** Handling Stress

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Content Standard 4: Analyzing Internal and External Influences

Essential Question: What influences my healthy behaviors and decisions?

Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

By Grade 12, students will:

- 4.1 Analyze how family and cultural diversity enriches and affects personal health behaviors
- 4.2 Evaluate the effects of media, technology and other factors on personal, family and community health
- 4.3 Evaluate how information from family, school, peers and the community influences personal health
- 4.4 Analyze the media influence on behaviors and decisions as it relates to sexuality

HPW Sources*

- TE:** pp57-58, pp183-185; **SA:** 57, 58, 59
- TE:** pp103-106, pp125-126, p265; **SA:** 26, 27, 37; **EA:** 14, 15; **TR55:** Violence in the Media; **TR56:** The Truth About Violence
- TE:** pp12-14, p27, pp41-42, p70, pp73-74, p101, pp123-124, p138; **SA:** 2, 15, 25; **EA:** 2, 5; **V:** Truth About Body Image
- TE:** pp249-251; **SA:** 73; **EA:** 44; **V:** Responsibility: The Truth About Sex

Content Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health?

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

By Grade 12, students will:

- 5.1 Compare and contrast skills for communicating effectively with family, peers and others
- 5.2 Apply and evaluate characteristics needed to be a responsible individual within their peer group, school, family, and community
- 5.3 Demonstrate the ability to identify positive and negative emotions and analyze the impact on behavior
- 5.4 Analyze situations and demonstrate healthy ways to express needs, wants and feelings
- 5.5 Demonstrate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability
- 5.6 Prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts
- 5.7 Demonstrate avoidance, refusal, negotiation and collaboration skills to enhance healthy relationships
- 5.8 Analyze the possible causes of conflict in families, among peers, and in schools and communities
- 5.9 Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers and community resources that might assist, when appropriate

HPW Sources*

- TE:** pp5-6, pp43-44, pp57-60, p70, pp83-84; **SA:** 8, 12, 15, 18; **C:** Responding to Conflict
- TE:** pp5-6, pp49-50, pp154-158, pp160-165; **SA:** 10, 11, 52, 53; **EA:** 27, 28, 29
- TE:** pp24-25, pp260-261; **EA:** 47, 48; **TR54:** ABCs of Anger
- TE:** p44, pp47-49, p81, pp83-84, pp336-338; **SA:** 8, 9, 10, 17, 18; **TR83:** Learning to Talk About AIDS
- TE:** pp57-58, pp235-239, pp325-326; **SA:** 68, 69, 70; **V:** Lest We Forget
- TE:** pp41-43, pp60-62, pp70-71; **SA:** 8, 13, 15; **EA:** 5; **TR14:** Resolving Conflict; **C:** Scenario Cards: Responding to Conflict
- TE:** pp75-77, pp79-81, pp83-85, p108, pp140-141; **SA:** 16, 18, 42, 43; **EA:** 8; **TR21:** Reactions To Stress; **C:** Role-play Scenario Cards
- TE:** pp47-48, p58, pp268-269; **SA:** 9, 12
- TE:** pp59-62, p269; **SA:** 13; **TR13:** Dealing With Conflict; **TR14:** Resolving Conflict; **TR59:** Fighting Fair; **C:** Responding to Conflict

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Content Standard 6: Decision-Making Skills

Essential Question: How do I make good decisions to keep myself healthy?

Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health.

By Grade 12, students will:

- 6.1 Demonstrate various strategies when making decisions to enhance health
- 6.2 Demonstrate the ability to make health-enhancing decisions using the collaborative decision-making process
- 6.3 Predict the immediate and long-term impact of health decisions on the individual, family and community

HPW Sources*

TE: pp139-141, p144, pp253-254; **SA:** 41, 42, 43, 46, 74, 75; **TR34:** Decision Making Process

TE: p107, pp125-127, pp164-165, pp253-254, p317; **SA:** 29, 38, 75, 83

TE: pp46-48, pp68-70, pp112-115, pp120-123, pp134-138, pp249-251; **SA:** 9, 14, 15, 30, 31, 32, 35, 73; **EA:** 17, 18, 19, 44; **TR16-17:** Physical/Psychological Symptoms of Stress; **TR18:** Stress-Related Illness; **SRCD:** Prescription Pain and Other Medications

Content Standard 7: Goal-Setting Skills

Essential Question: How do I use the goal-setting process to improve my health?

Curricular Outcome: Students will use goal-setting skills to enhance health.

By Grade 12, students will:

- 7.1 Demonstrate various strategies when making goal-setting decisions to enhance health

HPW Sources*

TE: pp33-37, pp194-199; **SA:** 7, 60, 61; **EA:** 37, 38, 39, 40; **V:** Setting Goals for Healthy Living

Content Standard 8: Advocacy

Essential Question: What can I do to promote accurate health information and healthy behaviors?

Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.

By Grade 12, students will:

- 8.1 Evaluate the effectiveness of methods for accurately expressing health information, concepts and skills
- 8.2 Support and defend a position with accurate health Information
- 8.3 Engage the support of community agencies that advocate for healthy individuals, families and communities
- 8.4 Use the ability to influence and support others in making positive health choices
- 8.5 Demonstrate the ability to work cooperatively in larger, more diverse groups when advocating for healthy communities
- 8.6 Engage others to develop health campaigns which promote care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)
- 8.7 Analyze the power of choice with personal relationships and examine the responsibility and consequences regarding actions/behaviors related to sexuality

HPW Sources*

TE: pp47-48, pp59-60, pp100-106, pp129-130; **EA:** 20; **TR13:** Dealing With Conflict; **TR14:** Resolving Conflict; **C:** Responding to Conflict

TE: p107, pp123-124, pp131-133, p138; **SA:** 28, 36; **EA:** 21, 22, 23; **SRCD:** 6 Major Conclusions of the Surgeon General's Report; The Health Consequences of Involuntary Exposure to Tobacco Smoke

TE: p107, p126, pp168-171, p261; **SA:** 29, 38

TE: p62, p126, pp164-165, p169, p261

TE: p141, pp164-165, pp224-226

TE: pp325-328, p333; **SA:** 85; **V:** Lest We Forget

TE: pp252-254; **SA:** 74-75

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