

**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

**Course of Study Information Page**

<b>Course Title: Health Education (#0265)</b>	
Rationale: Health Education is comprised of eight sections: Personal Health, Nutrition/Fitness, Substance Use and Misuse, Family Life, Diseases Unit, Truth in Advertising, Accident and Safety Prevention (with an Introduction to First Aid/CPR), and Environmental Health. Students will have access to knowledge and will have the opportunity to learn skills of which will enable them to practice good health habits for a lifetime. Students will learn the importance of consciously controlling their own decisions toward good health so that they may lead long and productive lives.	
Course Description: Health Education is comprised of eight sections: Personal Health, Nutrition/Fitness, Environmental Health, Accident Prevention/First Aid/CPR, Substance Use and Misuse Unit, Truth in Advertising, Violence Prevention, Family Life Unit, and Disease Unit. Students will have the opportunity to learn those skills of which enable them to practice good health habits for a lifetime. Students will learn the importance of consciously controlling their own good health so that they may lead long and productive lives in our society.	
How Does This Course Align With or Meet State and District Content Standards? The Health course subject content aligns with the California Health Education Standards, National Health Science Standards and California Technical Education Model Curriculum Standards. Attached is a copy of the standards referenced within the Course of Study. Guide has been developed which references day to day activities for each unit.	
Length of Course:	One semester
Grade Level:	9-12 (Exemptions may be made based upon pre-determined criteria)
Credit:	
<input checked="" type="checkbox"/> Number of units: 5 credits <input checked="" type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-f" requirements <input type="checkbox"/> College Prep <input type="checkbox"/> Elective <input type="checkbox"/> Vocational	
Prerequisites:	None
Department(s):	Health/P.E.
District Sites:	All sites
Board of Trustees Adoption Date:	January 15, 2008
Textbook(s)/Instructional Materials:	Glencoe Health - 2009
Date Adopted by the Board of Trustees:	June 10, 2008

California Career Technical Education Model Curriculum Standards reflect industry specific knowledge and skills with the rigorous California Academic Content Standards of Health Education. These two levels of standards are defined as general expectations of what students should know. Foundations Standards reflect Academic Content Standards and Pathway Standards are concise statements that reflect the essential knowledge and skills students are expected to master in order to become successful in their career path.

The standards referenced within the Course of Study are: California Health Standards are marked by CHS; the National Health Education Standards are marked by NHS; and the California Career Technical Standards are marked with CTE. (If the CTE Standards are Foundation Standards, they are marked with CTE FS and if they are Pathway Standards, they are marked with CTE PS.)

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**UNIT #1A: PERSONAL HEALTH & HEALTH DECISIONS**

**GOAL:** To assist students in developing a comprehensive definition of health; to introduce the concept of health tasks; to increase the awareness of health decision-making in their own lives; and to help students recognize that health decisions affect and are affected by at least six interrelated contexts – self, family, friends, workplace, community and world.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Define "health" and "well".	"Who's" definition of health.	CHS 1.18
2. Recognize and explain the significance of: self, family, friends, workplace, community and world.	Colored water exercise of holistic effect.	CHS 1.19
3. Discuss the relationship that exists between behavior and wellness.	"Taking Control" video and students will complete corresponding worksheet.	CHS 1.20
4. Demonstrate how to make decisions by obtaining and utilizing appropriate information.	Students will do self-wellness and health assessment.	CHS 1.21
5. List personal practices related to exercise, hygiene, rest, posture, care of eyes and ears, and dental health, which contribute to wellness.	Students will fill out health contract on an area of health they can improve on.	CHS 1.22
6. Demonstrate the steps involved in responsible decision-making and planning processes.	Discuss and practice the STAR Model.	CHS 1.23
7. Discuss the need for taking personal responsibility in developing a wellness lifestyle and one's future.	Students will complete a personal risk and health inventory.	NHS 1.12.1
8. Write out a plan for personal health improvement and the importance of health in their lives.	Write a paper on how living is like flying an airplane and or conduct life-line exercise (after Handling Decisions movie).	NHS 1.12.9
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**UNIT #1B: PERSONAL HEALTH: SELF-CONCEPT**

**GOAL:** To develop and maintain positive self-concept.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards.
1. Describe, accept, affirm and improve him/herself through adopting healthy behavior practices.	Discuss STAR Model  Show video "Good Decision Making"	CHS 1.8 CHS 1.19 CHS 1.20
2. Express and discuss the need to belong, function positively in social settings, and act to help others meet their needs.	Risk Reduction Activities	NHS 4.12.4 NHS 8.12.3
3. Describe how his/her own actions affect both self and others, and to take action to achieve goals and influence others.		CTE FS 5.5

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**UNIT #1C: PERSONAL HEALTH: EMOTIONAL HEALTH**

**GOAL:** To provide knowledge of characteristics of good mental health, healthful and harmful ways to express emotions, effects of stress on health, and how to cope with stress.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Identify the basic feelings.	Identify stressors and how stress affects the body.	CHS 1.18 CHS 1.19 CHS 1.20
2. Identify a range of feelings.		
3. Cite examples of how feelings affect behavior.	Discuss how emotions such as eating can be affected by stress.	
4. Accept that a wide range of feelings are natural.	Show Michael Pritchard film on "Stress."	
5. Understand how the body and mind work together to cause emotion.	Students will list positive stress releases.	
6. Understand how feelings motivate behavior, self confidence and self-esteem	See film on moods, stress and anger.	
7. Understand that stress can affect health.	Discuss how defense mechanisms work.	NHS 1.12.8 NHS 1.12.9
8. Understand that stress is unavoidable.	Do defense mechanism skit.	
9. Understand that stress may be experienced positively as well as negatively.	My life response book – Book of Joy	
10. List stresses, determine the effects of stress, and identify personal stressors.	Recite General Adaptation Syndrome Response.	CTE FS 6.4 CTE FS 9.1 CTE FS 9.3 CTE FS 9.4 CTE FS 9.5
11. Recognize their own response to stress and GAS (General Adaptation Syndrome).	List coping skills related to stress.	
12. Understand a variety of coping methods and foster resiliency.		CHS 3.9 CHS 3.10

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**UNIT #1D: PERSONAL HEALTH: PROMOTING MENTAL HEALTH**

**GOAL:** Students will learn characteristics of mentally healthy persons, their needs, their philosophies of life, and their ways of expressing emotions.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards.
1. Define mental health and list characteristics that describe persons who are mentally healthy.	Students will understand self needs and relate to family and community needs.	CHS 1.18 CHS 1.19
2. Describe four characteristics of mental health.		CHS 1.20
3. Describe ways in which heredity, environment, culture, and self-concept influence personality.	Students will utilize Connectors and Key Responsibilities Worksheet.	CHS 1.24 CHS 1.25
4. Differentiate between the ideal self, public self, and private self.	Read Personality Development.	CHS 1.26 CHS 1.27
5. Discuss the basic needs identified in Maslow's Hierarchy.	Students will provide examples of selves.	CHS 5.13 — 5.17
6. Define emotion and discuss the influence of love on mental health.	Students will duplicate Maslow's Hierarchy and discern the different levels.	NHS 5.8.4 NHS 5.8.6
7. Discuss three types of loss that affect mental health.	Read poems on love and good mental health.	NHS 1.12.3 NHS 2.12.7
8. Understand the causes of depression and positive health coping strategies one may use.	Review Kubler Ross' 6 stages of loss and change.	
9. Understand the methods of suicide prevention.	View video on Suicide Prevention.	CTE FS 9.0
10. Describe healthful ways to express emotions resulting from loss or rejection.	Review the do's and don'ts of suicide prevention.	
11. Identify and give examples of defense mechanisms and discuss their limitations in effectively solving problems.	Students will relate defense mechanisms to situations.  Have students develop problem-solving scenarios.	CHS 5.21
12. Differentiate between past, present, and future time perspectives, and describe how each influences health.	Conduct the class reunion exercise.	NHS 1.12.7 NHS 2.12.4 CTE FS 5.5

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**UNIT #1E:** ADVERTISING ISSUES: CONSUMER HEALTH

**GOAL:** Consumer Health assists students in budgeting their time and money for health products and services; assists students with the influence of family, friends, advertisements and quackery on consumer choices; and assists students with services of governmental agencies and public, private, and professional associations that protect consumers.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Identify and describe the components of consumer health.	Recite the Consumer's Bill of Rights.	CHS 8.1 CHS 8.12
2. Develop a budget for spending money on health products.	Survey family members on why they like the products they do.	
3. Describe ways that family and friends influence consumer choices.	Label and advertisement review.	
4. Analyze and evaluate advertisements and commercials before purchasing health products and services. Discuss the value of generic vs. "name brands."	Discuss quackery and provide examples of quacks.  Review the process by which consumer concerns are addressed and by whom.	
5. Recognize and avoid quacks and quackery.	Review resources for consumer affair responses and product usage.	NHS 3.12.3 — 3.12.5
6. Identify and describe the services of governmental agencies and public, private and professional associations that are consumer protectors.		CTE FS 8.0 CTE FS 8.5
7. Identify and follow procedures for making a consumer complaint.		CTE PS E1 CTE PS E1.1 CTE PS E3



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**UNIT #2A: NUTRITION AND FITNESS: FACTORS THAT INFLUENCE EATING HABITS**

**GOAL:** To help students recognize some of the factors that influences their eating habits so that they can begin to exercise more control over their decisions. To help students recognize the eating decisions they make and how they affect their health.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards.
1. List several factors, including conscious and unconscious factors that affect and influence our eating habits.	Have students record everything they eat for one week. Bring food records to class and discuss the following questions. Do I eat: <ul style="list-style-type: none"> <li>• better when alone or with others?</li> <li>• overeat or eat low quality foods at parties?</li> <li>• generally eat three meals a day?</li> <li>• often skip breakfast?</li> <li>• eat wholesome or low quality snacks?</li> <li>• lots of highly processed foods and fewer fresh foods?</li> </ul> Have students analyze their food intake to assess how they are meeting their goals of exercise and intake.  Have students discuss a variety of meal environments and how they affect a person's attitude toward food.	CHS 1.22 CHS 5.18 CHS 5.19 CHS 5.20 CHS 5.21   NHS 3.12.1 — 3.12.5 NHS 7.12.1 — 7.12.3  CTE FS 1.2 (5.b)
2. Identify any eating patterns or food influences they would like to change as well as those they would like to preserve.		
3. Recognize how lifestyles influence meal patterns.		
4. Analyze their food intake.		

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**UNIT #2B: NUTRITION AND FITNESS: EATING DECISIONS AFFECT HEALTH**

**GOAL:** To help students recognize the eating decisions they make and how they affect their health.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards.
1. Recognize the causes of food-borne illnesses and how to prevent them.	Students will grow a Bacteria Garden. Each student will bring a small jar to class. The jars will be sterilized in boiling water. A slice of raw potato will be placed in the jar and the jar and contents will be placed in a 350° oven for 30 minutes. The student will then rub a Q-tip on any surface (such as hair, table tops, books, lips, etc.). The student will then rub the Q-tip on the potato. The jars containing potatoes will be placed in a warm spot for seven days. Students will record any growth on their potato after one week and after two weeks.	CHS 3.11 CHS 3.12 CHS-3.13
2. List at least three symptoms of an eating disorder and be able to define the types of eating disorders.		NHS 3.12.1 — 3.12.5
3. Identify sources of help in the community for treating eating disorders.		CTE FS 6.2 CTE FS 6.3 CTE FS 7.7  CTE PS A1.0 CTE PS A1.2

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**UNIT #2C: NUTRITION AND FITNESS: NUTRITIONAL VALUE**

**GOAL:** To help students recognize some of the factors that influences their eating habits so that they can begin to exercise more control over their decisions.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards.
1. Identify healthy and unhealthy food choices.	Students will be given the opportunity to review the U.S. Dietary Guidelines Web site referencing the new food pyramid.	CHS 4.9 CHS 4.10 CHS 8.12
2. Compare two or more food products for their nutritional value using nutrition labeling.		
3. Identify the percentage of fat vs. percentage of protein and carbohydrate as listed on food labels.	Give students an assortment of food labels. Each student should have a food label. Have students write down all the information they can find on the label. Discuss why each item is important to consumers. Discuss which items are required and which are optional. Each student will compare his/her label with another student's label and decide which item is more nutritious.	NHS 3.12.1 — 3.12.5 NHS 7.12.1 — 7.12.3
4. Define calorie, use, source and quantity.		
	Each student will record the percentage of fat, protein and carbohydrate as listed on his/her food label. Foods will be listed on butcher paper with highest to lowest percentage of each category.	CTE FS 1.2 (5.a)  CTE PS B2.0 CTE PS B2.2

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**UNIT #2D: NUTRITION AND FITNESS: HEALTH FITNESS/CARDIOVASCULAR HEALTH**

**GOAL:** To sensitize students to the relationship between food and health

To provide the knowledge and skills to enable students to begin and maintain a healthy exercise program contributing to: cardiovascular fitness, strength, endurance and weight control.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Identify health problems associated with too much sugar, salt, fat, and highly processed foods containing large amounts of fat.	Students will research the following health problems in the library using current research on: <ul style="list-style-type: none"> <li>• heart disease</li> <li>• cancer</li> <li>• diabetes</li> <li>• obesity</li> </ul>	CHS 3.12 CHS 3.13  NHS 1.12.1 — 1.12.7  CTE FS 1.2 (9.b)
2. Identify diseases associated with poor eating habits, such as: <ul style="list-style-type: none"> <li>- heart disease</li> <li>- hypertension</li> <li>- concern</li> <li>- diabetes</li> <li>- osteoporosis</li> <li>- arthritis</li> <li>- dental disease</li> <li>- digestive system diseases</li> </ul>	Each student will identify the dietary role of salt, sugar, fat and highly processed foods in regards to the health problem they are researching.	CHS 5.18 CHS 5.19 CHS 5.20  NHS 2.12.8 NHS 7.12.2  CTE FS 1.2 (9.b)
3. Learn the principles, mechanics and concepts of all physical fitness and wellness components as they relate to personal health.	Each student learns the five components of physical fitness and their application.	CHS 2.13  NHS 1.12.1 NHS 6.12.1

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
		CTE FS 1.2 (9.6)
4. Learn self-evaluation of physical and emotional security by noting his/her own physical capabilities and limitations.	Identify which stress and physical exercise inter-relate.	CHS 5.15 CHS 7.12 NHS 6.12.2
5. Learn the value of physical activity by performance and, therefore, plan an active lifestyle rather than a passive one by identifying several different reasons for being involved in a fitness program.	Interview fitness experts on the benefits of maintaining fitness	CHS 6.5 NHS 6.12.3 NHS 6.12.4
6. Be able to identify a wide variety of physical activities and plan future physical activities based on these experiences.	Develop a lifetime fitness plan.	CHS 6.6 NHS 6.12.4
7. Be able to design a personal activity program based on physical performance assessments, individual career choices, and anticipated lifestyles.	Have P.E. teacher note physical performance on specified activities.	CHS 8.11 NHS 7.12.2
8. Understand that they must take personal responsibility for monitoring their own response to exercise regarding the relationship to activity logging and burning calories.	Log self-exercise pattern	CHS 4.9 NHS 7.12.3
9. Learn techniques for developing and maintaining a positive self-image through self-evaluation by listing the psychological and physical benefits of exercise.	Write essay on how body image, self-esteem, and fitness inter-relate.	CHS 4.9 NHS 6.12.2
10. Understand that people of many different ages and ability levels can attain an optimal level of fitness.	Note examples of fitness at all stages.	CHS 8.11 NHS 4.12.3 & 4.12.4

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
11. Discuss current methods of testing heart disease.	Describe how exercise can reduce heart disease.	CHS 6.7 NHS 4.12.3 & 4.12.4
12. Discuss lifestyle changes that promote cardiovascular health.	Emphasize the importance of beginning early in life.	CHS 6.7 NHS 4.12.3 & 4.12.4

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**UNIT #3A: ENVIRONMENTAL HEALTH**

**GOAL:** Environmental Health focuses on different types of pollutants, their causes and effects. Special emphasis is planned on behaviors students can follow to reduce the risk of illness caused by these pollutants.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Identify ways air and water pollution can be controlled.	Answer questions on film " <i>Pollution in the Great Lakes</i> "	<p align="center">CHS 2.13 CHS 2.15</p> <p align="center">NHS 12.1 — 12.6 NHS 12.4 &amp; 12.8</p> <p align="center">CTE FS 6.1 CTE PS B2.2</p>
2. Describe how you can keep safe from hazardous wastes.	Write essay, review and report on Environmental Health	<p align="center">CHS 2.13 CHS 2.15</p> <p align="center">NHS 12.1 — 12.6 NHS 12.4 &amp; 12.8</p> <p align="center">CTE FS 6.1 CTE PS B2.2</p>
3. Identify sources of radiation pollution.	X-rays, sunburn. Note reports on Environmental Disasters	<p align="center">CHS 3.16 NHS 12.1 — 12.6 NHS 12.4 &amp; 12.8</p> <p align="center">CTE FS 6.1 CTE PS B2.2</p>

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
4. Describe the relationship between political issues as related to environmental health.	Provide a current example of political controversy on environmental issues.	CHS 3.16 CHS 3.17  NHS 12.1 — 12.6 NHS 12.4 & 12.8  CTE FS 6.1 CTE PS B2.2
5. Identify ways how a person can take part in promoting a healthy environment.	Make a list of what ways individuals and communities can promote a healthy environment.	CHS 3.16 CHS 3.17  NHS 12.1 — 12.6 NHS 12.8.12.4  CTE FS 6.1 CTE PS B2.2



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**UNIT #4A: ACCIDENT PREVENTION & INTRODUCTION TO FIRST AID/CPR AND EMERGENCY RESPONSE:  
PREVENTING ACCIDENTS**

**GOAL:** To inform students that most injuries are not due to chance but are preventable; to instruct students in how they can be better prepared to prevent injuries; to describe some of the emotions that may prevent potential helpers from responding in emergency situations; to provide opportunities for students to learn specific ways to prevent injury.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of standards
1. Learn what the leading causes of death for teenagers are.	Notes on Textbook Chart and Related Chapter	CHS 1.12 CHS 1.13  NHS 1.12.1 — 1.12.5 NHS 5.12.8 NHS 6.12.1 NHS 7.12.1 — 7.12.3
2. Learn that most injuries can be prevented; learn the causes and effects of injuries and, with that knowledge, feel empowered to prevent injuries.	Teens, Crime & Community exercise on prevention	CHS 1.12 CHS 1.13 NHS 1.12.1 — 1.12.5 NHS 5.12.1 — 5.12.4 NHS 5.12.8 NHS 7 12.1 NHS 7.12.2  CTE FS 2.2 (2.3)b CTE FS 2.4 (2.2)b CTE FS 5.1 — 5.3 CTE FS 11 CTE PS E3.5

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of standards
3. Practice reading graphs relating to injuries and accidents.	Chapter 27 & 28 graphs, review and interpretation.	CHS 4.6 NHS 1.12.8 NHS 5.12.1
4. Analyze accounts of injuries.	View Red Cross Emergency Test and Activity refer to Chapter 28	CHS 1.16 NHS 1.12.8 NHS 5.12.4
5. Understand that there are pro-active ways to prevent injuries and accidents.		
6. Propose preventive measures; learn preventive measures for common injuries.	Have students repeat and practice the R.I.C.E. method	CHS 1.16 NHS 1.12.8 NHS 5.12.4
7. Describe some of the emotions that may prevent potential helper from responding to emergency situations.	Students are to define what physiological support is.	CHS 1.14 CHS 2.8 CHS 3.7 NHS 1.12.8
8. Learn that there are varieties of interventions that prevent injuries; practice intervention and prevention behavior.	Practice Emergency Response Training	CHS 1.13 CHS 2.8 CHS 3.7 NHS 5.12.2 NHS 8.12.4  CTE FS 2.2 (2.3)b CTE FS 2.4 (2.2)b CTE FS 5.1 — 5.3 CTE FS 11  CTE PS E3.5

<p style="text-align: center;">OBJECTIVES</p> <p>The student will:</p>	<p style="text-align: center;">ACTIVITIES</p>	<p style="text-align: center;">STANDARDS</p> <p>*See Appendix for wording of standards</p>
<p>9. Learn that they must take personal responsibility to prevent injury in their lives and the lives of others.</p>	<p>Practical application of Emergency responses.</p>	<p>CHS 2.8 CHS 3.7</p> <p>NHS 5.12.2 NHS 8.12.4</p> <p>CTE FS 2.2 (2.3)b CTE FS 2.4 (2.2)b CTE FS 5.1 — 5.3 CTE FS 11</p> <p>CTE PS E3.5</p>
<p>10. Learn to overcome the natural inclination not to interfere in the lives of others to prevent injuries.</p>	<p>Students will repeat procedures of personal permission for receiving help from others.</p>	<p>CHS 2.8 CHS 3.7</p> <p>NHS 5.12.2 NHS 8.12.4</p> <p>CTE FS 2.2 (2.3)b CTE FS 2.4 (2.2)b CTE FS 5.1 — 5.3 CTE FS 11</p> <p>CTE PS E3.5</p>

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**UNIT #4B: ACCIDENT PREVENTION & INTRODUCTION TO FIRST AID/CPR AND EMERGENCY RESPONSE:  
INTRODUCTION TO FIRST AID AND CPR**

**GOAL:** To prepare students to respond correctly in an emergency situation; to stay calm because they know what to do; to make decisions and take appropriate steps to keep a victim alive and to keep injuries from getting worse until emergency medical services (EMS) arrive.

The student will: OBJECTIVES	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. List the emergency action principles.	Practical application of: emergency response	CHS 1.14 CHS 6.4
2. Position a victim for rescue breathing.	Procedures of student instruction and interaction for: <ul style="list-style-type: none"> <li>• Conscious choking</li> <li>• Handling emergencies</li> <li>• Introduction to CPR responses and first aid responses</li> <li>• Survival techniques</li> <li>• And emergencies of head injuries.</li> </ul>	
3. Give rescue breathing for adults.		
4. Introduce first aid to a conscious victim.		NHS 1.12.1 NHS 5.12.4 NHS 5.12.7 NHS 8.12.4
5. Introduce cardiopulmonary resuscitation (CPR) for adults.		
6. Control bleeding and give first aid for shock.		CTE FS 6.0 & 6.1 CTE FS 6.3 CTE FS 6.5 CTE FS 10.1 — 10.7
7. Give first aid for eye and nose injuries.		CTE PS E1.1 CTE PS E1.3
8. Give first aid for bites and stings.		

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
9. Give first aid for fractures, dislocations, sprains and strains.		CHS 1.4 CHS 1.16 CHS 6.4 CHS 7.6
10. Respond to poisoning emergencies.		NHS 1.12.8 NHS 5.12.4 NHS 5.12.7 NHS 8.12.4
11. Give first aid for diabetic emergencies.		CTE FS 6.0 CTE FS 6.1 CTE FS 6.3 CTE FS 6.5
12. Give first aid for strokes.		CTE FS 10.1—10.7
13. Give first aid for seizures.		CTE PS C1.0 CTE PS C1.2 CTE PS E1.1 CTE PS E1.3
14. Give first aid for heat and cold exposure.	Textbook and Emergency Film Review	
15. Understand when to move a victim.	CPR Certification optional for certified instructors they must be RED CROSS and/or AMERICAN HEART ASSOCIATION Providers, all address emergency procedures.	

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**UNIT #4C: ACCIDENT PREVENTION & INTRODUCTION TO FIRST AID/CPR AND EMERGENCY RESPONSE:  
HYPOTHERMIA AND WINTER SURVIVAL**

**GOAL:** To improve student survival success rate during winter recreational activities.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Discuss why Hypothermia is a danger.	Complete Winter Hypothermia packet and student work sheet.	<p align="center">CHS 6.4</p> <p align="center">NHS 1.12.1 NHS 8.12.4</p> <p align="center">CTE FS 2.4 (2.2)</p> <p align="center">CTE PS 4.0 — 4.3</p>
2. Discuss Warning Signs of shock and life threatening situations.		
3. Survival Techniques – How to employ them		

**EL DORADO UNION HIGH SCHOOL DISTRICT  
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**UNIT #5A: SUBSTANCE USE AND MISUSE: SUBSTANCE IDENTIFICATION / RESISTANCE SKILLS**

**GOAL:** To develop personal / social skills useful in resisting alcohol and other drug use.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Apply decision-making steps to alcohol, drug and tobacco use by self and others.	Hand Outs: a. Alcohol quiz b. Answers and reasons to alcohol quiz c. Don't drink before 21 d. Drinking behavior pattern of use and abuse e. Diagnosis of an alcoholic f. Teenage problem drinker g. Disease of Alcoholism h. Alcohol mixed with other drugs 1 + 1 = 3 i. Fetal alcohol syndrome and other birth defects j. Oh, no! Dad's home!	CHS 1.1 CHS 1.2 CHS 1.3 CHS 1.4 CHS 1.5
2. Assess student's knowledge about alcohol.		NHS 1.12.1 NHS 1.12.5
3. Dispel the myth that alcohol is not a dangerous drug.		NHS 1.12.8 & 1.12.9 NHS 5.12.1 & 5.12.2 NHS 5.12.5 & 5.12.6 NHS 7.12.1 & 7.12.2
4. Identify the causes of alcoholism.		CTE FS 5.0 CTE FS 5.1 CTE FS 5.2 CTE FS 5.3
5. Understand the dangers of alcohol mixed with other drugs.		CTE PS C3.4
6. Identify signs of abuse.		
7. Recognize the effects on others dependency, co-dependency, birth defects, dysfunctional families, promiscuity, etc.		

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
8. Identify the following drugs and the harmful effects which they have on the human body: <ul style="list-style-type: none"> <li>• cocaine</li> <li>• crack</li> <li>• marijuana</li> <li>• steroids</li> <li>• stimulants and depressants</li> <li>• ecstasy</li> <li>• date rape drugs</li> </ul>	Hand Outs: <ol style="list-style-type: none"> <li>a. Summary of facts</li> <li>b. Marijuana myths</li> <li>c. Crack</li> <li>d. Facts on crack</li> <li>e. Stimulants</li> <li>f. Down side of uppers</li> <li>g. Cocaine kills</li> <li>h. Inhalants - NOSE</li> <li>i. Special vocabulary</li> </ol>	CHS 1.4 CHS 3.1 CHS 3.2  NHS 1.12.1 NHS 1.12.5 NHS 1.12.8 & 1.12.9 NHS 5.12.1 & 5.12.2 NHS 5.12.5 & 5.12.6 NHS 12.3 NHS 12.7 NHS 8.12.2
9. Identify family problems which may be related to drug dependency causes.	<ul style="list-style-type: none"> <li>• Utilize speakers from Progress House.</li> <li>• View film "<i>Substance Abuse</i>," "<i>Waking up from Dope</i>," "<i>Marijuana and You</i>," and other approved drug prevention films.</li> <li>• Complete worksheets designed for program discussion and factual retention.</li> </ul> <p>Students complete conflict resolution practice scenarios.</p> <p>Students practice positive direct communication skills.</p> <p>Students develop skills and identify stress associated with abuse and ways to resolve it.</p>	CHS 1.4 CHS 3.1 & 3.2 CHS 7.1 CHS E4.1 & E4.2  CTE FS 7.1  NHS 1.12.1 NHS 1.12.5 NHS 1.12.8 & 1.12.9 NHS 5.12.1 & 5.12.2 NHS 5.12.5 & 5.12.6 NHS 7.12.3 NHS 8.12.2  CTE FS 4.0 CTE FS 4.4  CTE PS E2.1
10. Identify and understand the special drug vocabulary.		
11. Learn skills to resist the influence of peers and negative role models and avoid involvement with abusing peers.		
12. Develop a support system.		
13. Learn skills to examine and confront his/her inability to avoid involvement with alcohol and other drugs.		
14. Identify stress as a contributing factor in his/her own abuse.		
15. Learn to accept changes in his/her physical surroundings as an intervention strategy.		



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**UNIT #5B:** SUBSTANCE USE AND MISUSE: TOBACCO USE PREVENTION

**GOAL:** To obtain and utilize information and make positive decisions about tobacco.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Identify and describe risk factors (personal health) from smoking tobacco.	Hand Outs: a. General facts about smoking. b. Pick your poison c. Study guide - Tobacco & Health d. Women and Smoking e. Smoking - What goes on f. Teenagers and Smoking g. Anatomy of a Cigarette	CHS 1.1  NHS 2.12.3 — 2.12.5 NHS 3.12.3 NHS 5.12.2  CTE FS 6.1
2. Identify and describe the dangers of smokeless tobacco.	Hand Outs: a. Spit it Out! b. What is chewing and dipping?	CHS 1.1 CHS 1.2  NHS 2.12.7 NHS 3.12.3  CTE FS 6.1
3. Give non-smokers knowledge about the dangers to their health of second-hand smoke.	Hand Outs: a. Second-hand smoke b. Non-smoker's Bill of Rights	CHS 1.1 CHS 1.2 NHS 2.12.9 & 2.12.10 NHS 3.12.2  CTE FS 6.1 CTE PS D4.1

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
4. Identify at least two health or safety problems non-smokers may suffer because of others' smoking.	Have students clip out articles from the paper on smoking regulations in public places	CHS 1.3 CHS 1.5  NHS 2.12.1 NHS 3.12.2
5. Recognize and use resources to help themselves and others quit smoking or using smokeless tobacco.	Hand Outs: a. Self survey: "Why do you smoke?" b. Do you want to change your smoking habits? c. When you quit smoking d. 7-day plan to quit	CHS 1.1 CHS 8.1  NHS 2.12.2 & 2.12.3 NHS 3.12.2  CTE FS 6.1 CTE PS B3.2

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**UNIT #5C:** SUBSTANCE USE AND MISUSE: LEGAL RAMIFICATIONS

**GOAL:** Students will gain knowledge how the choice of drug use can lead to negative effects being involved in Penal System and lifelong effects.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Become acquainted with the Juvenile Court System, Probation and Juvenile Hall.	Invite speakers in legal systems. Students will work together as a panel or have speakers give small summary of duties of jobs of the juvenile system. They will recognize how drug use is intertwining within the system of criminal behavior and how use effects society.	CHS 5.10  NHS 1.12.1 — 1.12.4
2. Define and describe the legal implications of alcohol and drug use on self, family, peers and society.	Give time for students to ask questions.	CHS 5.11  NHS 1.12.1 — 1.12.4

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**UNIT #5D:** SUBSTANCE USE AND ABUSE: RESOURCES FOR HELP / AGENCIES

**GOAL:** To take positive action to cope with stress associated with drug and alcohol dependency and abuse.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Identify helping agencies within the community and school who deal primarily with drug, alcohol and dysfunctional families.	General Information: a. Adolescent Care Psychology Center, Sutter Memorial b. Starting Point Drug Rehabilitation c. Charter Hospital, Sacramento d. EDCA Life Skills e. New Morning f. Women's Center g. Alcoholics Anonymous h. Mental Health i. Progress House Partners in Prevention  Local Speakers	CHS 5.12 CHS 8.12
2. Identify and describe early warning signs and risk factors leading to abuse / dependency / and how to counteract them.		NHS 3.12.2 NHS 3.12.4 & 3.12.5 NHS 4.12.4
3. Identify agencies that identify services they provide, location of services and how to contact them.		CTE FS 7.5  CTE PS A1.2

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**UNIT #6A:** VIOLENCE PREVENTION: TEENS, CRIME & COMMUNITY

**GOAL:** To instruct students on how anyone may be a victim and how they can reduce their chances of being victimized.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Learn subject vocabulary and facts, and techniques in remembering crime scenes as well as identifying characteristics of being an aware citizen in order to lessen victimization.	Have students identify the four leading causes of death among teens.  See film on " <i>Guns and Violence.</i> "	CHS 5.12 CHS 7.10
2. Note facts on Teens as victims and how crime against teens is perpetrated.		NHS 5.12.2 NHS 7.12.3

**UNIT #6B:** VIOLENCE PREVENTION: CONFLICT MANAGEMENT

**GOAL:** Provide life skills information and teach the practical use techniques of conflict resolution as a means of resolving situational difficulties between individuals.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Understand and apply techniques that increase communication, lessen tension, and help resolve conflicts between individuals.	Practice conflict management issues and communication skills on how they can reduce violence.	CHS 4.2 CHS 4.3 NHS 4.12.3 NHS 4.12.4

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**UNIT #6C:** VIOLENCE PREVENTION: VICTIMS & VIOLENT CRIME

**GOAL:** To teach students how they may influence crime reduction.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Understand components of crime and how violence can be reduced.	Read, date and answer quiz on Crime and Victims as Teens	CHS 4.12.4  NHS 4.12.4

**UNIT #6D:** VIOLENCE PREVENTION: CRIMINALS AND JUVENILE JUSTICE

**GOAL:** To familiarize students with the law and be able to apply life situations with lawful and unlawful behavior.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Learn and apply information relevant to state and county laws and the juvenile justice system that applies to them.	1. Teen Court Speaker 2. Answer questions on issues of Juvenile Justice Handbook.	CHS 4.11  NHS 4.12.1 NHS 4.12.3 NHS 4.12.4

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**UNIT #6E:** VIOLENCE PREVENTION: ABUSE & ACQUAINTANCE RAPE

**GOAL:** To acquaint youth with the seriousness of abuse issues and laws associated with such abuse.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Separate myth from fact regarding child abuse, domestic violence, and sexual assault.	Two-day presentation from El Dorado Women's Center on Rape Prevention and Domestic Violence.	CHS 4.6 CHS 5.10 CHS 8.2
2. List the effects of abuse on victims and available options.	Continued presentation.	NHS 4.12.4 NHS 5.8.5 NHS 8.12.3
3. Demonstrate knowledge of methods of reducing the chances of becoming a victim or victimizer.	Students actively participate in reducing victimization.	CTE FS 2.4 (2.2)  CTE PS C4.2

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**UNIT #7A:** FAMILY LIFE & RELATIONSHIPS: PUBERTY – GROWTH AND DEVELOPMENT

**GOAL:** To provide instruction regarding the physical, emotional and social changes which occur during adolescence.

<p align="center">OBJECTIVES</p> <p>The student will:</p>	<p align="center">ACTIVITIES</p>	<p align="center">STANDARDS</p> <p>*See Appendix for wording of Standards</p>	
<p>1. List at least three physical changes that occur at puberty.</p>	<p>Students will be able to identify physical changes of growth and development from infancy to adulthood.</p> <p>For activities, see the multitude of approved activities in Curriculum manual – Unit 7.</p>	<p>CHS 6.2 CHS 6.3 CHS 7.2 CHS 7.3</p>	
<p>2. Give an example of how physical growth in adolescence is triggered by interaction between different glands, organs or body systems.</p>			<p>NHS 6.12.1 NHS 6.12.2 NHS 6.12.3 NHS 6.12.4</p>
<p>3. Through discussion, indicate increased appreciation of the intricacy and interdependence of all systems within the human body. (Defined within units affiliated with subject areas discussed in appropriate chapters, i.e., Tobacco / Respiratory, Nutrition / Digestive System)</p>			
<p>4. Differentiate between physically immature development, adolescent development and the biological capability of reproduction.</p>			
<p>5. Identify at least three human or institutional sources of answers to questions they may have about their bodies or their growth.</p>			
<p>6. Discuss that they are not alone in wondering about facts of life and growth.</p>			
<p>7. Demonstrate comfort about asking questions about growth and development which will further self-understanding and self-acceptance.</p>			



OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
8. Discuss that as they mature, they can take more responsibility for their bodies and health.		CHS 7.2 CHS 7.3  NHS 7.12.3
9. Be able to describe at least one way that a feature of one's human development affects how he or she feels about himself or herself.	Have students do a life-line. Have students note their unique characteristics on their life-line.	CHS 7.2  NHS 1.12.1 & 1.12.2 NHS 1.12.6
10. Distinguish between those physical characteristics that people can work on to change if they wish, those that will change in the course of normal adolescent development, and those that essentially cannot be changed.	Students can note changes that occur in development.	CHS 7.2  NHS 7.12.2
11. Discuss that everyone is different.	Discussion: Differences are what make our world interesting.	CHS 7.2 CHS 7.3 NHS 7.12.1 — 1.12.3
12. Write a paper on acceptance of physical flaws, real or imagined, in themselves and others.	Reflect on papers written.	CHS 7.2 CHS 7.3 NHS 7.12.1 — 7.12.3
13. Demonstrate self-monitoring of a health behavior.	List healthful behavior one practices.	CHS 7.2 CHS 7.3 NHS 7.12.1 — 7.12.3
14. Establish goals to manage their lives to improve their physical, mental, emotional and social health; select and schedule specific behaviors and strategies to accomplish these goals.	Speaker from Mental Health Department from El Dorado County Health Department.	CHS 7.2 CHS 7.3 NHS 7.12.1 — 7.12.3
15. Understand characteristics of thought processes and realize the differences in the way people think as they grow and mature.	Discussion on differences.	CHS 7.2 CHS 7.3 NHS 4.12.4 NHS 7.12.3

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**UNIT #7B:** FAMILY LIFE & RELATIONSHIPS: DATING AND SOCIAL RELATIONSHIPS

**GOAL:** To teach students the skills that will allow them to make responsible decisions and develop positive self-concept and positive social relationships.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Differentiate between decision-making, assertiveness and resistance skills.	Initially, generally discuss what each (decision-making, assertiveness and resistance skills) entail and define them. Through contemporary video and printed material, give students an informational background in each area. Then divide class into three groups and have each group prepare two role-playing scenarios around one of the skills area.  Students will be shown quality contemporary videos on areas of self-esteem and dating to give them a background for discussion around both subject areas and how they integrate and relate to each other.  Students brainstorm guidelines they would set for their own children in dating.  Power of Choice film on " <i>Love, Relationships, and Connections</i> " curriculum	CHS 8.12.2
2. Learn about positive self-concept and positive social relationships.		
3. Describe the different meanings of love, the difference between mature marital love and infatuation, and lust, and of the vital importance of mature, compassionate, unconditional love.		NHS 8.12.1 — 8.12.4

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**UNIT #7C:** FAMILY LIFE & RELATIONSHIPS: ABSTINENCE

**GOAL:** To help students understand that abstinence from sexual intercourse is the only protection that is 100% effective against unwanted teenage pregnancy, sexually transmitted diseases, and acquired immune deficiency syndrome (AIDS) when transmitted sexually.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Identify that abstinence from sexual intercourse is the only protection that is 100% effective against unwanted teenage pregnancy, sexually transmitted diseases and HIV.	A copy of SB 2394 will be given to each student. Each point could be discussed with the entire class (students to take notes on statistical information and research). Students could then be divided into groups of four or five. Each group would be given two or three points (depending on class size) and additional printed information on their particular points. They will then study the information and prepare a brief presentation for the class.  Presentation by student or speaker who has been through an emotional crisis. Student lists emotional benefits of abstinence. Evaluation by teacher.  See abstinence skills worksheet.	CHS 1.8 CHS 2.6 CHS 3.4 CHS 3.5  NHS 2.12.7 NHS 8.12.4
2. Discuss abstinence as a positive choice that has psychological, physical and emotional benefits.		CHS 2.3 CHS 6.2 NHS 2.12.7 NHS 6.12.2 NHS 8.12.4
3. Discuss second virginity (second chance).		CHS 2.3 CHS 6.3 CHS 8.4 NHS 2.12.7 NHS 8.12.4 & 8.12.9
4. Identify skills which will help them maintain and achieve abstinence.		CHS 2.3 CHS 8.4 NHS 2.12.7 NHS 8.12.4 & 8.12.9

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**UNIT #7D:** FAMILY LIFE & RELATIONSHIPS: MARRIAGE

**GOAL:** Students will learn the vital importance of marriage in our society and how to make marriages successful.

The student will: OBJECTIVES	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Identify the principles and skills that help to make a marriage successful.	Connections and Relationship Curriculum Activities (See daily worksheets)	CHS 2.3 — 2.7 NHS 2.12.1 — 2.12.9
2. Discuss the meaning of commitment and the critical importance of the commitment of the husband and wife to each other and to the marriage itself.	For activities, see the multitude of approved activities in Curriculum manual – Unit 7.	CHS 2.3 — 2.7 NHS 2.12.1 — 2.12.9
3. Discuss the importance of honesty, integrity and fidelity in preserving the marriage and in enhancing the happiness in marriage.	For activities, see the multitude of approved activities in Curriculum manual – Unit 7.	CHS 2.3 — 2.7 NHS 2.12.1 — 2.12.9
4. Discuss that problems and conflict in marriage are universal. The student will understand the importance of constructive problem solving and “win – win” conflict resolution and will learn and demonstrate these skills.	For activities, see the multitude of approved activities in Curriculum manual – Unit 7.	CHS 4.3 CHS 4.4 CHS 4.5  NHS 4.12.2
5. Discuss the importance of giving time and attention to each other, of active listening, of sharing their feelings, and appreciating each other’s spiritual values.	For activities, see the multitude of approved activities in Curriculum manual – Unit 7.	CHS 4.11 CHS 5.8 NHS 4.12.2 NHS 5.12.3
6. Discuss that couples may have physical, emotional and financial limitations on the number of children they are capable of providing for and they will learn the benefits of planning for these limitations.	For activities, see the multitude of approved activities in Curriculum manual – Unit 7.	CHS 5.8  NHS 5.12.3

<p style="text-align: center;">OBJECTIVES</p> <p>The student will:</p>	<p style="text-align: center;">ACTIVITIES</p>	<p style="text-align: center;">STANDARDS</p> <p>*See Appendix for wording of Standards</p>
<p>7. List the reasons for using contraception:</p> <ul style="list-style-type: none"> <li>• Married but not ready to have children for financial, career or other reasons</li> <li>• Married and have had as many children as desired</li> <li>• Unmarried and do not desire to have children</li> <li>• Physical / health reasons why a woman should not become pregnant</li> </ul>	<p>Connections and Marriage Curriculum</p>	<p>CHS 5.1 — 5.8</p> <p>NHS 5.12.5</p>
<p>8. Identify cultural, and religions which do not condone all forms of contraception and why.</p>	<p>Lecture and discussion.</p>	<p>CHS 1.7</p> <p>NHS 1.12.3</p>
<p>9. List the various types of birth control methods, their advantages and disadvantages, including risks and failure rates.</p> <ul style="list-style-type: none"> <li>• The Family Life / Communicable Disease Curriculum subcommittee approved discussion on birth control methods utilizing information provided by the El Dorado County Public Health Department in accordance with the law and the California State Education Code.</li> </ul>	<p>Lecture, which has been approved through the Health Advisory program, provided by trained health instructor and / or School nurse.</p>	<p>CHS 1.26</p> <p>CHS 5.1 — 5.8</p> <p>NHS 1.12.2</p> <p>NHS 5.12.7</p>
<p>10. Discuss contraception as a responsibility of both partners.</p>	<p>Discussion</p>	<p>CHS 6.3</p> <p>NHS 6.12.1</p>
<p>11. List which birth control methods are available in both prescription and non-prescription forms.</p>	<p>Lecture and discussion</p>	<p>CHS 6.3</p> <p>NHS 6.12.1</p>

<p>The student will:</p> <p style="text-align: center;">OBJECTIVES</p>	<p style="text-align: center;">ACTIVITIES</p>	<p style="text-align: center;">STANDARDS</p> <p style="text-align: center;">*See Appendix for wording of Standards</p>
<p>12. List resources available for more information about contraceptives:</p> <ul style="list-style-type: none"> <li>a. Parents</li> <li>b. Minister</li> <li>c. Your physician</li> <li>d. School nurse</li> <li>e. Counselor</li> <li>f. Teacher</li> <li>g. Health Department</li> <li>h. Pharmacist</li> <li>i. Health related literature</li> </ul>	<ul style="list-style-type: none"> <li>• Preview Night (prior)</li> <li>• Nurse education presentation</li> <li>• Teacher presentation</li> </ul>	<p style="text-align: center;">CHS 8.4</p>        <p style="text-align: center;">NHS 8.12.1</p>
<p>13. Discuss how divorce may be traumatic both to the parents and the children and often results in stress to all parties.</p>	<ul style="list-style-type: none"> <li>• Counselor presentation</li> <li>• Have students write loss paper and change</li> </ul>	<p style="text-align: center;">CHS 2.3</p>  <p style="text-align: center;">NHS 1.12.4</p>

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**UNIT #7E:** FAMILY LIFE & RELATIONSHIPS: FAMILIES AND PARENTING

**GOAL:** To understand the importance of families in our society and to understand the serious commitment and skills needed for effective parenting.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Discuss that the family is the most fundamental social institution, and discuss the significant role it plays in establishing the first and strongest impressions concerning an individual's values and how he/she views life.	<ul style="list-style-type: none"> <li>• Reading assignment on the family institution to be given.</li> <li>• Class discussion on the role of the family: attitudes, goals, etc., and the importance of the family.</li> <li>• Students interview parents, grandparents, etc.</li> <li>• Students bring family traditions or stories to share.</li> </ul>	<p align="center">CHS 1.7 CHS 2.3</p> <p align="center">NHS 1.12.1 NHS 2.12.1</p>
2. Discuss and identify different kinds of family structures.	<ul style="list-style-type: none"> <li>• Class discussion on family configurations.</li> <li>• Class lists what their goals and dreams would be for their future family.</li> <li>• Discuss infertility, adoption, and unwed teens.</li> </ul>	<p align="center">CHS 1.7 CHS 2.7</p> <p align="center">NHS 1.12.1 NHS 2.12.1 NHS 2.12.2</p>
3. Discuss how fathers and mothers should make a lifelong commitment when they become parents and that from nature's perspective, biologically, the primary purpose of sexual intercourse is to create life and to perpetuate the species.	<ul style="list-style-type: none"> <li>• Present parenting information provided by the El Dorado County Health Department.</li> </ul>	<p align="center">CHS 1.7 CHS 2.7</p> <p align="center">NHS 1.12.1 NHS 2.12.1 NHS 2.12.2</p>

<p style="text-align: center;">OBJECTIVES</p> <p>The student will:</p>	<p style="text-align: center;">ACTIVITIES</p>	<p style="text-align: center;">STANDARDS</p> <p>*See Appendix for wording of Standards</p>
<p>4. Discuss how family members are positive and productive contributors to the promotion of a healthy family life by listening to and listening roles and responsibilities for various family members.</p>	<ul style="list-style-type: none"> <li>• Teacher gives a talk on family responsibilities and roles.</li> <li>• Students list the roles and responsibilities for each family member.</li> </ul>	<p style="text-align: center;">CHS 4.5 NHS 4.12.1</p>
<p>5. Discuss the keys to becoming a successful family and how the manner in which families live impacts all society by their abilities to get jobs, be productive, find a spouse, maintain a household, educate children and contribute to the community.</p>	<ul style="list-style-type: none"> <li>• Students give qualities of a successful family.</li> <li>• Discussion</li> </ul>	<p style="text-align: center;">CHS 4.5 NHS 4.12.1</p>
<p>6. Demonstrate how a family develops effective communication skills, including positive problem skills, effectively handling differences, and resolving conflicts in positive ways.</p>	<ul style="list-style-type: none"> <li>• Lecture on family conflicts. Discussion on conflicts such as divorce, disobedience, crime, runaways, drop-outs, feelings of loneliness, etc.</li> <li>• Lecture and discussion about family conflicts and how they impact families and society (such as runaway living on the streets) and how we need to work together to resolve them.</li> </ul>	<p style="text-align: center;">CHS 2.12.1 — 2.12.10 NHS 2.12.1 NHS 2.12.3 — 2.12.10</p>
<p>7. List resources available in the community for individual family help.</p>	<ul style="list-style-type: none"> <li>• Prepare a list of community resources.</li> <li>• Ask community speakers to give presentations.</li> <li>• Students compile a list of community agencies' addresses and phone numbers.</li> </ul>	<p style="text-align: center;">CHS 2.12.1 — 2.12.10 NHS 2.12.1 NHS 2.12.3 — 2.12.10</p>
<p>8. Discuss and identify different kinds of family structures.</p>	<ul style="list-style-type: none"> <li>• Class discussion on family configurations.</li> <li>• Class lists what their goals and dreams would be for their future family.</li> <li>• Discuss infertility, adoption, and unwed teens.</li> </ul>	<p style="text-align: center;">CHS 2.12.1 — 2.12.10 NHS 2.12.1 NHS 2.12.3 — 2.12.10</p>



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**UNIT #7F:** FAMILY LIFE & RELATIONSHIPS: PREGNANCY/FETAL DEVELOPMENT/BIRTH DEFECTS

**GOAL:** To understand the responsibilities involved in pregnancy, to understand the stages in the birth process, and to become aware of the causes of birth defects.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Discuss that pregnancy requires that both the father and the mother learn how to be responsible financially, emotionally and psychologically for the child that is to be born. List 12 or more responsibilities needed in taking care of a child.	<ul style="list-style-type: none"> <li>• Speaker – teacher or a parent with a child</li> </ul>	<p align="center">CHS 1.7 CHS 3.5 CHS 3.6</p> <p align="center">NHS 1.12.2 NHS 2.12.1 &amp; 2.12.9 NHS 3.12.1 — 3.12.5</p>
2. Discuss the social, emotional, and physical risks associated with teenage pregnancy.	<ul style="list-style-type: none"> <li>• Presentation of Opportunity for Pregnant Minors</li> </ul>	<p align="center">CHS 5.6</p> <p align="center">NHS 5.12.6</p>
3. Discuss that good health for a baby begins with the parent's health before conception of their baby with regard to: <ul style="list-style-type: none"> <li>a. emotional, mental and social health;</li> <li>b. what the mother ingests;</li> <li>c. what the mother breathes; i.e., smokes;</li> <li>d. what drugs the mother takes, including prescription drugs;</li> <li>e. doctor visits;</li> <li>f. x-rays; and</li> <li>g. exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Students will listen to a nurse or doctor lecture, take notes on the lecture, and write a short essay describing perfect conditions before conception and during fetal development.</li> </ul>	<p align="center">CHS 1.12.1 CHS 2.12.9</p> <p align="center">NH 1.12.2 NHS 2.12.1 — 2.12.3 NHS 2.12.6 — 2.12.9</p>

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
4. Discuss the importance of early prenatal care and healthful living habits for pregnant women.	<ul style="list-style-type: none"> <li>Show video – examples: March of Dimes “<i>Healthy Babies,</i>” “<i>Drugs, Alcohol and Smoking During Pregnancy</i>”</li> </ul>	CHS 1.9 CHS 1.10  NHS 1.12.2 NHS 2.12.1 & 2.12.9
5. Write a short essay about the steps in fetal development.	<ul style="list-style-type: none"> <li>Lecture by teacher or nurse</li> <li>Fetal models</li> <li>Write a short essay</li> </ul>	CHS 1.9  NHS 1.12.2 NHS 2.12.1 & 2.12.9
6. List the various reasons for a fetus not coming to term; define the terms ectopic pregnancy, spontaneous abortion, elective abortion and hysterectomy.	<ul style="list-style-type: none"> <li>Class lecture using fetal charts to explain fetal implantation or lack of implantation in the uterus and why many pregnancies fail to result in live children as a result of ectopic pregnancy, spontaneous abortion or elective abortion.</li> </ul>	CHS 1.10 CHS 2.6  NHS 1.12.9
7. Discuss that certain types of birth defects are preventable, including fetal alcohol syndrome, low birth-weight and prematurely due to smoking and other drug use.	<ul style="list-style-type: none"> <li>Student is quizzed on results of substance use during pregnancy.</li> </ul>	CHS 1.9 & 1.10 CHS 2.6  NHS 1.12.9
8. Discuss the differences between birth defects which are caused by genetic disorders and those birth defects which are preventable.	<ul style="list-style-type: none"> <li>Lecture on genetic disorders vs. substance caused disorders.</li> </ul>	CHS 1.9 & 1.10 CHS 2.6  NHS 1.12.9
9. List resources which can help when facing a pregnancy.	<ul style="list-style-type: none"> <li>People to contact:               <ul style="list-style-type: none"> <li>– Parent(s)</li> <li>– Counselors</li> <li>– Minister</li> <li>– Pregnancy counselor</li> <li>– Medical doctor</li> <li>– Health Department</li> <li>– Nurse</li> </ul> </li> <li>List of Resource People</li> </ul>	CHS 1.9 & 1.10 CHS 2.6  NHS 2.12.1 & 2.12.2 NHS 1.12.9

**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

Department: Physical Education/Health  
Course Title: Health Education

UNIT #8A: DISEASES: IMMUNE SYSTEM AND COMMUNICABLE DISEASES

GOAL: To understand the responsibilities involved in pregnancy; to understand the stages in the birth process, and to become aware of the causes of birth defects.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Discuss the differences between communicable and non-communicable diseases.	<ul style="list-style-type: none"> <li>• Have students give examples of vaccines, health habits, and environmental prevention methods.</li> <li>• Have students make charts and fill in the name of the pathogens and the diseases they cause, including a column for the transmission of disease.</li> <li>• Have students liken the defense system of the body to Country A sending its armed forces to fight Country B. Country B alerts its defenses.</li> <li>• Have a student write a report on a recent communicable disease that they or a member of their family has had – include stages, length and symptoms.</li> </ul>	CHS 3.3 — 3.6
2. Discuss ways communicable diseases are spread		NHS 3.12.1 — 3.12.5
3. Discuss the body's defenses against disease.		CTE FS 10.a CTE FS 10.e
4. Discuss ways to prevent the spread of communicable disease and list examples of each.		CTE PS 4.1

**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

Department: Physical Education/Health  
Course Title: Health Education

**UNIT #8B:** DISEASES: HIV INFECTION AND OTHER SEXUALLY TRANSMITTED DISEASES

**GOAL:** Students will understand that they have the choice to remain free of all STD's. Students will learn the signs, symptoms, complications, modes of transmission, treatability, and methods of prevention of sexually transmitted diseases including HIV infection.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Understand that the only 100% effective way to prevent HIV infection is abstinence from both sexual activity and IV drug use.	<ul style="list-style-type: none"> <li>• Health Department Presentation</li> </ul>	<p align="center">CHS 1.8 CHS 6.3 NH 1.12.8 NH 6.12.3</p>
2. Identify the modes of transmission, signs, symptoms, complications, treatability and methods of prevention of the following sexually transmitted diseases: <ul style="list-style-type: none"> <li>• Chlamydia</li> <li>• Chancroid</li> <li>• Crabs</li> <li>• Gardnerella vaginitis</li> <li>• Gonorrhea</li> <li>• Hepatitis B</li> <li>• Herpes</li> <li>• HIV infection</li> <li>• Lymphogranuloma venereum</li> <li>• NGU</li> <li>• Syphilis</li> <li>• Trichomonas vaginitis</li> <li>• Venereal warts</li> <li>• Yeast infections</li> </ul>	<ul style="list-style-type: none"> <li>• Slide presentation on HIV and lecture on Communicable Diseases</li> <li>• Students to develop a chart on symptoms of the diseases listed.</li> </ul>	<p align="center">CHS 1.8 NHS 1.12.1</p> <p align="center">CTE FS 6.0.1 CTE FS 6.0.3 CTE FS 6.0.5</p> <p align="center">CTE PS C1.0 CTE PS C1 &amp; C2 CTE PS C4.2</p>

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
3. Understand that HIV infection is a fatal disease, that most individuals who are infected with the HIV infection do not know that they are infected, and that such individuals are infectious for life.	"Gene Wars" presentation or HIV Positive Prevention	CHS 1.8 NHS 1.12.2
4. Understand while we strongly encourage youth to postpone sexual activity until marriage, there are those who will choose to be sexually active while single. Those who make this choice should use a highly effective method of birth control and a method that gives protection against HIV infection and other sexually transmitted diseases, as well as monogamy discussion.	<ul style="list-style-type: none"> <li>Direct instruction and class discussion</li> </ul>	CHS 1.8 CHS 2.6 NHS 1.12.8 NHS 2.12.6
5. Understand that other than abstinence, latex condoms, when properly used in conjunction with certain spermicides is the only method of birth control that provides any degree of protection against HIV infection and other STDs. The student will also learn that the practical and theoretical use-failure rate of condoms is greater than 10-15%.	<ul style="list-style-type: none"> <li>Discussion of factors which lead to different failure rates.</li> </ul>	CHS 3.4 NH 1.12.8 NH 2.12.8 NH 3.12.3
6. Identify the various myths about contraception.	<ul style="list-style-type: none"> <li>Direct instruction and class discussion</li> </ul>	CHS 3.4 NHS C3.12.3
7. Understand that some STDs cause infertility.	<ul style="list-style-type: none"> <li>Activities: Case study</li> </ul>	CHS 1.9 NHS 1.12.9

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
8. Understand that a number of STDs can be transmitted to the <u>unborn</u> child and newborn infants (HIV infection, syphilis, gonorrhea, chlamydia, Herpes and Hepatitis B).	<ul style="list-style-type: none"> <li>Film review on prenatal care</li> </ul>	CHS 1.8 CHS 6.2  NHS 1.12.8
9. Understand that infection of the unborn and newborn results in congenital defects, brain damage, pneumonia, blindness and death.	<ul style="list-style-type: none"> <li>Activities: Case study</li> </ul>	CHS 1.8 CHS 6.2  NHS 1.12.8 NHS 6.12.2

**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

Department: Physical Education/Health  
Course Title: Health Education

**UNIT #8C:** DISEASES: PLANNING FOR HEALTH CARE

**GOAL:** Students are provided with tools needed for responsible self-care management.

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
1. Identify the components and make a plan for personal health management.	Read and do worksheet on Chapter 24 <ul style="list-style-type: none"> <li>• Have students define what is included in a medical exam.</li> <li>• How often should a person have one; immunizations necessary and careers involved.</li> </ul>	CHS 6.12.1
2. Demonstrate the correct procedure for taking body temperature, respiration rate, pulse and blood pressure.		NHS 6.12.1 — 6.12.4
3. Identify and describe the responsible use of over-the-counter drugs that can be purchased from the home pharmacy.		CTE FS 1.5 CTE FS 6.0 — 6.5
4. Describe and use grooming techniques that promote healthy skin, eyes, nails, and feet.		CTE PS B1.0 — B1.02 CTE PS C1.0
5. Describe and use the correct posture technique for sitting and standing.		CTE PS C3.1 — C3.5
6. List ways to locate, select, and evaluate a family physician and dentist; as well as other health care providers.		

OBJECTIVES The student will:	ACTIVITIES	STANDARDS *See Appendix for wording of Standards
7. Identify symptoms that require medical attention, describe the components of the physical examination.		CTE FS C2.4 — C2.7  CTE PS C2.0 — C2.2 CTE PS C3.0 — C3.5 CTE PS C3.0.1 — C3.0.5 CTE PS C4.0 — C4.04 CTE PS C5.0 — C5.3
8. Describe services provided by extended-care facilities and ways to select and evaluate extended-care facilities.		
9. Describe private, prepaid insurance plans, including basic health insurance, comprehensive major medical coverage, disability coverage, and urgent care.	Have a speaker from the hospital discuss health careers.	CHS 3.17  NHS 3.12.5 CTE FS C2.4 — C2.7  CTE PS C2.0 — C2.2 CTE PS C3.0 — C3.5 CTE PS C3.0.1 — C3.0.5 CTE PS C4.0 — C4.04 CTE PS C5.0 — C5.3
10. Describe group prepaid insurance plans, including basic health insurance, comprehensive major medical coverage, and disability coverage.	Have students evaluate several health care plans and choose what they would want.	CHS 3.17  NHS 2.12.10 NHS 3.12.5
11. Discuss the two major public health insurance plans.	Fill out worksheets on definitions of HMO and PPO, and medical terminology used in the hospital setting.	CHS 3.17  NHS 3.12.5



## APPENDICES

### **Summaries of Selected *Education Code* Sections**

#### ***Education Code* Section 233.5(a), principals of morality**

Teachers shall endeavor to impress upon the minds of students the principles of morality, truth, justice, citizenship, and so forth.

#### ***Education Code* Section 35294, programs for school safety and violence prevention**

California public schools should develop for kindergarten through grade twelve a comprehensive school safety plan that addresses safety concerns that are identified through a systematic planning process.

#### ***Education Code* sections 51201.5(a) and 51201.5(b), instruction on the prevention of AIDS**

School districts shall ensure that all students in grades seven through twelve receive instruction on AIDS prevention. Each student shall receive the instruction at least once in junior high or middle school and once in high school. Parent notification of such instruction is required.

#### ***Education Code* Section 51202, instruction on personal and public health and safety**

The adopted course of study shall provide, in the appropriate elementary and secondary grades, instruction on first aid, fire prevention, conservation of resources, and health, including the effects of alcohol, drugs, and so forth.

#### ***Education Code* Section 51203, instruction on alcohol, narcotics, restricted dangerous drugs, and so forth**

Instruction on the nature of alcohol, narcotics, restricted dangerous drugs, and so forth shall be provided in elementary and secondary schools. Governing boards shall adopt regulations specifying the grade levels and the courses in which such instruction is provided.

#### ***Education Code* Section 51210(f), instruction in areas of study**

The adopted course of study in grades one through six shall include health instruction, including instruction on the principles and practices of individual, family, and community health.

#### ***Education Code* Section 51220.5(c), parenting skills**

The adopted course of study for grade seven or eight shall include the equivalent content of a one-semester course in parenting education and skills so that students will acquire basic knowledge of parenting.

#### ***Education Code* Section 51229.8, in-service training on AIDS-prevention instruction**

County offices of education and school districts, through regional training, shall plan and conduct in-service training for all teachers and school employees who provide AIDS-prevention instruction.

#### ***Education Code* Section 51240, written request by parent to excuse student from family life/sex education**

A parent or guardian may request that a student be excused from family life/sex education when such instruction conflicts with religious beliefs and training.

#### ***Education Code* Section 51260, trained instructors for drug education**

Instructors in drug education, which includes the effects of the use of tobacco, alcohol, narcotics, dangerous drugs, and so forth, must be appropriately trained.

**Education Code 51261, approval and reevaluation of teacher certification programs for drug education**

The State Board of Education shall approve only those teacher certification programs for drug education that qualify under this section and shall continually reevaluate those programs.

**Education Code Section 51263, information on programs for the prevention of drug and alcohol abuse**

The California Department of Education shall make available information on model drug- and alcohol-abuse prevention education programs developed and funded by state and federal agencies.

**Education Code sections 51264(a) and 51264(d), in-service training on the prevention of gang violence and drug and alcohol abuse**

The California Department of Education shall prepare and distribute to school districts and county offices of education guidelines for incorporating into staff development plans in-service training for teachers, counselors, athletic directors, and so forth on the prevention of gang violence and drug and alcohol abuse. Each school is encouraged to develop a single plan to strengthen its efforts to prevent gang violence and drug and alcohol abuse and to include these topics in its school improvement or school safety plan.

**Education Code Section 51265, priority of in-service training on the prevention of gang violence and drug and alcohol abuse**

School districts and county offices of education should give a high priority to in-service training programs for comprehensive gang-violence and drug- and alcohol-abuse prevention education.

**Education Code Section 51266(a), curriculum for the prevention of gang violence and substance abuse**

The Office of Criminal Justice Planning and the California Department of Education shall collaborate to develop a model curriculum for the suppression of gang violence and the prevention of substance abuse for grades two, four, and six.

**Education Code Section 51266.5, model curriculum for the prevention of gang violence and substance abuse**

State agencies shall review the model curriculum for gang-violence suppression and substance-abuse prevention for grades two, four, and six and shall identify the methods by which the curriculum can be most fully implemented in rural school settings.

**Education Code Section 51268, duplication of efforts in the prevention of drug, alcohol, and tobacco abuse**

The California Department of Education shall offer to school districts and county offices of education guidance on avoiding duplication of efforts in the administration of education programs for the prevention of drug, alcohol, and tobacco abuse.

**Education Code sections 51269(a) and 51269(b), improved delivery of programs for the prevention of drug, alcohol, and tobacco abuse**

The California Department of Education shall, to the extent possible, collaborate with other state agencies that administer education programs for the prevention of drug, alcohol, and tobacco abuse to streamline and simplify funding application processes. The Department shall develop an ongoing, statewide monitoring, assessment, and data collection system to improve program planning and delivery.

***Education Code Section 51513, questions asked of students***

Parents and guardians must be notified in writing of any test, questionnaire, survey, or examination to be administered that contains questions regarding beliefs and practices in sex, family life, morality, and religion.

***Education Code Section 51550, parent notification of family life and sex education courses***

Governing boards of public schools may not require students to attend any class in which reproductive organs and their functions and processes are described, illustrated, or discussed. If such classes are offered, parents and guardians of all students must be notified in writing.

***Education Code Section 51553(a), sex education course criteria***

All classes in grades one through twelve that teach sex education and discuss sexual intercourse shall emphasize abstinence from sexual intercourse as the only protection that is 100 percent effective against unintended pregnancy, STDs, and AIDS.

***Education Code Section 51554(a), parent notification of instruction on family life, AIDS, STDs, and so forth***

Parents and guardians shall be notified in writing at the beginning of the school year (or at the time of enrollment when a student enrolls after the beginning of the school year) of any instruction on family life, AIDS, STDs, and so forth that will be delivered by an outside organization or guest speaker brought in specifically to provide that instruction.

***Education Code Section 51555, instruction on family life, AIDS, STDs, and so forth in kindergarten through grade six***

School districts, county boards of education, or county superintendents of schools shall provide parents and guardians of all students' written notice that instruction on family life, AIDS, STDs, and so forth will be given. Information stating parents' and guardians' right to request copies of sections 51201.5 and 51553 (relating to AIDS-prevention instruction) shall be included in the written notice.

***Education Code Section 51880, Comprehensive Health Education Act of 1977***

An adequate health education program in the public schools is essential to continued progress and improvement in the quality of public health in California. Maximum use shall be made of existing state and federal funds in the implementation of comprehensive health education.

***Education Code Section 51881.5(b), hazardous substances***

Hazardous substances education programs in public schools are beneficial, fostering in students and understanding of their role in protecting the environment and in safeguarding themselves from the dangers posed by hazardous substances.

***Education Code Section 51890, comprehensive health education programs***

Comprehensive health education programs are defined as all educational programs offered in kindergarten through grade twelve that are designed to ensure that students will receive instruction that helps them in their decision making regarding personal, family, and community health.

***Education Code Section 51891, community participation in comprehensive health education***

The planning, implementation, and evaluation of comprehensive health education must include active community participation.

***Education Code Section 51911, evaluation of comprehensive health education programs***

Approval of district plans shall be made in accordance with rules and regulations adopted by the State board of Education.

***Education Code Section 51913, evaluation standards and criteria***

The State Board of Education shall establish standards and criteria to be used in the evaluation of plans for comprehensive health education programs submitted by school districts to the State Board for approval.

***Education Code Section 51914, cooperation of parents, community, and teachers in the development of health education programs***

Comprehensive health education programs must be developed with the active cooperation of parents, the community, and teachers in all stages of planning, approval, and implementation.

***Education Code Section 60040, adoption of instructional materials that portray diversity***

All instructional materials adopted by governing boards shall accurately portray the cultural and racial diversity of our society.

***Education Code Section 60041, adoption of instructional materials that portray humanity's place in ecological systems***

Instructional materials adopted by governing boards shall accurately portray, whenever appropriate, humanity's place in ecological systems and the necessity of protecting the environment.

***Education Code Section 60042, adoption of instructional materials that encourage responsible behaviors***

Adopted instructional materials must encourage thrift, fire prevention, and the humane treatment of animals and people.

***Education Code Section 60044, prohibited instructional materials***

No instructional materials shall be adopted that reflect adversely on people because of their race, color, creed, national origin, ancestry, sex, disability, or occupation.

**Summaries of Other Selected Legislative Code Sections**

***Government Code Section 3100, public employees as disaster service workers***

All public employees are declared to be disaster service workers for the protection of citizens' health, safety, lives, and property in the event of disasters brought about by natural, man-made, or war-caused emergencies.

***Health and Safety Code Section 11802(a), funds for alcohol-abuse prevention programs***

Funds shall be allocated to programs for alcohol-abuse prevention in schools and the community.

***Penal Code Section 11166(a), reporting of child abuse***

"Mandated reporters" (defined in Section 11165.7 to include teachers, instructional aides, classified school employees, and so forth) who know of or reasonably suspect child abuse shall report the known or suspected instance to a child protection agency immediately or as soon as is practicably possible.

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# **HEALTH EDUCATION STANDARDS**

## **HIGH SCHOOL**

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### **INTRODUCTION**

A health education program at the high school level involves students, school staff, families, and the community in working together to promote good health, prevents health problems when possible, and addresses them in a systematic way when they do occur. All students are engaged in activities that foster the development of each individual's optimal physical, mental, and emotional state of well-being, leading to healthy choices and lifelong good health. The health education standards address the four unifying ideas for health literacy found in the *Health Framework for California Public Schools*:

- Acceptance of personal responsibility
- Respect for and promotion of the health of others
- An understanding of the process of growth and development
- Informed use of health-related information, products, and services

Curriculum is woven under these unifying ideas and implemented through a meaningful, student-centered approach, providing opportunities for participation, recognition, and successful achievement.

Although many students in grades nine through twelve may seem physically mature, they are still in the process of changing from external guidance to internal direction. In addition, the illusion of immortality is common to them, and the possibility of their developing a disease or disability in the distant future may carry even less weight for them than for younger adolescents. Therefore, health education standards focus on the more immediate consequences of behavior or the imminent transition to adulthood rather than emphasizing a long-term approach. Students are receptive to information provided by trusted adults but are often overconfident about their own knowledge and coping abilities. Therefore, positive adult and peer role models are critically important at this stage.

A positive development among many students is that they are becoming aware of their influence on younger children and are taking an increasingly active role in the school and the community as concerned citizens. They are often willing participants as role models or peer advisers. By this time most students are also beginning to think about career and life options.

Many different resources were reviewed when developing the health education standards. The two primary resources which served as the foundation for this document are the *Health Framework for California Public Schools* and the *National Health Education Standards, Achieving Health Literacy*.

### **ACCEPTANCE OF PERSONAL RESPONSIBILITY**

#### **STANDARD 1:**

*High School students will understand ways in which they can enhance and maintain their own health and well-being.*

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Understanding the relationship among health habits, personal health, and the quality of life.
- Analyzing how environmental conditions affect body systems and identify how to protect themselves from potentially harmful conditions.
- Identifying the nutritional needs during the different life stages.
- Identifying food choices which can promote their health and reduce their risk for disease
  
- Exploring ways to maintain regular exercise after leaving the school setting
- Developing and practicing effective communication and coping skills

***Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:***

After learning the essentials of assertive communication, students are asked to think of someone with whom they would like to do a better job of communicating. Working in pairs, students practice communicating effectively by changing the “you-statement” included in written scenarios into “I-statement.” After practice, students will successfully create “I-statements” which can build cooperation and respect in a relationship.

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**STANDARD 2:**

*High school students will understand ways to prevent disease and speed recovery from illness.*

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***Examples of the types of work students should be able to do to meet the standard.***

- Identifying the major communicable and chronic diseases prevalent at different stages of life and explain how to prevent these diseases
- Explaining the benefits of prenatal care to a pregnant woman and her child and the importance of care after the delivery, especially for the newborn
- Recognizing the importance of self-examination
- Describing how to prevent sexually transmitted diseases
- Analyzing the symptoms of disease and communicating about one’s personal health with health-care providers
- Analyzing the influence of his or her family and cultural factors on treatment of disease

***Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:***

Students interview a physician and complete library research on the most recent discoveries of methods to prevent cancer or other diseases. They report their findings in a short presentation to their class, and summarize what they have learned in a written report.

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**STANDARD 3:**

*High School students will understand ways to reduce the risk of becoming involved in potentially dangerous situations and react to situations in ways that help to protect their health.*

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***Examples of the types of work students should be able to do to meet the standard:***

- Practicing safe behavior in and near motorized vehicles
- Describing and following rules prohibiting possession of firearms at school and in the community
- Minimizing the potential for injury when interacting with others who exhibit dangerous behavior
- Examining the influence of chemical use on driving ability, and other physical tasks and judgment
- Developing knowledge and strategies for avoiding use of alcohol, tobacco and other drugs
- Recognizing how to avoid and respond to emergencies at home, including identifying safety hazards, developing a family emergency plan, maintaining safety equipment and emergency supplies, and analyzing local emergency services.

***Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:***

Students will perform “Reader’s Theater,” where participants in a small group write a short play which is read to the class. Each group is given a topic related to alcohol abuse (recovery, children of alcoholics, signs of alcoholism, motor vehicle accidents, effects on body/mind, strategies for

avoiding use); group members brainstorm and agree on 10 facts to be incorporated into the play. The plays are written, everyone has a part, and all are presented to the class. Afterwards, the presenting group conducts a discussion with the class to ensure that all 10 facts were understood. Each student will be able to participate in their small group by providing 10 facts about the specific topic, and will demonstrate understanding of the other topics by participating in the discussions.

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## **RESPECT FOR AND PROMOTION OF THE HEALTH OF OTHERS**

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### **STANDARD 4:**

High school students will know how to play a positive, active role in promoting the health of their families.

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#### ***Examples of the types of work students should be able to do to meet the standard:***

- Recognizing the importance of family communication as he or she becomes more independent
- Understanding his or her responsibility in strengthening his or her family
- Investigating his or her transition to independent living and how it will impact the family
- Analyzing the effects of drug or alcohol abuse can have on the roles and relationships in a family

#### ***Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:***

After watching a video about a family in which there is drug or alcohol abuse, followed by a class discussion with questions and answers, students will identify the roles of members of a family in which there is drug or alcohol abuse (enabler, hero, scapegoat, mascot, lost child) and accurately describe how to go about seeking help for family members.

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### **STANDARD 5:**

High school students will know how to promote positive health practices within the school and community, including positive relationships with peers.

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#### ***Examples of the types of work students should be able to do to meet the standard:***

- Interacting effectively with a variety of people, including both males and females and members of different ethnic and cultural groups
- Identifying decision-making and problem-solving skills which enhance interpersonal relationships
- Recognizing the importance of respecting the dignity of the persons with whom they interact, including dates, and the importance of expecting that they will also be treated with respect
- Understanding the responsibility of marriage
- Examining how he or she can take responsibility for taking care of the school
- Analyzing how public health policies and laws are developed

#### ***Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:***

Students are divided into groups of males and females. Males are asked to list the advantages and disadvantages of being male; females are asked to list the advantages and disadvantages of being female. Both groups are then asked to list the advantages of being the opposite sex, to get another perspective. After the lists are presented to the class, students participate in a discussion of sexism, gender roles and how to interact effectively with the opposite sex. The student will recognize advantages and disadvantages of being either sex, will correctly define sexism, and state accurately how to interact effectively with the opposite sex.



## **AN UNDERSTANDING OF THE PROCESS OF GROWTH AND DEVELOPMENT**

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### **STANDARD 6:**

*High School students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.*

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Identifying the changes that occur during the various stages of life, including pregnancy, infancy, childhood, adolescence, young adulthood, middle age, and older adulthood.
- Analyzing how such skills as the ability to cope, adjust, make decisions, communicate feelings, make and keep friends, care for others and show concern for the community influence individuals through the various stages of life.
- Describing the reproductive process and fetal development from conception through pregnancy to birth, including the effects nutrition, prenatal care and certain substances such as alcohol or environmental hazards have on the health of the mother and developing fetus.
- Exploring death and dying as a part of the life cycle.

#### **Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After discussing the concept that a healthy lifestyle is balancing the physical, mental, emotional and social parts of our lives (body, mind, feelings and relationships), students are asked to analyze scenarios where someone is out of balance, how that might affect their well-being, and what can be done to improve the balance. Students will be able to use this concept now to look at the balance in their lives and throughout different stages in their lives to promote health.

In a lesson for pregnant and parenting teens about answering young children's questions about childbirth, students are asked to consider how they would answer their five-year-old child's question about "how a baby gets out of Mommy." As a class, all responses will be listed, and students will further consider the impact of each response (such as changing the subject, telling the child to ask someone else, using "stork" and "cabbage patch" explanations, or telling the truth). An age-appropriate discussion of accurate information will be presented. Students will recognize the drawbacks of not telling a truthful response and will demonstrate a good way of providing accurate information about childbirth to a young child.

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### **STANDARD 7:**

*High school students will understand individual differences in growth and development.*

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Understanding that individuals experience changes and stages at their own pace
- Recognizing problems and issues associated with not having a realistic body image, including steroid use, eating disorders and dieting
- Setting long-term goals for oneself as a way of focusing and guiding one's life
- Exploring the possibility of tragedy or loss in his or her life and examining coping strategies

#### **Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After study of the symptoms and treatment of eating disorders, students will pair up to write a story about someone with an eating disorder. Students will accurately describe the symptoms and treatment of the disorder in their stories.

A sample of student work which meets the standard at a proficient level is attached. This sample correctly identifies the symptoms and treatment of an eating disorder, in this case anorexia nervosa,

and includes as a part of the story an accurate description of the kind of personality, lifestyle and environment which are typical for an adolescent or young adult suffering from this disorder.

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**STANDARD 8:**

*High school students will understand their developing sexuality, and the importance of abstaining from sexual activity and treating the sexuality of others with respect.*

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*Note:* The *Education Code* requires that parents be notified before any discussion of human reproductive organs and their functions take place.

***Examples of the types of work students should be able to do to meet the standard:***

- Recognizing that abstinence is the only totally effective method of contraception
- Identifying other methods of contraception
- Identifying influences and pressures to become sexually active, and discussing responsible choices
- Exploring and analyzing the effects of social and cultural influences on human sexuality

***Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:***

In groups of four or five, students will be asked to research methods of contraception. Each student will be responsible for studying two methods, and will report the following information back to the group: who uses the contraception (male or female), what is proper use, how effective it is, what are the health risks, and does this method prevent diseases. From the information received from the members of the group, students will complete their own charts. Students will accurately identify the common methods of contraception and their effectiveness, health risks, disease prevention and proper use.

As a class, students review the reasons to choose abstinence and then brainstorm and list the kinds of pressures high school students are under to become sexually active (e.g., peer pressure, messages from the media). After discussing ways of responding to these pressures, including focusing on the consequences, learning to say no, avoiding situations that might lead to sexual

Behavior, and developing a system of support, students will break into groups to develop a class activity (role-play, poster, scenario, etc.) featuring two techniques which will enable students to respond to and resist pressures to become sexually active. Students will demonstrate the ability to correctly respond or resist pressures to become sexually active using the two techniques presented in their group or any others which have been presented in class.

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**INFORMED USE OF HEALTH-RELATED INFORMATION, PRODUCTS, AND SERVICES****STANDARD 9:**

*High school students will know how to identify products, services, and information that may be helpful or harmful to their health.*

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***Examples of the types of work students should be able to do to meet the standard:***

- Identifying what it takes to become informed health consumers
- Applying criteria for selecting health services, products, and information
- Developing strategies for identifying and combating fraudulent health products, services and information
- Analyzing the influence of advertising on the selection of health and nutrition products
- Evaluating nutrition claims

***Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:***

After gathering information at a local market or pharmacy, students will compare a national brand name health product to the same product with a store brand, such as aspirin. The information compared should include ingredients, order of ingredients on the label, amount or number in package, and cost. After a classroom discussion on the influence of advertising on selection of health products, the student will correctly analyze the effect of a national brand name on the cost of a product.