

HEALTH EDUCATION

PRIORITIZATION OF OREGON HEALTH EDUCATION STANDARDS GRADE LEVEL CURRICULUM MAP 9-12

Eugene School District 4J
200 North Monroe Street
Eugene, Oregon 97402-4295
George Russell, Superintendent

Fall 2008

HEALTH EDUCATION

The Oregon Board of Education adopted Health Education Content Standards in February 2005. A team of high school health educators reviewed the Oregon Health Education Standards document and the Oregon Department of Education grade level-mapping document in health and determined specific grade level and priority ranking within the grade level to provide a comprehensive health education program including health concepts and skills.

This document identifies the eight basic health skills that students will develop in order to make healthy decisions. In addition, this document identifies the nine major health content areas, concepts to be taught, and examples of skill based activities that may be used to teach these concepts. Resources are also listed, aligning the district adopted Michigan Model for Comprehensive Health Education curricula and other district adopted health education curricula materials with the concepts to be taught. This document will help teachers determine which concepts and skills to prioritize at the different grade levels, what materials are presently available, and what areas we need to strengthen in our curricula, as we look to the future.

The eight health skills that students will develop at each grade level are: Concepts (CC), Accessing Information (AC), Self Management (SM), Analyzing Influences (INF), Interpersonal Communication (IC), Goal Setting (GS), Decision Making (DM), and Advocacy (AV). Items in the tables that are in bold are grade level benchmarks. Priority rankings are identified in three priority areas: E (Essential skills to be taught at this grade level; I (Important skills to be taught at this grade level, spend less time than on essential skills, but still important and C (condensed skills, covered in more depth at other grade levels but will be covered very briefly or reviewed at this grade level).

Resources listed in italics are not district adopted health education curricula. They are suggested as examples of possible supplemental materials that teachers may choose to use in their instructional program. A Health Education Resource Packet, developed for the high school level, is available from the 4J print provider and provides additional resources for the classroom teacher.

HEALTH EDUCATION

Grades 9-12

HEALTH SKILLS—The study of health education prepares students to make healthy decisions and take healthy actions on matters concerning personal, family and community health. Its goal is for students to become health literate (the ability to obtain, interpret, and understand basic health information and services) and to use such information and services in health-enhancing ways.

Common Curriculum Goals—Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for health and safety issues.

Skills	9	10	11	12
Accessing Information Demonstrate ability to access valid health and safety related information. Identify and access resources at home, at school, and in the community for health and safety information.	E	E	E	E
Self-Management Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks. Demonstrate management skills to prevent unsafe situations and promote behaviors that enhance health and safety.	E	E	E	E
Analyzing Influences Demonstrate ability to analyze influences of culture, media, technology and other factors on health. Identify influences on health and well-being (e.g., culture, family, media, technology, peers, body image, emotions, and physical environment).	E	E	E	E
Interpersonal Communication Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety. Use communication skills to help self and others avoid unsafe situations and promote healthy behaviors.	E	E	E	E
Goal Setting Demonstrate ability to use goal-setting skills to enhance health and safety. Use a goal setting model to set goals that enhance health and safety	E	E	E	E
Decision Making Demonstrate ability to use decision-making skills to enhance health and safety. Use a decision making model to make positive health and safety decisions.	E	E	E	E
Advocacy Demonstrate the ability to advocate for personal, family and community health and safety. Advocate for the benefits of safe and healthy actions and environments at home, at school and in the community	E	E	E	E

Grades 9-12

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION – Acquire knowledge and skills to understand the physical, social and emotional effects of alcohol, tobacco and other drugs and their use.

Common Curriculum Goals: Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention

Alcohol, tobacco and other drug prevention concepts	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Describe health benefits of abstaining from or discontinuing tobacco and/or drug use. SKILL: GS (Set goals to avoid alcohol, tobacco and other drug use) SKILL: AV (Advocate for the benefits of abstaining from or discontinuing tobacco and/or drug use)	E		E		ETR Health Smart, Tobacco Alcohol and Other Drug Prevention, Lesson 1, pg. 4 -19.	ATOD instruction is required annually at the high school level	Michigan Model, Grade 9-12, Teen Voice Solutions to Alcohol, Tobacco, and other drugs, Lesson 4 <i>Pamphlets on Drugs and Alcohol</i>	ATOD instruction is required annually at the high school level
Describe the short-and long-term psychological, and social effects, including social, legal, economic and cosmetic consequences of alcohol, tobacco, and other drugs.	C		E		ETR Health Smart, Tobacco Alcohol and Other Drug Prevention, Lesson 1, 2, pg. 4 -19, 44-60.		Michigan Model, Grade 9-12, Teen Voice Solutions to Alcohol, Tobacco, and other drugs, lesson 3, Conduct a Investigation Health Teacher.com, Alcohol, Tobacco and other Drugs, The Consequences of Drug Use	

Alcohol, tobacco and other drug prevention concepts	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Describe the potential addictive qualities of alcohol, tobacco and other drugs. SKILL: AC (Access the appropriate resources for addiction services)	I		I		ETR Health Smart, Tobacco Alcohol and Other Drug Prevention, Lesson 1, 4 pg. 4 -19., 65-71.		Michigan Model, Grade 9-12, Teen Voice Solutions to Alcohol, Tobacco, and other drugs, Lesson 3	
Explain the dangers of secondhand smoke. SKILL: DM (Use the decision making process to stay away from secondhand smoke)	I		I		ETR Health Smart, Tobacco Alcohol and Other Drug Prevention, Lesson 1, pg. 16.		<i>Phamplets on Secondhand Smoke</i> Michigan Model, Grade 9-12, Teen Voice Solutions to Alcohol, Tobacco, and other drugs, Conduct a Investigation Michigan Model, Grade 9-12, Teens Campaign Against Tobacco, Lesson 5,6 <i>HealthTeacher.com, High School, Tobacco, No form of Tobacco is Safe</i>	

Interpret family rules, school policies, and community laws related to alcohol, tobacco and illegal drug use, possession, and sales. SKILL: IC (Communicate to others the school policies and state laws towards student's non-use of alcohol, tobacco and other drug use)	I		E		ETR Health Smart, Tobacco Alcohol and Other Drug Prevention, Lesson 3, pg 44-50. Student Rights and Responsibilities		Michigan Model, Grade 9-12, Teens Campaign Against Tobacco, Lesson 5 Michigan Model, Grade 9-12, Teen Voice Solutions to Alcohol, Tobacco, and other drugs, lesson 3 <i>4J Rules pamphlet</i>
--	----------	--	----------	--	---	--	---

Alcohol, tobacco and other drug prevention concepts	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Describe the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior. SKILL: INF (Analyze the influences and pressures teenagers face regarding issues of alcohol, tobacco and other drug use) SKILL: IC (Demonstrate refusal skills toward drinking and driving or being a passenger when the driver has been drinking)	E		E		ETR Health Smart, Violence & Injury Prevention, Lesson 4, Pg. 68-74		Teenage Health Teaching Modules, Protecting oneself and others: Tobacco, Alcohol, and other drugs Michigan Model, Grade 9-12, Teen Voice Solutions to Alcohol, Tobacco, and other drugs, lesson 3 <i>DVD: Teaching Kids about Prom Safety</i>	

and driving)								
Explain the effects of alcohol, tobacco and other drug use during pregnancy. SKILL: AV (Advocate for abstaining from alcohol, tobacco and other drugs during pregnancy)	I		E		ETR Health Smart, HIV, STD & Pregnancy Prevention, Lesson 4, pg.47-51.		Michigan Model, Grade 9-12, Teens Campaign Against Tobacco, Lesson 5 Michigan Model, Grade 9-12, Teen Voice Solutions to Alcohol, Tobacco, and other drugs, lesson 5, Conducting a Investigation	
Explain the effects of alcohol, tobacco and other drug use on athletic performance. SKILL: AV (Advocate for athletes to abstain from alcohol, tobacco and other drugs)	C		C				Michigan Model, Grade 9-12, Teens Campaign Against Tobacco, Lesson 5 Michigan Model, Grade 9-12, Teen Voice Solutions to Alcohol, Tobacco, and other drugs, lesson 5, Conducting the Investigation	
Alcohol, tobacco and other drug prevention concepts	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources

<p>Identify the dangers of drug use in the workplace. SKILL: AC (Access information about drug testing in the workplace)</p>	I		I	<p>ETR Health Smart, Tobacco Alcohol and Other Drug Prevention, Lesson 3, pg. 56-59.</p>		<p>Michigan Model, Grade 9-12, Teens Campaign Against Tobacco, Lesson 5 Michigan Model, Grade 9-12, Teen Voice Solutions to Alcohol, Tobacco, and other drugs, lesson 3 Conducting a Investigation</p>	
---	----------	--	----------	--	--	--	--

Grades 9-12

PREVENTION AND CONTROL OF DISEASE – Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease.

Common Curriculum Goals: Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.

Prevention and control of disease concepts	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Describe strategies for preventing communicable diseases and early detection of non-communicable diseases. SKILL: GS (Set a goal to practice strategies for preventing communicable and non-communicable diseases)	E		E		ETR Health Smart, HIV, STD & Pregnancy Prevention Lesson 3,4, pg. 34- 65 HIV instruction is required twice at high school level HGD/HIV Lessons 23, 24 <i>HHIV Speaker, HIV Alliance</i>		4J Human Growth and Development/HIV Education, Session Lesson 23, 24, pgs 60-80 Teenage Health Teaching Modules, Respecting Healthy Sexuality, Session 1 pgs. 168-178 Michigan Model, Healthy an Responsible Relationships, Lesson 1, pg. 1-9 Preventing Aids, Session 2, HS 47	

Understand how public health policies and government regulations influence health promotion and disease prevention. SKILL: INF (Analyze how public health policies and regulations influence health promotion and disease prevention)	I		I				Preventing Aids, Session 5, HS-57 Teenage Health Teaching Modules, Respecting Healthy Sexuality, Session 1, pgs. 44-77 Michigan Model, Healthy an Responsible Relationships, Lesson 9, pg.167-178	
Describe the chain of infection.	C		I				Preventing Aids, Session 1, HS-1 Michigan Model, Healthy an Responsible Relationships, Lesson 5,6,7	

Prevention and control of disease concepts	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
---	----------	-----------	-----------	-----------	--------------------------	---------------------------	---------------------------	---------------------------

<p>Identify screenings, including melanoma, breast and testicular self-examinations, including pap smear HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health. SKILL: AV (Advocate to others the importance of screenings and medical examinations to maintain reproductive health)</p>	<p>E</p> <p>E</p>		<p>E</p> <p>E</p>	<p>Health Teacher.com, Personal and Consumer Health</p> <p><i>American Cancer Society</i></p>		<p><i>Planned Parenthood Guest Speaker</i> <i>Department of Education, Prevention and Disease Control Poster on Screenings</i> Michigan Model, Healthy an Responsible Relationships, Lesson 15</p>	
---	---------------------------------	--	---------------------------------	--	--	--	--

Grades 9-12

PROMOTION OF ENVIRONMENTAL HEALTH – Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society.

Common Curriculum Goals: Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.

Promotion of environmental health concepts	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
<p>Identify ways to prevent exposure to the sun, including tanning beds. SKILL: INF (Analyze influences that encourage young people to abstain from protecting oneself from the sun and influences that encourage the use of tanning beds) SKILL: IC (Communicate to others the importance in preventing exposure to UV rays and other harmful substances)</p>	E		E		Health Teacher.com, Personal and Consumer Health		Michigan Model Look Young and stay Healthy-your choice Sun Safety, What's the Big Deal? A-10, A-12, Slip! Stop!Slap!D-35 <i>Project S.A.F.E.T.Y. University of Texas M.D. Anderson Career Center</i>	
<p>Describe the impact of air and water pollution on health. SKILL: AV (Advocate for reducing one’s risk to air and water pollution)</p>	C		C				<i>Pamphlets from Department of Education on Pollution</i>	

Promotion of environmental health concepts	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Describe how physical environments affect health and well-being. SKILL: AC (Access resources at school or in the community that can help with harmful physical environments in the school setting)	E		I		ETR Health Smart, Violence and Injury Prevention, Lesson 1, pg. 16-17		Teenage Health Teaching Modules, Acting to Create a Healthy Environment	
Identify ways to reduce pollution and harmful effects to health by using alternative methods of transportation. SKILL DM (Use a decision making model to consider alternative modes of transportation)	C		C				Teenage Health Teaching Modules, Acting to Create a Healthy Environment	

Grades 9-12

PROMOTION OF HEALTHY EATING – Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases.

Common Curriculum Goals: Demonstrate self-management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.

Promotion of healthy eating concepts	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Describe dietary guidelines, food groups, nutrients and serving size for healthy eating habits. SKILL: SM (Evaluate adequacy of student diet for key nutrients and identify foods that supply the identified nutrients) SKILL: GS (Set a personal goal based on a dietary analysis to enhance health)	E		E		ETR Health Smart, Lesson 1, pg. 4 -7.		<i>Food Pyramid Poster and handouts from USDA</i> Michigan Model, Grade 9-12, Help yourself to good nutrition, Lesson 1	
Describe the impact nutrition has on chronic disease. SKILL: DM (Make a decision to eat foods that optimize health and well-being)	E		E		ETR Health Smart, Nutrition and Physical Activity, Lesson 1, pg. 4 -7		Michigan Model, Grade 9-12, Help yourself to good nutrition, Lesson 5	

Promotion of healthy eating concepts	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Describe the importance of variety and moderation in food selection and consumption. SKILL: GS (Set personal goals related to variety and moderation in food selection and consumption) SKILL: AV (Advocate for healthy food choices within the community)	E		E		ETR Health Smart, Nutrition and Physical Activity Lesson 1, pg. 4 -7		Michigan Model, Grade 9-12, Help yourself to good nutrition, Lesson 3	
Evaluate how to keep food safe through proper food purchasing, preparation and storage practices. SKILL: SM (Demonstrate safe food preparation and storage practices) SKILL: AV (Advocate for the use of proper food purchasing, preparation and storage to keep food safe)	I		I				Michigan Model, Grade 9-12, Help yourself to good nutrition, Lesson 6	

Promotion of healthy eating concepts	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Determine the benefits of healthy weight control and identify unhealthy weight control practices. SKILL: INF (Analyze the impact various influences, including environment have on eating habits and attitudes toward weight management)	E		E		ETR Health Smart, Nutrition and Physical Activity, Lesson 4, pg. 56-67 <i>FUEL Series of 4 videos, Comprehensive Health Education Foundation</i>		Michigan Model, Grade 9-12, Help yourself to good nutrition, Lesson 3 <i>FUEL Series of 4 videos, Comprehensive Health Education Foundation</i>	
Explain different signs and symptoms of addictive behaviors. SKILL: AC (Identify school and community resources for support of addictive behaviors) SKILL: IC (Identify how to communicate to a friend or relative whom you think is an addict and should get support/help)	E E E		E E E		ETR Health Smart, Nutrition and Physical Activit, Lesson 4, pg. 56-67 Health Teacher.com, Alcohol and other Drugs, Use, Misuse and Abuse		Michigan Model, Grade 9-12, Help yourself to good nutrition, Lesson 4	

Grades 9-12

PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH – Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal and intrapersonal relationships.

Common Curriculum Goals: Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health.

Promotion of mental, social and emotional health concepts.	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Explain how to build and maintain healthy family and peer relationships and analyze the qualities of a healthy relationship. SKILL: AC (Identify resources at home, school, and in the community for managing family and relationship problems) SKILL: INF (Analyze how personal, family, and cultural values influence behaviors)	E		E		ETR Health Smart, Emotional and Mental Health, Lesson4, pg.50 – 62.		Teenage Health Teaching Modules, Strengthening Relationships with family and friends, Session 1, 3, 5	

Describe qualities that contribute to positive self-image. SKILL: INF (Identify influences that contribute to positive and negative self-image) SKILL: AV (Advocate for healthy communication skills within relationships)	E		E		ETR Health Smart, Emotional and Mental Health, Lesson 2, pg. 18-25		Teenage Health Teaching Modules, Strengthening Relationships with family and friends, Session 4	
--	---	--	---	--	--	--	---	--

Promotion of mental, social and emotional health concepts.	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Classify personal stressors at home, in school and with peers. SKILL: SM (Practice strategies for managing and reducing stress, anger, and conflict) SKILL: GS (Set a goal to reduce/cope with life stressors in a health enhancing way)	E		E		ETR Health Smart, Emotional and Mental Health, Lesson 5 pg. 65-75		Teenage Health Teaching Modules, Living with feelings and handling stress, session 7	
Recognize diversity among relationships including disability, gender, race, sexuality, and body size. SKILL: AV (Advocate for respect)	I		I		ETR Health Smart, Emotional and Mental Health, Lesson 4, pg. 50-54 Human Growth and Development pg. 175-179		Michigan Model, Healthy and Responsible Relationships, Lesson 3	

Describe how social environments affect health and well-being. SKILL: INF (Identify the social environments that influence health and well-being)	I		I				Michigan Model, Healthy and Responsible Relationships, Lesson 10	
---	----------	--	----------	--	--	--	--	--

Promotion of mental, social and emotional health concepts.	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Explain the causes, effects and symptoms of depression, including suicide and psychosis. SKILL: AC (Identify school and community resources that can help a person who is depressed or contemplating suicide)	E		E		ETR Health Smart, Emotional and Mental Health, Lesson 3, pg. 38-34		Teenage Health Teaching Modules, Living with Feelings and Handling Stress, Session 6 Suicide Prevention (**will receive later) <i>Healthteacher.com, The relationship between depression and suicide</i>	
Explain disordered eating habits and symptoms. SKILL: INF (Identify how food choices are	I		E		ETR Health Smart, Nutrition and Physical Activity, Lesson		Michigan Model, Help yourself to Good Nutrition, lesson 4	

influenced by culture, family, media, technology, peers, body image and emotions)					4, pg. 56-67.		
---	--	--	--	--	---------------	--	--

Grades 9-12

PROMOTION OF PHYSICAL ACTIVITY –Acquire knowledge and skills to understand the role of physical activity has in promoting health.

Common Curriculum Goals: Demonstrate accessing information skills while understanding the components of physical activity.

Promotion of physical activity concepts.	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Describe physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease. SKILL: AC (Access the recommended amount and types of physical activity for adolescents)	E		E		ETR Health Smart, Nutrition and Physical Activity, Lesson 1, pg. 19-26		Michigan Model 9-12, Physical Activity Module Teenage Health Teaching Module, Preventing Injury Session 2, pg 32	
Describe appropriate use of safety equipment and procedures for physical activity. SKILL: AV (Advocate to peers for the use of safety equipment during physical activity)	C		C		P.E . Class		Michigan Model 9-12, Physical Activity Module	

Describe the role of lifelong fitness activity in maintaining personal fitness, blood pressure, weight and percentage of body fat. SKILL: SM (Keep a physical activity log and evaluate the results)	I		E		ETR Health Smart, Nutrition and Physical Activity, Lesson 1, pg. 19-26		Michigan Model 9-12, Physical Activity Module	
Promotion of physical activity concepts.	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Identify the dangers and legal issues related to using performance-enhancing drugs. SKILL: DM (Use the decision making process to refuse and avoid the use of performance enhancing drugs)	I		C		Health Teacher.com		Michigan Model 9-12, Physical Activity Module	

Grades 9-12

PROMOTION OF SEXUAL HEALTH – Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health.

Common Curriculum Goals: Demonstrate accessing information, interpersonal communication and decision making skills while understanding the components of sexual health

Promotion of sexual health concepts	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Describe physical, social and emotional changes during the transition from adolescence to adulthood.	I		I				4J Human Growth and Development/HIV ERT, Health Smart, High School Education Associates	
Understand the menstrual cycle and its relationship to conception and pregnancy.	I		I		ETR Health Smart, Lesson 1, pg. 9-13		Teenage Health Teaching Modules, Growing into Healthy Sexuality, Session 1-3 (6-8 grade)	
Understand how conception occurs, the stages of pregnancy, and responsibility of parenting. SKILL: AC (Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy)	I		E		Human Growth and Development/ HIV Education, pg. 179-187.		Teenage Health Teaching Modules, Growing into Healthy Sexuality, Sessions 1-3, (6-8 grade) HealthTeacher.com. Family Health and Sexuality	

Promotion of sexual health concepts	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
<p>Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy.</p> <p>SKILL: (Effectively communicate the decisions and behaviors of family, peers and others that promote healthy sexual behaviors)</p> <p>SKILL: DM (Use the decision making process to make healthy choices around sexual health)</p>	E		E		<p>ETR Health Smart, Lesson 2, pg. 18 – 27.</p> <p>Health Teacher.com, Family and Sexual Health, Preventing HIV, Pregnancy</p>		<p><i>Video: Abstinence: Deciding to Wait, Alfred Higgins Production</i></p> <p>Michigan Model for Health, Healthy Responsible Relationships, Lesson 4, pg. 47-60</p>	
<p>Describe contraceptive methods, disease reduction measures, proper use, and their effectiveness.</p> <p>SKILL: AC (Compare the effectiveness for a variety of contraceptives, including abstinence and disease reduction)</p> <p>SKILL: GS (Develop short and long term goals that will maintain sexual health and avoid unintended pregnancy and STD's)</p>	E		E		<p>ETR Health Smart, HIV, STD & Pregnancy Prevention, Lesson 2,3,4, pg. 24-59</p>		<p>Teenage Health Teaching Modules, Respecting Healthy Sexuality</p> <p>Michigan Model for Health, Healthy Responsible Relationships, Lesson 15, pg. 275-293</p> <p><i>Planned Parenthood Guest Speaker</i></p>	
Promotion of sexual health	9	10	11	12	Grade 9	Grade 10	Grade 11	Grade 12

concepts				Resources	Resources	Resources	Resources
Recognize possible short and long-term consequences of sexual activity, including increased risk with multiple partners. SKILL: INF (Describe the relationship between peer pressure, media influences and sexual decision-making)	E		E	ETR Health Smart, HIV, STD & Pregnancy Prevention, Lesson 2,3, pg. 24-47		Michigan Model for Health, Healthy Responsible Relationships, Lesson 13, 14, 15,	
Understand gender roles and sexual orientation within healthy sexuality. SKILL: IC (Demonstrate effective communication skills within healthy dating relationships)	I		I	ETR Health Smart, HIV, STD & Pregnancy Prevention, Lesson 1 pg. 18-24 Human Growth and Development, pg. 175-179		Michigan Model for Health, Healthy Responsible Relationships, Lesson 3 Teenage Health Teaching Modules, Respecting Healthy Sexuality	
Describe the impact of alcohol and other drug use on sexual decision-making. SKILL: INF (Describe how alcohol and other drugs can affect decision-making and influence sexual risk taking)	E		I	HealthTeacher.com, Alcohol and Other Drugs, All Choices have Consequences		Teenage Health Module, Protecting Oneself and Others Session 12 Teenage Health Module, Preventing Injury, Session 6	

Grades 9-12

UNINTENTIONAL INJURY PREVENTION – Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury.

Common Curriculum Goals: Demonstrate accessing information, self-management, interpersonal communication, goal setting and decision making skills while understanding the components of injury prevention.

Unintentional injury prevention concepts.	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Identify ways to prevent fires and reduce risk of injuries in case of fire. SKILL: AC (Access information on hazardous materials in your community and what emergency procedures would be followed during a hazardous materials spill that resulted in a fire or explosion) SKILL: INF (Analyze the history and development of the uniform fire code and how the code regulates how buildings are being engineered to protect property and save lives from fire) SKILL: DM (Use the decision making process to develop a plan on how to reduce risk in wildland/urban interfacing areas around our home)	C		C		ETR Health Smart, Violence and Injury Prevention, Lesson 1, pg. 5-21		Teenage Health Teaching Modules, Preventing Injuries, Session 3	

and in your community)								
------------------------	--	--	--	--	--	--	--	--

Unintentional injury prevention concepts.	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Describe ways to reduce risk of injuries in and around water. SKILL: AV (Advocate for safe alternatives to risky situations in and around water)	C		C		ETR Health Smart, Violence and Injury Prevention, Lesson 1, pg. 5-21		Michigan Model for Comprehensive Health Education, Physical Activity Module Teenage Health Teaching Modules, Preventing Injuries, Session 3	
Describe ways to reduce risk of injuries while traveling to and from school and in the community, including reckless driving. SKILL: SM (Demonstrate personal responsibility to follow safety-related laws) SKILL: DM (Use the decision making process to use safety practices in and around motorized vehicles)	C		C		ETR Health Smart, Violence and Injury Prevention, Lesson 4, pg. 63-74		Michigan Model for Comprehensive Health Education, Physical Activity Module Teenage Health Teaching Modules, Preventing Injuries, Session 3	

Describe ways to reduce risk of injuries during sports/recreational participants. SKILL: INF (Examine the role of extreme risk taking actions in the media and its possible effects on behavior) SKILL: GS (Set a goal to wear appropriate safety equipment properly during sports and physical activity, even when peers may not)	C		C				Teenage Health Teaching Modules, Preventing Injuries, Session 3, 4, 9 Health Smart High School: Violence and Injury Prevention	
Unintentional injury prevention concepts.	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding. SKILL: SM (Demonstrate procedures to get help in emergency situations and to stabilize injury situations until help arrives)	I		I		<i>RedCross.org store, first aid and CPR preparedness and quick reference guide HealthTeacher.com, physical activity</i>		<i>RedCross.org store, first aid and CPR preparedness and quick reference guide HealthTeacher.com, physical activity</i>	
Identify ways to prevent situations that might harm vision and hearing. SKILL: AV (Advocate for hearing and vision safety and protection)	C		C		<i>OSHA, www.osha.gov, eye safety</i>		<i>OSHA, www.osha.gov, eye safety</i>	
Describe rules and laws intended to prevent injuries. SKILL: SM (Demonstrate personal	C		C		<i>OSHA, www.osha.gov, regulation</i>		<i>OSHA, www.osha.gov, regulation</i>	

responsibility to follow safety-related laws)							
Describe methods for avoiding, responding to and recovering from climate-related physical conditions. SKILL: AV (Advocate for protections from climate-related physical conditions)	C		C		<i>American Red Cross, disaster services</i>		<i>American Red Cross, disaster services</i>

Unintentional injury prevention concepts.	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Examine the impact of alcohol, tobacco and other drug use on unintentional injury. SKILL: GS (Set a personal goal to avoid driving or riding in a vehicle when the driver is under the influence of alcohol or other drugs)	E E		E E		ETR Health Smart, Violence and Injury Prevention, Lesson 4, pg. 68-74		Teenage Health Teaching Modules, Preventing, “It Was the Alcohol”	
Identify ways to reduce risk of work-related injuries including the examination of OSHA laws. SKILL: AC (Become familiar with OSHA laws) SKILL: SM (Demonstrate ways to reduce risk	C		C		<u>OSHA, www.osha.gov</u> , <i>regulation</i>		<u>OSHA, www.osha.gov</u> , <i>regulation</i>	

of work-related injuries)								
---------------------------	--	--	--	--	--	--	--	--

Grades 9-12

VIOLENCE AND SUICIDE PREVENTION – Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors.

Common Curriculum Goals: Demonstrate self-management, analyzing influences and advocacy skills while understanding individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.

Violence and suicide prevention concepts	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Describe pro-social behaviors and explain how they may prevent violence (e.g., helping others, being respectful of others, cooperation, consideration). SKILL: SM	E		E		ETR Health Smart, Emotional and Social Health, Lesson pg. 50 -62		<i>Violence Prevention, curriculum for Adolescents, Session 5,6</i> Teenage Health Teaching Module,	

(Demonstrate the ability to take the perspective of others in a conflict situation) SKILL IC (Demonstrate pro-social communication skills)							Violence Prevention, Session 4	
Examine how violence, aggression, bullying and harassment effects health and safety. SKILL: AV (Design an advocacy campaign for preventing violence, aggression, bullying and harassment)	I		I		ETR Health Smart, Violence and Injury Prevention, Lesson 1, 2, pg. 4-9, 26-24		<i>Video Bang Bang your Dead</i> Teenage Health Teaching Module, Violence Prevention, Session 7	

Violence and suicide prevention concepts	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Understand the role problem solving, anger management and impulse control have on preventing violence. SKILL: IC (Demonstrate the steps of problem solving, anger management and impulse control)	I		E		ETR Health Smart, Violence and Injury Prevention, Lesson 3, pg. 57		Teenage Health Teaching Module, Violence Prevention, Session 2, 7, 9	
Understand how witnesses and bystanders can help prevent violence by reporting dangerous situations.	I		I				Teenage Health Teaching Module, Violence Prevention, Session	

SKILL: INF (Describe how, where and when to report dangerous situations (e.g., sexual assault, racial harassment, dating violence, sexual harassment, family violence, child abuse and suicide))						8		
Describe the relationship between alcohol and other drug use on violence, including suicide and sexual assault. SKILL: SM (Describe how alcohol, and other drug use can affect decision-making and influence violence)	E		I		ETR Health Smart, Violence and Injury Prevention, Lesson 1, pg. 5-10		Teenage Health Teaching Module, Preventing Injuries, Session 6	
Violence and suicide prevention concepts	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Identify the warning signs of suicide and describe what to do if someone seems depressed or is considering suicide. SKILL: AC (Describe what to do if someone seems depressed or is considering suicide)	E		I		Healthteacher.com, Mental & Emotional Health, Facts about Mental Health		Teenage Health Teaching Module, Living with Feelings and Handling Stress, Healthteacher.com, injury prevention, suicide prevention	

Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes. SKILL: AV (Advocate for the promotion of respect and empathy for individual differences)	E		E		Health Teacher.com, Family and Sexual Health, Respect in Relationships		Violence Prevention, curriculum for Adolescents, Session 2	
	E		E					
Understand federal, state and local laws intended to prevent violence. SKILL: AC (Identify public and private violence prevention resources) SKILL: DM (Use the decision making process to comply with federal, state and local laws intended to prevent violence)	C		I				Teenage Health Teaching Module, Violence Prevention	

Violence and suicide prevention concepts	9	10	11	12	Grade 9 Resources	Grade 10 Resources	Grade 11 Resources	Grade 12 Resources
Identify that media contains violent messages. SKILL: IC (Differentiate between pro-social and anti-social words and actions)	I		I		Health Teacher.com		Teenage Health Teaching Module, Violence Prevention	