

Sweetwater Union High School District
Health Education
Instructional Sequence and Aligned Resources

Adopted Textbooks: Glencoe Teen Health Course 3; Glencoe Healthy Relationships and Sexuality

Additional Resources:

First Six Weeks

Content Objective	Suggested Pacing	Essential Vocabulary	Suggested Aligned Resources	Comments
1.1. Define health and wellness using the health triangle.	1 hour	health wellness physical health mental/emotional health social health chronic disorders disabilities balance	Glencoe <i>Teen Health</i> pp. 4-6	"Enrichment Activities" # 1-3 "Reteaching Activities" # 1-2
1.2. Describe behaviors that promote long-term physical, mental, emotional, and social health.	1 hour	heredity, environment attitudes lifestyle factors behavior healthy habits health education	<i>Teen Health</i> pp.14-19 <i>Student Activities Workbook</i> pp. 5-6	
1.3. Develop short-term and long-term health goals, and explain how these are used as a basis for healthy decision-making. <i>*1.2. Describe behaviors that promote long-term physical, mental, emotional, and social health. (Key concept)</i>		goal short term goal long term goal self-esteem self image self concept personality motivation values	<i>Teen Health</i> pp. 28-33 <i>Glencoe: Dinah Zike's Foldables</i> pp. 92-93	See "Cereal Box Project" directions in course description. "Enrichment Activities" # 4

* "Review italicized objectives when indicated."

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1.4. Analyze the benefits of a positive self-concept and how it affects healthy decision-making.	1 hour	body language gestures facial expressions assertiveness, negotiation conflict resolution refusal skills effective listening compromise	<i>Teen Health</i> pp.28-30, 87	Glencoe DVD "Developing Character and Social Skills" Chapter 2 <i>Building Confidence</i> "Reteaching Activities" # 12 "Concept Mapping Activities" # 13 "Enrichment Activities" # 12
1.5. Explain and apply the six steps of the decision-making model to make reasoned decisions about physical, mental, emotional, and social well-being.	2 hours	risk behavior precaution outcomes options peer pressure evaluate	<i>Teen Health</i> pp. 28-30	"Decision-Making Activities" booklet has a good variety of choices that fit with this objective. Activity 3 complements text pages cited. "Reteaching Activities"# 4
1.6. Develop and use effective interpersonal communication skills to support positive peer and family interactions.	4 hours	communication skills effective listening assertiveness refusal skills negotiation interpersonal compromise tolerance cooperation prejudice pride revenge	<i>Teen Health</i> pp. 34-38, 168-171 Towards No Tobacco Use (TNT) Activities 5-7 Minnesota Smoking Prevention Program (MSPP) Session 3	See Glencoe DVD "Promoting Healthy Lives and Relationships" Chapter 4 <i>Resolving Conflicts through Healthy Communication</i> "Building Health Skills Activities" p. 49 Students discuss good speaking and listening skills, focusing on words and phrases that demonstrate the skills. Page 50 describes an activity in which students evaluate good communication skills in observed conversations. "Reteaching Activities" # 5 "Enrichment Activities: # 5

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<p>2.1. Identify the six essential nutrients needed for a balanced diet through the use of the USDA Food Pyramid.</p> <p><i>1.2. Describe behaviors that promote long-term physical, mental, emotional, and social health. (Key concept)</i></p>	2.5 hours	My Pyramid nutrition diet nutrients carbohydrates proteins amino acids vitamins minerals fats saturated fats unsaturated fats recommended dietary allowances serving size Dietary Guidelines	<p><i>Teen Health</i> pp.196-201</p> <p>www.mypyramid.gov - information and games</p> <p>2005 Dietary Guidelines</p> <p>Sugar, fat and salt visuals</p> <p><i>Student Activities Workbook</i> pp. 124, 126</p>	<p>See Glencoe DVD “Promoting Healthy Lives and Relationships” Chapter 6 <i>Body Talk – Nutrition and Physical Activity</i></p> <p>Use portion size kits or pamphlets to aid students in determining appropriate sizes and how the average serving of food one eats may be more than one standard portion</p> <p>Use “Concept Mapping Activities pp. 28-31</p> <p>Cooperative group: create poster displaying good health habits and positive lifestyle choices that contribute to long term physical, mental./emotional and/or social health.</p>
2.2. Compare and contrast the nutritional value of selected foods that reflect personal, family and cultural preferences by utilizing the USDA Food Pyramid and by reading nutrition labels.	3 hours	fiber sugar cholesterol sodium caffeine calorie nutrition label serving	<p><i>Teen Health</i> pp.202-207, 250-59</p> <p><i>Eat Fit</i> Curriculum, Lessons 5 & 8</p> <p>Dairy Council - “Exercise Your Options”</p>	<p>“Student Workbook” p.53</p> <p>“Building Health Skills” p. 9</p> <p>“Enrichment Activities” pp. 28, 30-31</p>
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<p>2.3. Develop and utilize a personal nutrition plan.</p>	<p>2.5 hours</p>	<p>weight control bulimia anorexia nervosa malnutrition desired weight obesity diabetes aerobic exercise</p>	<p><i>Teen Health</i> pp.208-211, 220-35</p>	<p>After evaluating current food and activity habits, student writes 5 nutrition and 5 physical activity goals. Use "Exercise Your Options" student workbook to aid in developing nutrition and physical activity goals. "Eat Fit" student workbook is another good source of activities to aid students in developing personal plans.</p>
<p>2.4. Analyze marketing and advertising techniques and their influence on choices related to physical, social, and emotional health.</p>	<p>3 hours</p>	<p>consumer goods services advertising generic products</p>	<p><i>Teen Health</i> pp.58-62 <i>Eat Fit</i> Curriculum - Lesson 9 Project TNT – Towards No Tobacco Use: Activity 8</p>	<p>Lessons should include all of the following:</p> <ul style="list-style-type: none"> • Food selection • Tobacco • Alcohol • Drugs • Risky behavior • Sexual activity <p>"Eat Fit" Lesson 9 and page 18 in student workbook suggest activities to teach about marketing and advertising.</p>
<p>2.5. Develop criteria for selection or rejection of information, products and community health services that seek to prevent or treat diseases.</p>	<p>2 hours</p>	<p>Food and Drug Administration Food Safety and Inspection Service health insurance Medicare Medicaid</p>	<p><i>Teen Health</i> pp. 56-79</p>	<p>"Reading Tutor" pp. 29-45 has 4 lessons on being a good health consumer.</p>

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Second Six Weeks

Content Objective	Suggested Pacing	Essential Vocabulary	Suggested Aligned Resources	Comments
<p>3.1. Describe the physical, mental, emotional, and social effects of alcohol, tobacco, and other drug use (including marijuana, inhalants, performance enhancing drugs) on self, family, and society.</p> <p><i>1.2. Describe behaviors that promote long-term physical, mental, emotional, and social health. (Key concept)</i></p>	10 hours	drug nicotine tar carbon monoxide cilia alcohol cirrhosis alcoholism secondhand smoke physiological dependence psychological dependence addiction stimulant depressant narcotic tranquilizer barbiturates marijuana hallucinogen amphetamine designer drug anabolic steroid performance enhancing drugs detoxification recovery legal illegal	<p><i>Teen Health</i> pp. 276-291, 298-315, 320-333</p> <p>Videos: Teen Files: Smoking-Truth or Dare (VTR 1862)</p> <p>MSPP Curriculum-Session 1 & 2</p>	<p>TNT Session 2 has activities on consequences of tobacco use as well as a decision-making activity that can easily be adapted to include the use of any drug.</p> <p>“Concept Mapping Activities” pp. 41, 42 and 45</p> <p>“Enrichment Activities” # 39, 40, 42-47</p> <p>“Reteaching Activities” #39-47</p> <p>“Building Health Skills” pp. 58-62</p> <p>“Concept Mapping Activities” # 40-47</p> <p>“ Student Workbook” pp. 68-86</p>

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<p>3.2. Differentiate between the use and misuse of prescription and non-prescription drugs.</p>	<p>1 hour</p>	<p>medicine antibiotic side effect tolerance prescription over the counter (OTC) medicine</p>	<p><i>Teen Health</i> pp. 270-75</p>	<p>“Decision-Making Activities” #21 “Enrichment Activities” # 38 “Concept Mapping Activities” # 38-39</p>
<p>3.3. Analyze how alcohol and other drug use can increase the risk of involvement in dangerous situations and how the effective use of communication skills can protect people.</p> <p><i>1.5. Explain and apply the six steps of the decision-making model to make reasoned decisions about physical, mental, emotional, and social well-being. (Key concept)</i></p> <p><i>1.6. Develop and use effective interpersonal communication skills to support positive peer and family interactions. (Key concept)</i></p>	<p>2 hours</p>	<p>blood alcohol concentration fetal alcohol syndrome (FAS) DUI cirrhosis</p>	<p>TNT Activities 5, 6, 7 MSPP Curriculum-Session 4 Video –The Teen Files-The Truth about Drugs (VTR 1865)</p>	<p>“Health Lab” Activity 13 focuses on the effects of alcohol on fetal development.</p> <p>“Concept Mapping Activities” p. 22 is an activity on refusal skills.</p> <p>Role-play situations involving the use of alcohol or other drugs showing how to use communication skills effectively to stay safe and healthy.</p> <p>“Student Workbook” p. 85</p>

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<p>4.1. Apply skills to build and maintain healthy friendships, peer relations, and positive community relations.</p> <p><i>1.2. Describe behaviors that promote long-term physical, mental, emotional, and social health. (Key concept)</i></p> <p><i>1.6. Develop and use effective interpersonal communication skills to support positive peer and family interactions. (Key concept)</i></p>	<p>11 hours</p>	<p>diversity bully sexual harassment sexual assault child abuse acceptance community</p>	<p><i>Teen Health</i> pp. 118-28, 142-43, 147-50</p> <p><i>Healthy Relationships and Sexuality</i> pp. 4-9, 25</p> <p>“Student Activities Workbook” pp. 30-31, 33, 36-39, 41, 47</p> <p>“Parent Letters and Activities” pp.13-14</p> <p>“Reteaching Activities” # 21</p>	<p>Lessons must address all of the following:</p> <ul style="list-style-type: none"> • How to interact effectively with many different people. • How to find sources of assistance for troubled adolescents. • Recognizing when to seek help from a trusted adult. • Identifying types of sexual harassment; recognizing how to deal with it, and knowing how to report it. • Recognizing types of bullying, how to deal with it, and how to report it. • Recognizing and avoiding situations that can increase the risk of child abuse and sexual assault. • Accepting diversity and practicing tolerance. • How to resist negative peer pressure

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4.2. Identify common causes of stress for young people and their families.	2 hours	stress distress stressor adrenaline fatigue physical fatigue psychological fatigue fight or flight response time management	<u>Teen Health</u> pp.39-43, 406-407	“Decision Making Activities” #8 addresses a variety of stressors for young people asking them to propose a course of action and predict its outcome. “Building Health Skills” pp. 3-5 “Reteaching Activities” #6
4.3. Differentiate and compare various coping skills and community resources to deal with stressors. <i>1.5. Develop and use effective interpersonal communication skills to support positive peer and family interactions. (Key concept)</i>	2 hours	support system teen hotline suicide depression	<i>Teen Health</i> pp. 39-43, 500-501	Reteaching Activities” #7 “Health Lab” Activity 2 focuses on relaxation techniques. “Building Health Skills Activities” p. 47-48 - stress management.

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Third Six Weeks

Content Objective	Suggested Pacing	Essential Vocabulary	Suggested Aligned Resources	Comments
<p>5.1 Describe personal hygiene habits and how these habits affect a teen’s physical and social health.</p> <p><i>1.2. Describe behaviors that promote long-term physical, mental, emotional, and social health. (Key concept)</i></p>	1 hour	posture acne dermatologist follicle dandruff head lice cuticle keratin tooth decay ophthalmologist	<p><i>Teen Health</i> pp. 344, 347, 351, 352</p> <p><i>Student Activities Workbook</i> pp. 89-90, 92</p>	<p>“Reteaching Activities” pp. 48-50 describe 3 activities that address personal care.</p> <p>“Enrichment Activities” pp. 48-49 deal with healthy skin, hair and nails and dental health. Also check “Reading Tutor” pp. 185-193</p>
<p>5.2 Recognize characteristics of puberty in males and females and identify the organs that make up the reproductive system.</p>	3 hours	puberty hormones fertilization egg cell sperm cell uterus embryo cervix ovaries estrogen fallopian tubes testosterone testes epididymis scrotum vas deferens menstruation nocturnal emissions ejaculation erection adolescence	<p><i>Teen Health</i> pp.400-405, 430-31</p> <p>or</p> <p><i>Healthy Relationships and Sexuality</i> pp. 4-7, 12-21</p> <p>Videos: Puberty for Boys (VTR 619), Puberty for Girls (VTR 620)</p>	<p>“Enrichment Activities” p. 58 can be used to address some common concerns of young people about puberty.</p> <p>“Reading Tutor” pp. 230-236 concisely describes the parts of the reproductive system.</p> <p>“Concept Mapping Activities” p. 58 provides a page on which to review the systems and necessary care while p. 61 can be used for a quick review of the physical changes during puberty.</p> <p>“Student Workbook” p. 102</p> <p>“Enrichment Activities” # 58</p>

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5.3. Describe the stages of life from conception through adolescence.	5 hours	heredity chromosomes genes genetic disorder environment prenatal care obstetrician birth defects conception	<u>Teen Health</u> pp. 426-31 <u>Healthy Relationships and Sexuality</u> pp.12-21, 32-33	“Reteaching Activities” p. 61 “Enrichment Activities” p. 61 “Student Workbook” p. 108 “Reading Tutor” pp. 246-250
5.4. Identify factors affecting positive development at each stage of life from conception through adolescence emphasizing the developmental tasks of adolescence.	2 hours	infancy hormones developmental task pregnancy	<i>Teen Health</i> pp. 426-31 <i>Healthy Relationships and Sexuality</i> pp. 4-7 <i>Student Activities Workbook</i> pp. 105-106, 108-110	“Reading Tutor” pp. 241-245 aids students in understanding the roles of heredity and environment on development. “Student Workbook” p. 107 “Concept Mapping Activities” p. 60 “Enrichment Activities” p. 61 provides an activity that assists in understanding the developmental tasks of adolescence.
6.1. Describe the social, emotional, and physical benefits of abstaining from sexual activity. <i>1.5. Explain and apply the six steps of the decision-making model to make reasoned decisions about physical, mental, emotional, and social well-being. (Key concept)</i>	2 hours	abstinence STD	<i>Teen Health</i> pp.17, 151-55 <i>Healthy Relationships and Sexuality</i> pp. 10, 11, 22- 24 Video - Abstinence: It's the Right Choice (VTR 2524),	“Reteaching Activities” # 23 “Enrichment Activities” p. 23 “Concept Mapping Activities” p. 23

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6.2 Identify the most common contraceptive methods and the effectiveness of each.	2 hours	withdrawal rhythm method condom diaphragm birth control pill	<i>Healthy Relationships and Sexuality</i> pp. 23-24, T4 Video: Birth Control Myths and Methods (VTR 1249)	Use Contraceptive Awareness Guide Displays if available at your site.
6.3. Recognize situations that place one at risk of participating in sexual activity; simulate effective communication skills and strategies to avoid pressures to become sexually active. <i>1.4. Describe behaviors that promote long-term physical, mental, emotional, and social health. (Key concept)</i> <i>1.6. Develop and use effective interpersonal communication skills to support positive peer and family interactions. (Key concept)</i>	2 hours	dating relationships sexuality	<i>Teen Health</i> pp. 37-38, 147-50 <i>Healthy Relationships and Sexuality</i> pp. 11, 25	Positive Prevention Curriculum Lesson 4 addresses recognizing risk situations and methods to reduce the risk. "Making the Connection Between HIV and STDs" Activity 7 is a lesson on risk reduction and the use of effective communication skills.

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<p>6.4. Describe the main characteristics of sexually transmitted diseases, their prevention and treatment, and their potential dangers to reproductive health.</p> <p><i>1.5. Explain and apply the six steps of the decision-making model to make reasoned decisions about physical, mental, emotional, and social well-being. (Key concept)</i></p>	5 hours	bacteria virus gonorrhea chlamydia HPV hepatitis trichomoniasis syphilis HIV/AIDS	<p><i>Teen Health</i> pp. 458-67</p> <p><i>Healthy Relationships and Sexuality Teacher Annotated Edition</i> pp. 34-38</p> <p>Positive Prevention Lesson 3</p> <p>Video - Sexually Transmitted Diseases – Prevention, Recognition and Treatment (VTR 2670)</p>	Lessons must address all of the following: <ul style="list-style-type: none"> • Information on the nature of HIV/AIDS and its effects on the human body. • Information on the manner in which HIV is and is not transmitted, including information on activities that present the highest risk of HIV infection. • Discussion of methods to reduce the risk of HIV infection. • Discussion of public health issues associated with HIV/AIDS. • Information on local resources for HIV testing and medical care. • Development of refusal skills to assist pupils in overcoming peer pressure and using effective decision making skills to avoid high-risk activities. • Discussion about societal views on HIV/AIDS, including stereotypes and myths regarding persons with HIV/AIDS.
<p>6.5. Discuss basic HIV/AIDS information, including effects on the body.</p>	6 hours	transmission blood borne pathogens	<p><i>Teen Health</i> pp. 464-67</p> <p><i>HIV/AIDS</i> pp. T4, 1-38</p> <p>Making the Connection between HIV and STDs - Activity 5</p>	