

CPR Instruction and AED Use

Johnsonville High School utilizes the CPR in Schools Training developed by the American Heart Association. The CPR in Schools Training Kit incorporates resuscitation science from the official *2015 AHA Guidelines Update for CPR and Emergency Cardiovascular Care*. The CPR in Schools Training Kit empowers students to learn the core skills of adult CPR and choking relief, as well as gain an awareness of automated external defibrillators (AEDs). Annually, all students At Johnsonville High School are engaged in the CPR in Schools Training.

Comprehensive Health Instruction

PERSONAL HEALTH (340223CW)

Credit: 1 Unit Grade Placement: 10-12

Prerequisite: Physical Education 1

This course will enable students to gain knowledge and skills about healthful living topics important to their age levels. Taught within our Physical Education Department, students are provided opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease.

FSD5 Health Scope and Sequence High School

Standard 1

The student will comprehend concepts related to health promotion to enhance health.

Essential Questions: Mental, Emotional, and Social Health

- What are qualities of a healthy friendship or dating relationship?
- What stages of grieving must a person go through to accept a loss?
- What are the signs of depression?

Sample Performance Indicators:

M-HS.1.2 Discuss the characteristics of healthy relationships.

M-HS 1.3 Discuss the stages of loss and grief.

M-HS 1.4 Analyze the signs of depression and self-destructive behaviors (including potential risks of suicide).

Sample Teaching Strategy and Activity

- Students brainstorm key characteristics necessary for long term relationships including the critical elements of caring, trust, respect, and honesty. Students use Internet, newspaper, and magazine articles to provide examples of famous people in healthy relationships.
- Students examine death and dying models that outline the stages of the grieving process. The Kubler-Ross model is a well know example. The students write a report about their experience with a recent loss, outlining the stages of grieving that they experienced in progressing to the last stage of acceptance.
- Using Internet sources, students determine the differences between mild and clinical depression.

Essential Questions: Injury Prevention and Safety

- What are some common first aid procedures?
- How can an individual reduce the risk of intentional and unintentional injuries?

Sample Performance Indicators:

I-HS.1.1 List common first aid procedures for a given scenario.

I-HS.1.5 Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways.

Sample Teaching Strategies and Activities

- Students prepare note cards describing various situations (choking, sprains, burns, and poisoning.) that require first aid. Working in small groups they discuss and list the standard first aid procedures for dealing with the situation. Use of universal precautions is included in the procedure descriptions.
- Students use a graphic organizer such as a Venn diagram or word web to distinguish differences between intentional and unintentional injuries. Class discussion includes discussion of strategies to reduce the risk of intentional and unintentional.

Essential Questions: Alcohol, Tobacco, and Other Drugs

- What are the benefits of avoiding ATOD?
- What is the impact of ATOD use and abuse on the individual, his or her family, and society? How does the cycle of ATOD addiction affect individuals and families?

Sample Performance Indicators:

D-HS.1.1 Discuss the benefits of avoiding ATOD.

D-HS.1.2 Examine the impact of ATOD use and abuse on the individual, his or her family, and society as a whole.

D-HS.1.3 Describe the cycle of ATOD addiction as it relates to individuals and families.

Sample Teaching Strategies and Activities

- Students discuss the benefits of avoiding ATOD. They create a list of positive alternatives to ATOD.
- Students design a graphic organizer to explain the cycle of addiction.

Essential Questions: Growth and Development

- What are the physical, social, and emotional changes that occur during adolescence?
- What health issues are associated with the male and female reproductive system?
- Why are regular medical and self-examinations important to reproductive health?
- What are the benefits, effectiveness, and risks of pregnancy-prevention methods?
- What is the scientific process of fertilization?
- What are the stages of fetal development and childbirth?
- How does teen pregnancy affect individuals, families, and communities?
- What are the benefits of adoption?
- What are the South Carolina laws relating to sexual conduct?
- How can abstinence strengthen a relationship?

Sample Performance Indicators:

G-HS.1.1 Describe physical, social, and emotional changes that occur during adolescence.

G-HS.1.2 Examine health issues that are specifically related to the male and female reproductive systems (for example, self-examination).

G-HS.1.3 Describe the benefits of abstinence.

- G-HS.1.4 Identify the benefits, effectiveness, and risks of pregnancy-prevention methods.
- G-HS.1.9 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.
- G-HS.1.10 Discuss responsible prenatal and perinatal care.
- G-HS.1.11 Evaluate the impact of adolescent pregnancy on individuals, families, and communities
- G-HS.1.12 Explore the benefits of adoption.
- G-HS.1.13 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct.

Sample Teaching Strategies and Activities

- Students use graphic organizer, such as a Venn diagram, to compare adolescent changes that are specific to each gender or present in both genders.
- Students use three section graphic organizers in identifying the benefits, effectiveness, and risks of pregnancy-prevention methods.
- The class creates a list of common male and female health concerns. Students select a topic of interest and prepare a research report about the health concern.
- Students write a fictional short story about domestic violence. Students share their stories the class. The class selects the three best stories and place copies in the media center or published in the school newspaper.
- Students write a “letter to the editor” to promote abstinence. Students vote on the three best and submit them to be published in the school newspaper.
- Students create a class collage with the theme “Why Abstinence is a Healthy Decision.” Students bring pictures and clip-art to attach to the collage.

Essential Questions: Personal and Community Health

- What are some ways that the environment and personal health are interrelated?
- What is the difference between risk-taking and health-promoting behaviors?
- What is the connection between personal health and access to health care, including dental care?

Sample Performance Indicators:

- P-HS.1.1 Differentiate between risk-taking and health-promoting behaviors.
- P-HS.1.4 Explain the connection between personal health and access to health care, including dental care.
- P-HS.1.5 Examine ways that the environment and personal health are interrelated.

Sample Teaching Strategies and Activities

- The teacher divides the class into small groups. Each group is assigned a topic of environmental concern such as: overpopulation, deforestation, air, noise, chemical, or water pollution. Each group researches and reports on their topic area discussing the impact on personal health. Possible solutions to the concerns are also reported.
- Students create a graphic organizer to graphically illustrate the interrelationship of personal health and the environment.
- Student groups are assigned the task of researching the purpose and function of a local, state, and federal environmental regulatory agencies. How the agencies interact and support each other is also discussed.
- Students discuss or debate if health and dental care services are accessible to all Americans. The teacher includes discussion of the weaknesses and strengths of health care in the United States.

- Using Internet sources, students make a list of reason why hospital emergency room for are used for basic health care.

Essential Questions: Personal and Community Health

- What is the relationship between nutritional intake and overall physical, social, and mental health?
- How are the federal dietary guidelines useful in planning healthy diets?

Sample Performance Indicators:

N-HS.1.1 Evaluate the relationship between his or her own nutritional intake and overall physical, social, and mental health.

N-HS.1.2 Explain how the federal dietary guidelines are useful in planning healthy diets.

Sample Teaching Strategies and Activities

- After students review federal dietary guidelines the teacher leads discussion on why and how these guidelines are useful in planning healthy diets.
- Students access a website that evaluates or tracks eating habits, such as, www.healthierus.gov or www.choosemyplate.gov. Students evaluate their normal diet and make recommendations for healthier food choice options.

Standard 2

The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Essential Question: Injury Prevention and Safety

- How do peers and the media influence the practice of safe behaviors?

Sample Performance Indicators:

I-HS.2.2 Analyze the influence of peers and the media on the way an individual operates a motor vehicle and observes safety precautions.

Sample Teaching Strategies and Activities

- The teacher assigns small groups to review television programs, movies and video games that involve cars racing, chases and other examples of reckless driving. The groups discuss document examples of positive views of dangerous road behavior.
- The school resource officer or a local sheriff is invited to class to explain the consequences of different types of motor vehicle violations.
- The teacher leads discussion related to how peers or passengers may affect a driver’s ability to operate a vehicle.

Essential Questions: Alcohol, Tobacco, and Other Drugs

- How do personal, family, economic, legal, and societal issues influence ATOD use?
- How do media messages and marketing techniques influence ATOD use?

Sample Performance Indicators:

D-HS.2.1 Analyze personal, family, economic, legal, and societal issues that influence ATOD use.

D-HS.2.2 Examine ways that media messages and marketing techniques influence ATOD use.

Sample Teaching Strategies and Activities

- Students examine the ways media messages and marketing techniques influence ATOD use by analyzing advertisements, commercials or lyrics.
- Students keep a log for three days and record each time they see advertising about ATOD use. The types of advertising are categorized into groups including the Internet, billboards, cable television, radio and magazines.
- Students conduct a survey or research the personal, family, economic, legal, and societal issues that influence people to use ATOD.
- Students explore available help groups in the community for individuals and the family of individuals who have a drug or alcohol addiction problem.

Essential Question: Growth and Development

- How do family, peers, media and other factors affect relationships?

Sample Performance Indicators:

G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.

Sample Teaching Strategy and Activity

- Students examine how views and expectations toward dating and courtship have changed historically over time and have been influenced by social reform such as gender equality.

Essential Questions: Personal and Community Health

- How do environmental factors affect community health?
- How do research and medical care influence the prevention and treatment of health problems?
- How do public health policies, government regulations, and socioeconomic effect health?

Sample Performance Indicators:

P-HS.2.3 Describe ways that environmental factors can affect the health of the community.

P-HS.2.4 Discuss ways that research and medical care influence the prevention and treatment of health problems.

P-HS.2.5 Examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention.

Sample Teaching Strategies and Activities

- The teacher presents various state and federal environmental regulations to the class. Students analyze how observing or ignoring these laws can influence the health of a community.
- Students create an informal survey with questions concerning individual decisions to choice to recycle. Survey questions should include the frequency of use of disposable razors, plastic cups and plates, foam cups and the use paper, plastic bags or reusable cloth shopping bags. Questions should include opinion about attitude change and behavior change if financial incentives were offered to recycle. Examples include, bottle return refunds, cash back for using personal cloth shopping bags and personal refillable cups. Students chart the survey results by age group and gender and present the findings to the class.
- Working in five groups, students research how current medical care and medical advances influences the prevention and treatment of the top five causes of death. Students examine newspaper, magazine, or Internet articles to support the discussion. Discussion should also include how insurance issues including pre-existing conditions, Medicaid, and Medicare impact care.
- Students identify community resources that provide low cost or can assist with health or dental care.

Essential Questions: Nutrition, and Physical Activity

- How do unhealthy eating behaviors and inactive lifestyle contribute to chronic disease?
- How does school policy influence healthy or unhealthy eating and physical activity levels?

Sample Performance Indicators:

N-HS.2.3 Debate ways that school policy can influence healthy or unhealthy eating and physical activity levels.

N-HS.2.4 Analyze ways that unhealthy eating behaviors and inactive lifestyle contribute to chronic disease.

Sample Teaching Strategies and Activities

- The student divides the class into three groups for a debate on the topic of “How can school policy influence healthy or unhealthy eating and physical activity levels?” Prior to the debate, the students identify the school or district policies regarding the use of vending machines, sale of snack foods, limitations of fats and sweets in school cafeterias, and the requirement of physical activity. They should contact the food service or cafeteria manager for guidelines the school daily food service requirements. One of the groups is required to debate in favor of having nutritional or physical activity guidelines. Another group argues against the health guidelines. The third group serves as the judges of the debate.
- Students analyze how unhealthy eating habits and inactive lifestyles contribute to influence chronic disease including the top diseases that kill Americans such as, heart disease, cancer, and strokes.

Standard 3

The student will demonstrate the ability to access valid information and products and services to enhance health.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can individual access valid information and resources to assist him or her in dealing with ATOD issues?

Performance Indicator:

D-HS.3.1 Access valid information and resources to assist him or her in dealing with ATOD issues.

Sample Teaching Strategy and Activity

- Students write an essay about how ATOD use affects an individual's thinking and decision making. Students include how a decision to use ATOD can increase the risk of violence, illegal activities or other risky behaviors.

Essential Questions: Growth and Development

- What are some local resources that promote reproductive health?
- What are local resources for victims of sexual violence or abuse?

Performance Indicators:

G-HS.3.1 Access local resources for promoting reproductive health (for example, self-examination, ob-gyn, urologist or state or county health department).

G-HS.3.2 Access local resources to help a survivor recover from sexual violence or abuse.

Sample Teaching Strategies and Activities

- Students explore local resources for promoting reproductive health. They then give a brief report on how they located the resource (phone, Internet, or in person) and a summary of the information they were able to acquire.
- Students use the Internet to find information about the symptoms and treatment of a specific health concern. The teacher provides the students with a list of approved websites that they may access from the school's computers.
- The teacher assigns students to access local resources on ways to help a survivor recover from sexual violence or abuse. Students choose various options to reveal their findings (brochure, poster, report).
- The teacher prepares a list of topics and approved websites that students may access from the school media center. Students report on a topic regarding reproductive health and determine its validity using a validity assessment test.

Essential Question: Personal and Community Health

- What are the costs and accessibility of local health care services, including dental care?

Performance Indicator:

P-HS.3.1 Analyze the cost and accessibility of local health care services, including dental care.

Sample Teaching Strategies and Activities

- Small student groups are assigned the task of locating and analyzing the cost of treatment one local health services (medical, dental, pharmaceutical, nursing home, physical therapy, and urgent care).
- Students conduct research and create a chart listing the most to least expensive local health care insurance as well as factors related to accessibility or quality of care.

Standard 4

The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Essential Question: Mental, Emotional, and Social Health

- How can you communicate to others that you have respect for them and care about them.

Performance Indicator:

M-HS.4.1 Demonstrate ways to communicate care, consideration, and respect for him- or herself and others.

Sample Teaching Strategy and Activity

- Using a list of five key people in their lives, students identify at least two reasons why they respect that person. They create a strategy for how they plan to communicate their feelings of respect and caring for that person. They might decide to do something nice for that person, or write them a special note.

Essential Question: Injury Prevention and Safety

- What are effective ways to negotiate and collaborate with others to avoid potentially harmful situations?

Performance Indicator:

I-HS.4.1 Demonstrate refusal, negotiation, and collaboration skills to enhance his or her health and to avoid potentially harmful situations (for example: ATOD use, sexual harassment, gang activity).

Sample Teaching Strategy and Activity

- Students role-play multiple use of effective negotiation, refusal and collaboration skills in removing the threat in a situation where they are attending a party where ATOD is being used.

Essential Questions: Growth and Development

- Why are effective communication skills important in relationships?
- How do refusal and negotiation skills help reduce health risk behaviors?

Performance Indicators:

- G-HS.4.1 Demonstrate effective verbal and nonverbal communication skills in peer and dating relationships.
- G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.
- G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other trustworthy adults (for example: health care providers or law enforcement officers) About sexual health and responsibilities.

Sample Teaching Strategy and Activity

- The teacher assigns each student group to the same dating situation scenario to discuss and determine which communication method: “Verbal, Non-verbal, Refusal, Resistance, and Negotiation” is most effective for the situation.

Essential Question: Nutrition, and Physical Activity

- What are some local community programs and services that help individuals gain access to affordable healthy foods?

Sample Performance Indicator:

- N-HS.3.3 Locate community programs and services that help others gain access to affordable healthy foods.

Sample Teaching Strategy and Activity

- Students select a local program (food banks, co-ops, soup kitchens, farmers’ market or ministries) to access information about how the service or program provides affordable and healthy food to people in the community.

Standard 5

The student will demonstrate the ability to use decision-making skills to enhance health.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can alcohol and/or drugs affect a person’s ability to make responsible decisions?

Performance Indicator:

- D-HS.5.1 Analyze ways that ATOD affects an individual’s thinking and decision making and therefore increases the risk of violence and other illegal activities.

Sample Teaching Strategy and Activity

- Students research the local community incidence of incarceration that results from ATOD use. They create a class graphic of the type of crime or offense committed while under the influence of ATOD. Local results are compared to national statistics.

Essential Question: Growth and Development

- How does a person decide when to take action to protect him or her-self from violence or abuse?

Performance Indicator:

G-HS.5.1 Determine when it is necessary to seek help and/or to leave an unhealthy relationship or situation.

Sample Teaching Strategy and Activity

- Working in small groups, students write a skit that demonstrates steps to take in a decision making model that are necessary to seek help or leave an unhealthy relationship or situation. Emphasis should be placed on the important first step of “a call for action”.

Essential Questions: Personal and Community Health

- When should decision-making be individual or collaborative?
- How can individuals use knowledge of body structure and function to make sound decisions related to personal health?

Performance Indicators:

P-HS.5.1 Examine barriers to healthy decision making.

P-HS.5.2 Justify when individual or collaborative decision making is appropriate.

P-HS.5.4 Utilize knowledge of body structure and function to make sound decisions related to personal health (for example, disease prevention, injury prevention, oral health).

Sample Teaching Strategies and Activities

- The teacher assigns small student groups to review the steps of decision making process. Each group chooses a decision that many teens have to consider and apply the steps of the model.
- Students write and perform a skit that demonstrates decision making when preventing injuries or diseases including oral health.

Essential Question: Nutrition, and Physical Activity

- What are strategies for making healthier restaurant food choices?

Performance Indicator:

N-HS.5.1 Distinguish healthy from unhealthy foods on a variety of restaurant menus.

Sample Teaching Strategy and Activity

- The teacher brings menus and nutritional information to class from several local restaurants or the Internet. Working in small groups, students select two meals from the menu, one popular or typical meal choice and the other with healthier options. Students compare the nutritional information to determine which meal would be the healthier choice.

Sample Assessment Strategy

- Students make a list of at least five healthy menu options guide for eating at restaurants.

Standard 6

The student will demonstrate the ability to use goal-setting skills to enhance health.

Essential Question: Alcohol, Tobacco, and Other Drugs

- In what ways can short- and long-term goals be affected by ATOD use?

Performance Indicator:

D-HS.6.1 Predict ways that short- and long-term goals can be affected by ATOD use.

Sample Teaching Strategy and Activity

- The teacher assigns at least students to groups according to identified common long-term goals (graduating from college, moving to a resort location to start a business, family with children). The students write a fictional story of how their live proceeds into the future. One story has ATOD interference at some point in the life-span and the other does not. Students discuss possible alternative outcomes from the ATOD interference story.

Essential Question: Injury Prevention and Safety

- How can you plan to avoid unsafe situations?

Performance Indicator:

I-HS.6.1 Develop a plan to avoid unsafe situations and gang involvement.

Sample Teaching Strategy and Activity

- Students develop a list of personal behavior choices that might threaten personal safety? They create a rule to follow in each situation to make the situation safer. Examples might be to always have a highway flare and small highway cones in the car in the event that your car becomes disabled on the road. Another example is to plan to never be out alone after midnight.

Essential Question: Growth and Development

- What is the importance of setting a personal health goal for the reproductive system?

Performance Indicator:

G-HS.6.1 Set a personal goal to maintain the health of his or her reproductive system.

Sample Teaching Strategies and Activities

- Students write a letter to a fictional friend who they believe is sexually active. The letters must include information about the importance of informed decision making steps, consideration of future goals, and the benefits of choosing abstinence. After students have composed their letters they share the letter in small group discussion.
- Students write a personal goal statement to maintain or improve reproductive health. Suggestions for the statement may include; performing self-examinations; practicing abstinence and seeing a health care provider regularly.
- Students write a personal goal statement to maintain reproduce health. Suggestions for the statement may include; performing self-examinations, practicing abstinence and seeing a health care provider.
- Students develop or use a health behavior contract that focuses on reproductive health.

Essential Question: Personal and Community Health

- How can you develop a for the long-range plan to stay healthy?

Performance Indicator:

P-HS.6.1 Create a long-term personal health plan that is adaptable to changing health needs based on genetics, family, history, and personal health behaviors.

Sample Teaching Strategy and Activity

- Students examine health related problems that they have had in the past ten years. They determine areas of susceptibility, such as a tendency to be accident prone when engaging in sporting events. They then determine what steps and precautions they need to take in the future to make engaging in the activity safer. An example might be to change sunscreen to a higher sun protection factor (SPF) rating to avoid sunburn in the future. Factors such as family genetics and history should be considered in determining the course of action to take.

Essential Question: Nutrition, and Physical Activity

- How can an individual set a goal to maintain a healthy diet?

Sample Performance Indicator:

N-HS.6.1 Set a goal to maintain a healthy diet (for example, limiting sugar, fat, and salt consumption).

Sample Teaching Strategy and Activity

- Students write a goal statement or health behavior contract of things they can do to maintain a healthy diet. The plan should include reasons the plan is necessary, predictions of barriers to the plan, and solutions to overcome the barriers.

Standard 7

The student will demonstrate the ability to practice health enhancing behaviors and to avoid or reduce health risks.

Essential Question: Mental, Emotional, and Social Health

- What steps can you take to maintain a positive self-concept?

Sample Performance Indicator:

M-HS.7.2 Develop strategies for maintaining a positive self-concept.

Sample Teaching Strategy and Activity

- Students make a list of their top ten talents. They make a plan to utilize one of their talents at least one time during the next ten days.
- Students outline a month long plan for a personal make-over of a habit or behavior that wish to improve. The plan should include a time line and mini-goals along the way.

Sample Assessment Strategy

- The students write a paragraph to summarize how they used their skill or skills in a positive way.

Essential Questions: Injury Prevention and Safety

- How can an individual perform appropriate first aid and other emergency procedures for a given scenario?
- What are some ways to prevent personal and family injuries?

Sample Performance Indicator:

I-HS.7.1 Perform appropriate first aid and other emergency procedures for a given scenario.

I-HS.7.2 Develop injury prevention and treatment strategies for personal and family health.

Sample Teaching Strategies and Activities

- Students practice the first steps to take in an emergency situation.
- Students perform the steps of choking procedure and rescue breathing on a mannequin.
- Students plan the procedures to follow if involved an auto accident.
- Students rehearse emergency plans for severe weather or natural disasters.
- Students create first aid kit for home or auto.

Sample Assessment Strategy

- Using Red Cross criteria and rubric, students are scored for proper technique used to treat victims who are choking or not breathing.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can an individual deal with family, peer, and cultural pressure regarding ATOD?

Performance Indicator:

D-HS.7.1 Evaluate strategies for dealing with family, peer, and cultural pressure regarding ATOD.

Sample Teaching Strategy and Activity

- Groups of students compare and contrast the 1970's Nancy Reagan "Just Say No" message and methods and the 1980's police DARE program message. Post-research results have shown both programs to have been flawed. Students report as to the reason why it is believed the programs did not work.

Essential Question: Growth and Development

- What are the best ways to avoid situations that put you at risk for sexual abuse, harassment or violence?

Performance Indicator:

G-HS.7.1 Evaluate strategies for avoiding situations that increase the risk of sexual harassment, violence, and abuse.

Sample Teaching Strategy and Activity

- The teacher discusses protective measures and warning signs of violence in dating and relationship situations. Students create a story board to illustrate warning signs of dating violence and what to do in an abusive relationship.

Essential Question: Personal and Community Health

- How can an individual practice healthy behaviors that will improve the health of others?

Performance Indicator:

P-HS.7.1 Demonstrate a variety of health practices and behaviors that will maintain or improve the health of him or herself and others.

Sample Teaching Strategy and Activity

- Students generate a list of examples of a person's choice of healthy behaviors that can impact the health of others. The students list the health benefits of the listed behavior on others. Examples of behaviors are cooking a healthy meal for the family, and obeying the speed limit and traffic signs when driving with a car full of passengers.

Essential Question: Nutrition, and Physical Activity

- How can an individual develop and implement a wellness plan that meets the federal dietary guidelines and federal physical activity guidelines for Americans?

Performance Indicator:

N-HS.7.1 Develop and implement a wellness plan that meets the federal dietary guidelines and the federal physical activity guidelines for Americans.

Sample Teaching Strategy and Activity

- Over a several week period, students create a wellness plan that emphasizes healthy eating and adequate physical activity. Internet sources such www.healthierus.gov or www.choosemyplate.gov can be used to help create the plan.

Sample Assessment Strategy

- Students write or give a summary of how they implemented the plan including a summary of what worked, what did not work, and what they did or plan to do to make healthier choices.

Standard 8

The student will demonstrate the ability to advocate for personal, family, and consumer health.

Essential Question: Injury Prevention and Safety

- How can an individual promote disaster preparedness in the home, school, and community?

Performance Indicator:

I-HS.8.1 Advocate for disaster preparedness in the home, school, and community.

Sample Teaching Strategy and Activity

- The teacher divides the class into three groups representing the home, school, and the community. Each group creates a way to promote disaster preparedness plans for their assigned area using posters, brochures and public service announcements. Projects are displayed throughout the school or community.

Essential Question: Alcohol, Tobacco, and Other Drugs

- What are some ways to encourage positive alternatives to ATOD use?

Performance Indicator:

D-HS.8.1 Examine ways to encourage positive alternatives to ATOD use.

Sample Teaching Strategy and Activity

- Working in groups, students form an anti-drug, alternative rock band. Their task is to write one song with persuasive lyrics that deal with the harmful influences and effects of one illegal drug. The bands create a colorful CD label to promote their message.
<http://www.discoveryeducation.com/teachers/free-lesson-plans/deadlyhighs.cfm>

Sample Assessment Strategy

- One rock band is selected to present and promote their message to younger grade levels of students.

Essential Question: Personal and Community Health

- What can an individual do to advocate for the promotion and protection of a healthy environment?

Performance Indicator:

P-HS.8.1 Advocate for the promotion and protection of a healthy environment.

Sample Teaching Strategies and Activities

- Students make a list of things a person can do on a regular basis to protect the environment. Ideas are shared with the class to create a list with a title such as, "Top 10 Ways to Save the Planet." The list is recreated with artwork and graphics and is distributed throughout the school and community.
- Each class adopts an "earth friendly" semester project to do at school or in the community, such as recycling, planting trees, reducing electricity consumption, or picking up trash. Local television and radio stations and the local newspaper are contacted to help promote the environmental health effort.

Essential Question: Nutrition, and Physical Activity

- What are some ways to encourage others to make healthy eating choices and to increase their level of physical activity?

Performance Indicator:

N-HS.8.1 Examine ways to encourage others to make healthy eating choices and to increase their level of physical activity.

Sample Teaching Strategies and Activities

- Students create a message, slogan, video or poster to encourage others to eat healthy and move more. The messages are displayed around the school or community.
- The students determine ways to volunteer, make donations, assist, or promote a community program that helps with the nutritional needs of others.

Resources

ATOD

Bronson, Mary H., and Merki, Don. Glencoe Health, 9th Edition, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

Friedman, David P., Stine, Curtis C., and Whalen, Shannon. Holt Lifetime Health. Austin: Holt, Rinehart and Winston, 2007. (Including the Teacher's Edition (TE) and Teacher Supplemental Materials).

Meeks, Linda, Heit, Philip, and Page, Randy. Meeks Heit Health & Wellness, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

<http://www.discoveryeducation.com/teachers/free-lesson-plans/deadly-highs.cfm>

Video Resources: Holt Lifetime Health: "Alcohol," "Tobacco," "Illegal Drugs."

Glencoe Health: "The Human Body: Brain and Nervous System"

Growth and Development

American Cancer Society resources for cancer self-examinations

Bronson, Mary H., and Merki, Don. Glencoe Health, 9th Edition, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

Friedman, David P., Stine, Curtis C., and Whalen, Shannon. Holt Lifetime Health. Austin: Holt, Rinehart and Winston, 2007. (Including the Teacher's Edition (TE) and Teacher Supplemental Materials).

Meeks, Linda, Heit, Philip, and Page, Randy. Meeks Heit Health & Wellness, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

Video Resources. Holt Lifetime Health: "Abstinence"

The Nine Month Journey* (14 minutes) Sunburst Communications, Milner-Fenwick, 1988. ISBN 0-7805-4267-3

The Miracle of Life* (60 minutes) PBS NOVA series, 2001. Video available or online www.pbs.org/wgbh/nova/miracle/program.html

Injury Prevention & Safety

Bronson, Mary H., and Merki, Don. Glencoe Health, 9th Edition, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

Friedman, David P., Stine, Curtis C., and Whalen, Shannon. Holt Lifetime Health. Austin: Holt, Rinehart and Winston, 2007. (Including the Teacher's Edition (TE) and Teacher Supplemental Materials).

Meeks, Linda, Heit, Philip, and Page, Randy. Meeks Heit Health & Wellness, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

ITV Link, Streamline SC. Available online: www.itv.scetv.org "Xpress: Safety for Students" 2 lessons, 27 minutes each. "Safe Student School Scenarios" 7 lessons, 24-28 minutes each. American Red Cross

Personal and Community Health

Bronson, Mary H., and Merki, Don. Glencoe Health, 9th Edition, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

Friedman, David P., Stine, Curtis C., and Whalen, Shannon. Holt Lifetime Health. Austin: Holt, Rinehart and Winston, 2007. (Including the Teacher's Edition (TE) and Teacher Supplemental Materials).

Meeks, Linda, Heit, Philip, and Page, Randy. Meeks Heit Health & Wellness, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

ITV Link, Streamline SC. Available online: www.itv.scetv.org "Talking Trash" 3 lessons, 15 minutes each. "Earth Day Specials" 9 lessons, 27-60 minutes each.

Nutrition & Physical Activity

Bronson, Mary H., and Merki, Don. Glencoe Health, 9th Edition, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

Friedman, David P., Stine, Curtis C., and Whalen, Shannon. Holt Lifetime Health. Austin: Holt, Rinehart and Winston, 2007. (Including the Teacher's Edition (TE) and Teacher Supplemental Materials).

Meeks, Linda, Heit, Philip, and Page, Randy. Meeks Heit Health & Wellness, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

Glencoe Health: Video Resources "Nutrition for Active Fitness" 20 minutes

ITV Link, Streamline SC. Available online: www.itv.scetv.org "Nutrition Basics: Why Food Matters." 7 lessons, 20-25 minutes each. "Eat Smart Move More SC Shorts." 6 lessons, 30 seconds each. "Daily Food Choices for Healthy Living." 22 minutes.

Websites: American Heart Association at www.americanheart.org; The American Dietetic Association at www.eatright.org ; The US Department of Agriculture at www.usda.gov or www.choosemyplate.gov ; The Executive Office of the President and the US Department of Health and Human Services at www.healthierus.gov

<http://www.cfaitc.org/foodsafety/pdf/foodsafety.pdf>

Comprehensive Health Textbook

Glencoe Health -- Edition: 9th Edition: ISBN: 978-0-07-861211-4

Reproductive Health and Pregnancy Prevention

The main objective of this embedded course is to inform students about sexual reproduction. The students learn basic anatomy of their reproductive organs, how organs work to reproduce, risks that come along with being sexually active (pregnancy, STD's, and physical/emotional problems). In addition, students learn about the physiological changes that occur in the body during puberty with an emphasis on resulting consequences of parenthood while still being in high school. This length of curriculum incorporates the equivalent of 8.5 days of instruction (4x4 Scheduling) to satisfy the 750 minutes required to satisfy the requirement.

Parent Choice: While the district thinks that everyone should take part in the Sexual Education portion of the PE curriculum, it will not be a part of the student's actual grade for the semester. The parent/guardian has the right to keep their child out of this portion of the class. If a parent wishes for his/her child to opt out from participating, a signed waiver will be required.



**Wellness &
Sexual Health**

SCOPE AND SEQUENCE

	Puberty, Anatomy, & Physiology	Pregnancy	Sexually Transmitted Diseases (STDs)	Legal Issues/ Sexual Abuse	Essential Needs, Communication Skills, & Relationships	Health Risk Behaviors Avoidance/Reduction
6th 7 th ed.	<ul style="list-style-type: none"> Reproductive terminology & anatomy Physical & emotional changes during puberty 	<ul style="list-style-type: none"> How pregnancy occurs Reasons not to have sex 	<ul style="list-style-type: none"> Definitions Sexual activity defined Most common types Modes of transmission Basic symptoms & consequences 	<ul style="list-style-type: none"> Sexual abuse awareness/ age of consent disclosure Sexual contact defined Sexual abuse prevention Sex and the Internet Sexting Protective laws Reporting abuse: barriers, resources 	<ul style="list-style-type: none"> Essential human needs: self & friends Relationship-building skills among peers Effective "no" techniques Parent-child communication Healthy ways to show affection and love 	<ul style="list-style-type: none"> CDC Youth Risk Behaviors-introduction Benefits of abstinence from health risk behaviors Influence of the media Setting goals, making a plan, and pledge card
7th 7 th ed.	<ul style="list-style-type: none"> Above topics plus Details of menstrual cycle Endocrine system Secondary sex characteristics 	<ul style="list-style-type: none"> Above topics plus Why some teens get pregnant Why some teens have sex 	<ul style="list-style-type: none"> Above topics plus Long-term health consequences 	<ul style="list-style-type: none"> Above topics plus Facts and examples of sexual harassment Legal consequences of sexual offenses Date-rape drug awareness Strategy for sexual offense prevention 	<ul style="list-style-type: none"> Essential human needs: helping hands Levels of relationships Importance of mentors Positive & negative peer pressure Refusal skills: Yes, No, Yes Communication styles Parent-child communication 	<ul style="list-style-type: none"> Above topics plus Interrelationship of risky behaviors (eating disorders/obesity, tobacco, drugs, alcohol, sex) Debunking of reasons for teen sexual activity Steps for making good decisions
8th 7 th ed.	<ul style="list-style-type: none"> Above topics plus Emotional lability -depression, suicide -resources Genetic influences 	<ul style="list-style-type: none"> Above topics plus Basic fetal development Consequences of teen pregnancy Parental responsibilities: legal, financial, & emotional 	<ul style="list-style-type: none"> Above topics plus STD facts Involvement of entire reproductive systems Prevention: abstinence, condoms, & vaccines Importance of testing 	<ul style="list-style-type: none"> Above topics plus Explanation of age of consent, misdemeanors, felonies, and their consequences Legal responsibilities of parents Pornography laws 	<ul style="list-style-type: none"> Essential human needs: self, school, & community Communication styles: verbal, body language, & appearance Characteristics of relationships: healthy, unhealthy, & dangerous Refusal skills: Yes, No, Yes Parent-child communication 	<ul style="list-style-type: none"> Above topics plus Morbidity/mortality of teens Health risk behaviors that lead to problems in adulthood Identify career goals Risk reduction: condoms & contraception
HS 4 th ed.	<ul style="list-style-type: none"> Above topics plus Pubertal variability Male/female karyotyping 	<ul style="list-style-type: none"> Above topics plus Detailed fetal development Importance of early prenatal care, nutrition, & avoiding of harmful substances 	<ul style="list-style-type: none"> Above topics plus Why adolescents are at increased risk Scientific nomenclature Testing methods Treatments 	<ul style="list-style-type: none"> Above topics plus Dating precautions Sexual set-up: Grooming 	<ul style="list-style-type: none"> Essential human needs: self, school, & community Good listening and communication skills Communication styles: assertive, aggressive, & passive Relationships: healthy, unhealthy, & dangerous Addressing difficulty of saying "no" Parent-child communication 	<ul style="list-style-type: none"> Above topics plus Depression/suicide -awareness & prevention -resources Contraceptive details Strategies for prevention and alternatives to health risk behaviors

Erin's Law

It is mandatory to teach students to tell if someone touches them inappropriately and to give the student's voice. Students are taught what parts of their bodies are private and should not be touched. Finally, students are taught that it is "against the rules" for adults to act in a sexual way with them or to use sexual words with them. The school counselor will set the stage to be sure the classroom is a safe place. Students may have never had any information to the contrary that certain touches are inappropriate and wrong for an adult to use on a child. Therefore, it is important that the school counselor establish ground rules in the beginning to be sure students understand to speak privately about these types of issues. It is recommended school counselors say this before every class: "Today we are going to discuss ways to stay safe." Tell students often: "It is NOT your fault!"

Staff: School Staff Training is provided for all school staff once per year in April as a part of Sexual Assault Month. This training includes the viewing of the information from below as well as the procedures for mandatory reporting. These points should be shared with all staff members.

Child sexual abuse is defined as the following:

- Any sexual act between an adult and a minor or between two minors when one exerts power over the other.
- Forcing or persuading a child to engage in any type of sexual act. Besides sexual contact, it also includes non-contact acts such as exhibitionism, exposure to pornography, voyeurism, and communicating in a sexual manner in person, by phone, or online.
- An agonizing and traumatic experience for its victims.
- A crime punishable by law.

Physical Signs of Sexual Abuse: Redness, rashes or swelling in the genital area, urinary tract infections or other such symptoms may be signs. Also, physical problems associated with anxiety such as chronic stomach pain or headaches may occur.

Emotional or Behavioral Signs: Emotional or behavioral signs are more common. Some of these are too perfect behavior, withdrawal, school problems and depression. Nightmares and bed-wetting in children, who have previously outgrown it, could occur again as well as acting out behaviors that are not appropriate for their age. The district's school board policy on reporting child abuse will be adhered to for all district personnel.

Disclosure: If a student discloses to you, Stay calm!!! Don't sit behind a desk. Don't cross your arms. Don't over react. Do not show anger or disappointment. Do not make any promises.

Tell the student it was very brave for them to tell you and you will need to tell someone else. Assure them it is not their fault and it took courage to tell you.

Disclosure tips: When a student discloses, adults should respond in the following manner:

- Assure the student that it is brave for him/her to tell you.
- Sit beside the student in a chair at the same level.

- Listen actively with supportive, non-threatening body language.
- Remain calm without questioning.
- Make no promises, but advise the student that you will make an appropriate report.
- Follow district policy in the manner that the interview is conducted including critical questions.
- Remind the student it is not his/her fault.

Training information: Darkness to Light: End Child Sexual Abuse
 (http://www.d2l.org/site/c.4dICIJOkGcISE/b.6035035/k.8258/Prevent_Child_Sexual_Abuse.htm#.VZIMMfIViko)

Students: Prior to beginning the informational session, a letter will be sent home to parents to notify them of the Erin's Law requirement. There is no provision under the law that allows parents to opt out.

The message the school counselor must convey:

- Everyone needs to know what to do if an adult acts in a sexual way with them or uses sexual words with them.
- It is acceptable to feel uncomfortable when discussing these issues.
- It is inappropriate to laugh or be silly in this type of discussion.
- Classroom discussions will not include what has happened or almost happened to a student or someone that a student knows.
- When a student has something personal to share, it should be done in private with someone the student trusts. This includes, but is not limited to, the teacher, the school counselor, administrator, janitor, bus driver, nurse, parent, grandparent, or other trusted adult. All inappropriate actions will be reported.
- If something inappropriate happens to a student, the student should recognize it is not his/her fault. The following verbiage is provided that may help in communicating these expectations to the students:
 - Before we begin, you need to know what my expectations are for you. We are going to learn about what do in case someone ever tries to touch you in your private parts.
 - Sometimes people feel uncomfortable when they talk about this, and it's okay to feel that way. Now, sometimes people laugh or smile or get silly when they feel uncomfortable, but we are not going to laugh or smile or be silly today. Here's why.
 - We need to make sure that everyone is able to pay attention to everything we talk about today so that all of you can know what to do if something unsafe happens.
 - I don't want you to miss any of this information because you're being silly, and I don't want any of your classmates to be in a situation where they don't know what to do because you are being silly and you are distracting them for learning how to keep safe.
 - Here's another reason: You never know if something like this has already

happened to someone in this room because people usually

- If you laugh or smile or get silly because you feel uncomfortable, it might make someone that this happened to feel like you are making fun of them, and that would be a terrible feeling for them to have, right?
- We are not going to talk about things that really happened to us, or that almost happened to us, or someone we know.
- It is important to talk about these things, but we do it privately with someone we trust. If you want to tell me something, you can tell me after class or later.

Curriculum:

<http://www.ccasa.org/wp-content/uploads/2014/01/Sexual-Harassment-Prevention-in-Schools-Curriculum-Manual.pdf>

<http://www.erinslaw.org/>