

Health Education 4990

Description This course will cover the required areas of health instruction with the focus on developing health literacy. Students will learn to develop health skills by applying various content domains: *Nutritional and Physical Activity, Growth, Development, and Sexual Health, Injury Prevention and Safety, Alcohol, Tobacco and Other Drugs, Mental, Emotional and Social Health, and Personal and Community Health*. This course meets the .5 credit health requirement for graduation.

Credits .5

Textbooks NA

Required Assessments

Board Approved July, 2001

Revised June, 2017

AASD Health Goals for K-12 Students

- *Students will comprehend concepts related to health promotion and disease prevention to enhance health.*
- *Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*
- *Students will demonstrate the ability to access valid health information and products and services to enhance health.*
- *Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.*
- *Students will demonstrate the ability to use decision-making skills to enhance health.*
- *Students will demonstrate the ability to use goal-setting skills to enhance health.*
- *Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*
- *Students will demonstrate the ability to advocate for personal, family, and community health.*

AASD Health Standards

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| I. Analyzing Influences | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |
| II. Accessing Valid Information | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |
| III. Interpersonal Communication | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |
| IV. Decision Making | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |
| V. Goal Setting | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |

VI. Self-Management

Core Content Domains:

- A. Nutritional and Physical Activity
- B. Growth, Development, and Sexual Health
- C. Injury Prevention and Safety
- D. Alcohol, Tobacco and Other Drugs
- E. Mental, Emotional and Social Health
- F. Personal and Community Health

VII. Advocacy

Core Content Domains:

- A. Nutritional and Physical Activity
- B. Growth, Development, and Sexual Health
- C. Injury Prevention and Safety
- D. Alcohol, Tobacco and Other Drugs
- E. Mental, Emotional and Social Health
- F. Personal and Community Health

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>1. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>A1. Evaluate internal and external influences that affect food choices</p> <p>A2. Assess personal barriers to healthy eating and physical activity</p> <p>A3. Distinguish between facts and myths regarding nutrition practices, products, and physical performance</p> <p>A4. Analyze the impact of nutritional choices on future reproductive and prenatal health</p> <p>A5. Analyze the impact of various influence, including the environment, on eating habits and attitudes toward weight management</p> <p>A6. Analyze internal and external influences that affect physical activity</p> <p>A7. Analyze the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis</p> <p>A8. Evaluate the prevalence, causes, and long-term consequences of unhealthy eating</p> <p>A9. Analyze the relationship between physical activity and overall health</p> <p>B1. Determine personal, family, school and community factors that can help reduce the risk of engaging in sexual activity</p> <p>B2. Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences</p> <p>B3. Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers</p> <p>B4. Assess situations that could lead to pressure for sexual activity and the risk of HIV, other STDs and pregnancy</p> <p>B5. Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.</p> <p>C1. Analyze the influence of alcohol and other drug use on personal, family, and community safety</p> <p>C2. Explain how a person's behavior when traveling as a passenger in a vehicle influences the behavior of others</p>	<p>Unit Assessment</p>

	<ul style="list-style-type: none"> C3. Can put in data on dangerous trends for teens (gangs, cyber bullying etc.) C4. Examine ways that injuries are caused while traveling to and from school and in the community C5. Evaluate the risks, responsibilities, and common causes associated with teen driving and auto accidents C6. Assess characteristics of harmful or abusive relationships D1. Evaluate strategies for managing the impact of internal and external influences on ATOD D2. Analyze the role of individual, family, community, and cultural norms on the use of ATOD D3. Describe financial, political, social, and legal influences on the use of ATOD D4. Analyze the connection between alcohol and tobacco use and the risk of oral cancer D5. Analyze the consequences of binge drinking and its relationship to cancer; to liver, pancreatic, and cardiovascular diseases, neurological disorders, and reproductive system disorders D6. Explain the impact of ATOD on vehicle crashes, injuries, violence, and risky sexual behavior E1. Analyze the internal and external issues related to seeking mental health assistance E2. Describe how social environments affect health and well being F1. Discuss influences that affect positive health practices F2. Evaluate influences on the selection of personal health care products and services F3. Evaluate the benefits of informed health choices F4. Analyze how environmental conditions affect personal and community health F5. Evaluate the need for rest, sleep, and exercise F6. Investigate the causes and symptoms 	
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health</p>		

<p>2. Students will demonstrate the ability to access valid health information and products and services to enhance health.</p>	<p>Performance will be satisfactory when the student is able to:</p> <ul style="list-style-type: none"> A1. Access sources of accurate information about safe and healthy weight management A2. Describe internal and external influences that affect physical activity A3. Evaluate the accuracy of claims about food and dietary supplements A4. Describe how to use nutrition information on food labels to compare products A5. Describe community programs and services that help people gain access to affordable, healthy foods A6. Research and discuss the practical use of current research based guidelines for a nutritional balanced diet A7. Analyze the harmful effects of using diet pills and steroids A8. Identify the causes, symptoms, and harmful effects of eating disorders B1. Analyze the validity of health information, products, and services related to reproductive and sexual health B2. Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care B3. Compare the success and failure rates of FDA – approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy B4. Evaluate laws related to sexual involvement with minors B5. Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation B6. Describe physical, social, and emotional changes associated with being a young adult B7. Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting B8. Explain the different processes for the varying types of adoption, as well as local adoption agencies B9. Summarize fertilization, fetal development, and childbirth B10. Explain responsible prenatal and perinatal care and parenting, including Safe Haven Law B11. Describe the short and long-term effects of HIV, AIDS, and other STDs B12. Analyze STDs rates among teens, locally and nationally 	<p>Unit Assessment</p>
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	<ul style="list-style-type: none"> C1. Analyze sources of information and services concerning safety and violence prevention C2. Analyze community resources for safety and violence prevention C3. Describe rules and laws intended to prevent injuries: Shaken Baby Syndrome C4. Discuss the laws regarding bullying, sexual violence, and sexual harassment D1. Access information, products, and services related to the use of ATOD D2. Evaluate prevention, intervention, and treatment resources and programs concerning ATOD D3. Evaluate the impact of ATOD on brain chemistry, brain function, and behavior D4. Describe the use and abuse of prescription and nonprescription medicines and illegal substances D5. Analyze the consequence for the mother and child of using ATOD during pregnancy, including fetal alcohol spectrum disorders and other birth defects E1. Access school and community resources to help with mental, emotional, and social health concerns E2. Evaluate the benefits of professional services for people with mental, emotional, or social health conditions E3. Identify and Analyze signs of depression, potential suicide, and other self-destructive behaviors E4. Identify warning signs for suicide E5. Identify grief and loss F1. Access valid information about personal health products And services available in the community F2. Access valid information about common diseases F3. Evaluate current research about the health consequences of poor environmental conditions F4. Assess ways to be a responsible consumer of health products and services F5. Identify symptoms that should prompt individuals to seek health care F6. Identify types of pathogens that cause disease F7. Describe the dangers of exposure to ultraviolet light, lead, asbestos, pesticides, and unclean air, and water – discuss 	
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	<p>strategies to avoid exposure</p> <p>F8. Examine common types and symptoms of cancer</p> <p>F9. Examine ways to prevent and manage asthma</p>	
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health</p>		
<p>3. Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>A1. Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community</p> <p>A2. Practice how to refuse less-nutritious foods in social settings</p> <p>A3. Discuss how to help someone with an eating disorder and how to get them professional help</p> <p>B1. Analyze how interpersonal communication affects relationships</p> <p>B2. Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STD's, and pregnancy</p> <p>B3. Demonstrate effective communication skills within healthy dating relationship</p> <p>B4. Practice effective communication with parents, guardians, health care providers by discussing issues related to reproductive and sexual health</p> <p>C1. Demonstrate effective negotiation skills for avoiding dangerous and risky situations</p> <p>C2. Use effective communication skills for preventing and reporting sexual assault and molestation</p> <p>C3. Demonstrate how to get out of potentially harmful or abusive relationships, including dangerous dating situations</p> <p>C4. Explain the effects of violence on individual, families, and communities</p> <p>D1. Demonstrate assertive communication skills to resist pressure to use ATOD</p> <p>D2. Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using ATOD</p>	<p>Unit Assessment</p>

	<ul style="list-style-type: none"> D3. Clarify myths regarding the scope of ATOD among adolescents D1. Seek help from trusted adults for oneself or a friend with an emotional or social health problem E2. Discuss healthy ways to respond when you or someone you know is grieving E3. Describe the benefits of having positive relationships with trusted adults E4. Analyze the qualities of healthy peer and family relationships E5. Describe healthy ways to express caring, friendship, affection, and love F1. Use effective communication skills to ask for assistance from parents, guardians, and medical or dental health care professionals to enhance health 	
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health</p>		
Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>4. Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Performance will be satisfactory when the student is able to:</p> <ul style="list-style-type: none"> A1. Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy, and health status A2. Use a decision-making process to plan nutritionally adequate meals at home and away from home A3. Demonstrate how to use safe food handling procedures when preparing meals and snacks A4. Demonstrate the importance of variety and moderation in food selection and consumption through creating a meal plan B1. Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners B2. Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health B3. Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy B4. Use a decision-making process to evaluate the social, 	<p>Unit Assessment</p>

	<p>emotional, physical, and economic effects of teen pregnancy on the child, teen parent, the family, and society</p> <p>B5. Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation</p> <p>B6. Evaluate the benefits to parents and child when teenagers wait until adulthood to become parents</p> <p>C1. Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents</p> <p>C2. Apply a decision-making process to avoid potentially dangerous situations</p> <p>C3. Analyze the laws regarding and detrimental effects of sexual harassment</p> <p>D1. Examine barriers to making the decision to be free of ATOD</p> <p>D2. Explain healthy alternatives to ATOD</p> <p>D3. Explain the social and legal implications of using and abusing ATOD</p> <p>E1. Monitor personal stressors and assess techniques for managing them</p> <p>E2. Compare various coping mechanisms for managing stress</p> <p>E3. Analyze situations when it is important to seek help with stress, loss, and unrealistic body image, and depression</p> <p>E4. Analyze resiliency skills</p> <p>F1. Explain how decisions regarding health behaviors have consequences for oneself and others</p> <p>F2. Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume)</p>	
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health</p>		
<p>Essential Learning Objectives</p>	<p>Performance Indicators</p>	<p>Classroom Assessments</p>
<p>5. Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>A1. Assess one's personal nutritional needs and physical activity level</p> <p>A2. Develop practical solutions to removing barriers to healthy eating and physical activity</p>	<p>Unit Assessment</p>

	<p>A3. Create a physical activity plan based on current guidelines</p> <p>A4. Describe the amount and types of physical activity recommended for teenagers' overall health and for the maintenance of a healthy body weight</p> <p>A5. Create a personal nutrition plan using dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits</p> <p>A6. Evaluate various approaches to maintaining a healthy weight</p> <p>B1. Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals</p> <p>B2. Identify short and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention</p> <p>C1. Develop a plan to prevent injuries in social situations with peers</p> <p>C2. Identify ways to prevent situations that might harm vision, hearing, or dental health</p> <p>D1. Assess personal practices and behaviors related to ATOD use and formulate an effective long term plan to achieve a personal goal related to ATOD prevention</p> <p>D2. Predict how a drug-free lifestyle will support the achievement of short and long-term goals</p> <p>E1. Evaluate how preventing and managing stress and getting help from mental and social problems can help a person achieve short and long-term goals</p> <p>E2. Set a goal to reduce life stressors in a health-enhancing way</p> <p>F1. Develop a plan of preventative health management, including dental</p>	
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health</p>		
<p>Essential Learning Objectives</p>	<p>Performance Indicators</p>	<p>Classroom Assessments</p>
	<p>Performance will be satisfactory when the student is able to: A1. Select health foods and beverages in a variety of settings</p>	<p>Unit Assessments</p>

<p>6. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>A2. Critique one's personal diet for overall balance of key nutrients</p> <p>A3. Identify strategies for eating more fruits and vegetables</p> <p>A4. Describe how to take more personal responsibility for eating healthy foods</p> <p>A5. Participate in school and community activities that promote health and fitness</p> <p>A6. Distinguish between facts and myths regarding nutrition practices, products, and physical performance</p> <p>A7. Explain how proper food purchasing, preparation, and storage practices keeps food safe</p> <p>B1. Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood)</p> <p>B2. Discuss the characteristics of healthy relationships, dating, committed relationships, limited sexual partners, and marriage</p> <p>C1. Practice injury prevention during social and motor vehicle related activities</p> <p>C2. Demonstrate conflict resolution skills to avoid potentially violent situations</p> <p>C3. Describe and demonstrate procedures for emergency care and lifesaving, including CPR/AED, and first aid for bleeding</p> <p>C4. Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and bullying</p> <p>C5. Identify and analyze emergency preparedness plans for the home, the school, and the community</p> <p>C6. Discuss the ways to reduce the risk of injuries that can occur during social activities</p> <p>D1. Use effective coping strategies when faced with various social situations involving the use of ATOD</p> <p>D2. Describe the health benefits of abstaining from or discontinuing use of ATOD</p> <p>E1. Assess personal patterns of response to stress and use of resources</p> <p>E2. Practice effective coping mechanisms and strategies for managing stress</p> <p>E3. Discuss suicide-prevention strategies</p> <p>E4. Practice respect for individual differences and diverse</p>	
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	<p>backgrounds</p> <p>E5. Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for student and family involvement</p> <p>E6. Practice setting personal boundaries in a variety of situations</p> <p>E7. Describe qualities that contribute to a positive self-image</p> <p>E8. Classify personal stressors at home, in school, and with peers</p> <p>F1. Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming the barriers</p> <p>F2. Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate rest and sleep</p> <p>F3. Describe the steps involved in breast or testicular self exams</p> <p>F4. Discuss the value of actively managing personal health behaviors (e.g. getting enough sleep, performing self examinations)</p> <p>F5. Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations</p> <p>F6. Identify the importance of medical screenings necessary to maintain reproductive health</p> <p>F7. Identify symptoms that indicate a need for examination by a professional</p>	
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health</p>		
Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>7. Students will demonstrate the ability to advocate for personal, family, and community health</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>A1. Educate family and peers about choosing healthy options for snacks and meals</p> <p>A2. Educate family and peers about the physical, academic, mental, and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic</p>	<p>Unit Assessment</p>

	<p>disease</p> <p>B1. Support other in making positive and healthful choices about sexual behavior</p> <p>B2. Advocate the respect for and the dignity of persons living with HIV or AIDS</p> <p>B3. Encourage the support safe, respectful, and responsible relationships</p> <p>C1. Identify and support changes in the home, at school, and in the community that promote safety</p> <p>C2. Encourage peers to be safe in social situations</p> <p>C3. Encourage actions to promote safe driving experiences</p> <p>D1. Participate in activities in the school and community that help other individuals make positive choices regarding the use of ATOD</p> <p>D2. Present a persuasive solution to the problem of ATOD among youths</p> <p>D3. Interpret school policies and community laws related to alcohol, tobacco/nicotine, and illegal drug use, possession, and sale</p> <p>E1. Support the needs and rights of others regarding mental and social health</p> <p>E2. Promote a positive and respectful environment at school and in the community</p> <p>E3. Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation</p> <p>E4. Describe the importance of recognizing signs of disordered eating and other common mental health conditions</p> <p>E5. Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations</p> <p>F1. Support personal or consumer health issues that promote community/school wellness</p> <p>F2. Encourage societal and environmental conditions that benefit health</p>	
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health</p>		

[Seven Major Health Skills Flyer](#)