

<b>Course Title: PRIMARY SCHOOL HEALTH</b>		<b>Course Description</b>
<b>Course No.</b> N/A	<b>Grade level:</b> K-3	<b>Course Duration:</b> *One Year
<b>Text and Resources:</b> Teacher-generated activities and resources		<b>Credit Value:</b> N/A
<b>Course Content: Key Content Standards and Course Objectives</b>		
<p><b>1. Students will demonstrate ways in which they can enhance and maintain their health and well-being.</b></p> <ul style="list-style-type: none"> <li>• Good personal hygiene</li> <li>• Healthy food choices</li> <li>• Activities that promote fitness</li> <li>• Develop and use effective communication skills.</li> </ul> <p><b>2. Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.</b></p> <ul style="list-style-type: none"> <li>• Practice positive health behaviors</li> <li>• Take medicines properly</li> <li>• Recognize symptoms of common illnesses.</li> </ul> <p><b>3. Students will practice behaviors that reduce the risks of becoming involved in potentially dangerous situations.</b></p> <ul style="list-style-type: none"> <li>• Safe behavior in and around motorized vehicles.</li> <li>• Safe behavior in or near water.</li> <li>• Conflict resolution</li> <li>• Behaviors that prevent poisonings.</li> <li>• Safe behavior in recreational activities</li> <li>• Distinguish between helpful and harmful substances.</li> </ul> <p><b>4. Students understand and demonstrate how to play a positive, active role in promoting the health of his/her family, school and community.</b></p> <ul style="list-style-type: none"> <li>• Effective communication skills</li> <li>• Acceptable actions toward others</li> <li>• Follow school rules related to health</li> </ul> <p><b>5. Students understand the variety of physical, mental, emotional and social changes throughout life.</b></p> <ul style="list-style-type: none"> <li>• Describe the cycle of growth and development in humans and other animal species.</li> <li>• Understand individual differences.</li> </ul> <p><b>6. Students identify information, products, and services that may be helpful/harmful to their health.</b></p> <ul style="list-style-type: none"> <li>• Identify health care workers</li> <li>• Identify and analyze a variety of things that influence consumers.</li> </ul>		<p>This course will focus on the prevention of unhealthy behaviors and the promotion of attitudes and behaviors that can lead to lifelong health practices. It will address the four unifying ideas from the California State Frameworks on Health Education:</p> <ul style="list-style-type: none"> <li>• Acceptance of personal responsibility for lifelong health.</li> <li>• Respect for and promotion of the health of others.</li> <li>• An understanding of the process of growth and development.</li> <li>• Informed use of health-related information, products and services.</li> </ul> <p>*Open entry/open exit</p>
<b>Methods of Study</b>		<b>Evaluation of Performance Standards</b>
<ol style="list-style-type: none"> <li>1. Students will complete all activities assigned.</li> <li>2. Students will participate in discussion with other class members and/or teacher.</li> </ol>		<ol style="list-style-type: none"> <li>1. Students will complete all assignments with a minimum of 70% accuracy.</li> <li>2. The supervising teacher will be satisfied with the quality of the student's work.</li> </ol>

<p align="center"><b>Course Title: INTERMEDIATE SCHOOL HEALTH</b></p>	<p align="center"><b>Course Description</b></p>
<p><b>Course No.</b> N/A <span style="float:right"><b>Grade level:</b> 4-6</span></p> <p><b>Text and Resources:</b> Teacher-generated activities and resources</p>	<p><b>Course Duration:</b> *One Year</p> <p><b>Credit Value:</b> N/A</p>
<p align="center"><b>Course Content: Key Content Standards and Course Objectives</b></p>	
<ol style="list-style-type: none"> <li><b>1. Students will demonstrate ways in which they can enhance and maintain their health and well-being.</b> <ul style="list-style-type: none"> <li>• Good personal hygiene</li> <li>• Protective equipment/behaviors and safety rules</li> <li>• Effective communication skills.</li> <li>• Participate in a variety of physical activities</li> </ul> </li> <li><b>2. Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.</b> <ul style="list-style-type: none"> <li>• Practice positive health behaviors</li> <li>• Correctly interpret medicine instructions</li> <li>• Recognize symptoms of common illnesses.</li> </ul> </li> <li><b>3. Students will practice behaviors that reduce the risks of becoming involved in potentially dangerous situations.</b> <ul style="list-style-type: none"> <li>• Develop/use skills to avoid/resolve conflicts.</li> <li>• Danger of weapons/rules prohibiting weapons at school.</li> <li>• Avoid, recognize, and respond to negative social influences and peer pressure.</li> <li>• Identify ways to seek assistance with abuse</li> <li>• Distinguish between helpful and harmful substances.</li> <li>• Respond appropriately during emergencies.</li> </ul> </li> <li><b>4. Students understand and demonstrate how to play a positive, active role in promoting the health of his/her family, school and community.</b> <ul style="list-style-type: none"> <li>• Effective communication skills</li> <li>• Positive ways to show/express feelings</li> <li>• Follow school rules</li> <li>• Assume responsibility for taking care of the school.</li> <li>• Help support positive family interactions.</li> <li>• How to deal with negative peer pressure.</li> </ul> </li> <li><b>5. Students understand the variety of physical, mental, emotional and social changes throughout life.</b> <ul style="list-style-type: none"> <li>• Recognize the changes that occur during preadolescence.</li> <li>• Use correct terminology for body parts.</li> <li>• Understand individual differences.</li> </ul> </li> <li><b>6. Students identify information, products, and services that may be helpful/harmful to their health.</b> <ul style="list-style-type: none"> <li>• Use critical thinking skills to analyze marketing and advertising techniques.</li> <li>• Recognize helpful products and services.</li> <li>• Identify health-care workers.</li> <li>• Use valid nutrition information to make healthy food choices.</li> </ul> </li> </ol>	<p>This course will focus on the prevention of unhealthy behaviors and the promotion of attitudes and behaviors that can lead to lifelong health practices. It will address the four unifying ideas from the California State Frameworks on Health Education:</p> <ul style="list-style-type: none"> <li>• Acceptance of personal responsibility for lifelong health.</li> <li>• Respect for and promotion of the health of others.</li> <li>• An understanding of the process of growth and development.</li> <li>• Informed use of health-related information, products and services.</li> </ul> <p>*Open entry/open exit</p>
<p align="center"><b>Methods of Study</b></p>	<p align="center"><b>Evaluation of Performance Standards</b></p>
<ol style="list-style-type: none"> <li>1. Students will complete all activities assigned.</li> <li>2. Students will participate in discussion with other class members and/or teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will complete all assignments with a minimum of 70% accuracy.</li> <li>2. The supervising teacher will be satisfied with the quality of the student's work.</li> <li>3. The student must receive a minimum score of 70% on a teacher assigned final evaluation.</li> </ol>



<b>Course Title: HEALTH IA</b>	<b>Course Description</b>
<p><b>Course No.</b> 2751                      <b>Grade level:</b> 7-12</p> <p><b>Text and Resources:</b> N/A</p>	<p><b>Course Duration:</b> *One Semester</p> <p><b>Credit Value:</b> 1-5</p>
<p><b>Course Content: Key Content Standards and Course Objectives</b></p>	
<ol style="list-style-type: none"> <li><b>1. Students will demonstrate ways in which they can enhance and maintain their health and well-being.</b> <ul style="list-style-type: none"> <li>• Practice good personal hygiene</li> <li>• Use protective equipment and avoid exposure to excessive noises.</li> <li>• Analyze influences on food choices/maintain healthy eating</li> <li>• Develop emotional/mental health resiliency factors</li> <li>• Create and maintain a personal fitness plan</li> </ul> </li> <li><b>2. Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.</b> <ul style="list-style-type: none"> <li>• Practice positive health behaviors</li> <li>• Correctly interpret medicine instructions</li> <li>• Recognize symptoms of common illnesses.</li> <li>• Recognize the importance of prenatal and perinatal care.</li> </ul> </li> <li><b>3. Students will practice behaviors that reduce the risks of becoming involved in potentially dangerous situations.</b> <ul style="list-style-type: none"> <li>• Develop/use skills to avoid/resolve conflicts.</li> <li>• Danger of weapons/rules prohibiting weapons at school.</li> <li>• Use good decision-making skills in high-risk situations</li> <li>• Demonstrate knowledge of emergency procedures/situations</li> <li>• Understand environmental factors that affect health/safety.</li> <li>• Develop and use assertiveness skills to avoid exploitation</li> </ul> </li> <li><b>4. Students understand and demonstrate how to play a positive, active role in promoting the health of his/her family, school and community.</b> <ul style="list-style-type: none"> <li>• Effective communication skills</li> <li>• Positive ways to show/express feelings</li> <li>• Develop a post-graduate plan for higher education.</li> <li>• Assume responsibility for taking care of the school.</li> <li>• Help support positive family interactions.</li> </ul> </li> <li><b>5. Students understand the variety of physical, mental, emotional and social changes throughout life.</b> <ul style="list-style-type: none"> <li>• Practice behaviors that will provide the option of healthy parenting</li> <li>• Express support/compassion for others who are grieving</li> <li>• Students understand/accept individual differences in growth/development.</li> </ul> </li> <li><b>6. Students understand their developing sexuality and treat the sexuality of others with respect.</b></li> <li><b>7. Students identify information, products, and services that may be helpful/harmful to their health.</b> <ul style="list-style-type: none"> <li>• Use critical thinking skills to analyze marketing and advertising techniques.</li> <li>• Recognize helpful products and services.</li> <li>• Identify appropriate sources of health services</li> <li>• Use valid nutrition information to make healthy food choices.</li> <li>• Understand appropriate practices to maintain weight control.</li> </ul> </li> </ol>	<p>This course will focus on the prevention of unhealthy behaviors and the promotion of attitudes and behaviors that can lead to lifelong health practices. It will address the four unifying ideas from the California State Frameworks on Health Education:</p> <ul style="list-style-type: none"> <li>• Acceptance of personal responsibility for lifelong health.</li> <li>• Respect for and promotion of the health of others.</li> <li>• An understanding of the process of growth and development.</li> <li>• Informed use of health-related information, products and services.</li> </ul> <p>*Open entry/open exit</p>
<p><b>Methods of Study</b></p>	<p><b>Evaluation of Performance Standards</b></p>
<ol style="list-style-type: none"> <li>1. Students will complete all activities assigned.</li> <li>2. Students will participate in discussion with other class members and/or teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will complete all assignments with a minimum of 70% accuracy.</li> <li>2. The supervising teacher will be satisfied with the quality of the student's work.</li> <li>3. The student must receive a minimum score of 70% on a teacher assigned final evaluation.</li> </ol>

<b>Course Title: HEALTH IB</b>	<b>Course Description</b>
<p><b>Course No.</b> 2752                      <b>Grade level:</b> 7-12</p> <p><b>Text and Resources:</b> N/A</p>	<p><b>Course Duration:</b> *One Semester</p> <p><b>Credit Value:</b> 1-5</p>
<p><b>Course Content: Key Content Standards and Course Objectives</b></p>	
<ol style="list-style-type: none"> <li><b>1. Students will demonstrate ways in which they can enhance and maintain their health and well-being.</b> <ul style="list-style-type: none"> <li>• Practice good personal hygiene</li> <li>• Use protective equipment and avoid exposure to excessive noises.</li> <li>• Analyze influences on food choices/maintain healthy eating</li> <li>• Develop emotional/mental health resiliency factors</li> <li>• Create and maintain a personal fitness plan</li> </ul> </li> <li><b>2. Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.</b> <ul style="list-style-type: none"> <li>• Practice positive health behaviors</li> <li>• Correctly interpret medicine instructions</li> <li>• Recognize symptoms of common illnesses.</li> <li>• Recognize the importance of prenatal and perinatal care.</li> </ul> </li> <li><b>3. Students will practice behaviors that reduce the risks of becoming involved in potentially dangerous situations.</b> <ul style="list-style-type: none"> <li>• Develop/use skills to avoid/resolve conflicts.</li> <li>• Danger of weapons/rules prohibiting weapons at school.</li> <li>• Use good decision-making skills in high-risk situations</li> <li>• Demonstrate knowledge of emergency procedures/situations</li> <li>• Understand environmental factors that affect health/safety.</li> <li>• Develop and use assertiveness skills to avoid exploitation</li> </ul> </li> <li><b>4. Students understand and demonstrate how to play a positive, active role in promoting the health of his/her family, school and community.</b> <ul style="list-style-type: none"> <li>• Effective communication skills</li> <li>• Positive ways to show/express feelings</li> <li>• Develop a post-graduate plan for higher education.</li> <li>• Assume responsibility for taking care of the school.</li> <li>• Help support positive family interactions.</li> </ul> </li> <li><b>5. Students understand the variety of physical, mental, emotional and social changes throughout life.</b> <ul style="list-style-type: none"> <li>• Practice behaviors that will provide the option of healthy parenting</li> <li>• Express support/compassion for others who are grieving</li> <li>• Students understand/accept individual differences in growth/development.</li> </ul> </li> <li><b>6. Students understand their developing sexuality and treat the sexuality of others with respect.</b></li> <li><b>7. Students identify information, products, and services that may be helpful/harmful to their health.</b> <ul style="list-style-type: none"> <li>• Use critical thinking skills to analyze marketing and advertising techniques.</li> <li>• Recognize helpful products and services.</li> <li>• Identify appropriate sources of health services</li> <li>• Use valid nutrition information to make healthy food choices.</li> <li>• Understand appropriate practices to maintain weight control.</li> </ul> </li> </ol>	<p>This course will focus on the prevention of unhealthy behaviors and the promotion of attitudes and behaviors that can lead to lifelong health practices. It will address the four unifying ideas from the California State Frameworks on Health Education:</p> <ul style="list-style-type: none"> <li>• Acceptance of personal responsibility for lifelong health.</li> <li>• Respect for and promotion of the health of others.</li> <li>• An understanding of the process of growth and development.</li> <li>• Informed use of health-related information, products and services.</li> </ul> <p>*Open entry/open exit</p>
<p><b>Methods of Study</b></p>	<p><b>Evaluation of Performance Standards</b></p>
<ol style="list-style-type: none"> <li>1. Students will complete all activities assigned.</li> <li>2. Students will participate in discussion with other class members and/or teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will complete all assignments with a minimum of 70% accuracy.</li> <li>2. The supervising teacher will be satisfied with the quality of the student's work.</li> <li>3. The student must receive a minimum score of 70% on a teacher assigned final evaluation.</li> </ol>

<b>Course Title: HEALTH IIA</b>		<b>Course Description</b>
<b>Course No.</b> 3701	<b>Grade level:</b> 9-12	<b>Course Duration:</b> *One Semester
<b>Text and Resources:</b> <i>Decisions For Health, Book I; Steck-Vaughn</i>		<b>Credit Value:</b> 1-5
<b>Course Content: Key Content Standards and Course Objectives</b>		
<ol style="list-style-type: none"> <li><b>1. Students will demonstrate ways in which they can enhance and maintain their health and well-being.</b> <ul style="list-style-type: none"> <li>• Practice good personal hygiene</li> <li>• Use protective equipment and avoid exposure to excessive noises.</li> <li>• Analyze influences on food choices/maintain healthy eating</li> <li>• Develop emotional/mental health resiliency factors</li> <li>• Create and maintain a personal fitness plan</li> </ul> </li> <li><b>2. Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.</b> <ul style="list-style-type: none"> <li>• Practice positive health behaviors</li> <li>• Correctly interpret medicine instructions</li> <li>• Recognize symptoms of common illnesses.</li> <li>• Recognize the importance of prenatal and perinatal care.</li> </ul> </li> <li><b>3. Students will practice behaviors that reduce the risks of becoming involved in potentially dangerous situations.</b> <ul style="list-style-type: none"> <li>• Develop/use skills to avoid/resolve conflicts.</li> <li>• Danger of weapons/rules prohibiting weapons at school.</li> <li>• Use good decision-making skills in high-risk situations</li> <li>• Demonstrate knowledge of emergency procedures/situations</li> <li>• Understand environmental factors that affect health/safety.</li> <li>• Develop and use assertiveness skills to avoid exploitation</li> </ul> </li> <li><b>4. Students understand and demonstrate how to play a positive, active role in promoting the health of his/her family, school and community.</b> <ul style="list-style-type: none"> <li>• Effective communication skills</li> <li>• Positive ways to show/express feelings</li> <li>• Develop a post-graduate plan for higher education.</li> <li>• Assume responsibility for taking care of the school.</li> <li>• Help support positive family interactions.</li> </ul> </li> <li><b>5. Students understand the variety of physical, mental, emotional and social changes throughout life.</b> <ul style="list-style-type: none"> <li>• Practice behaviors that will provide the option of healthy parenting</li> <li>• Express support/compassion for others who are grieving</li> <li>• Students understand/accept individual differences in growth/development.</li> </ul> </li> <li><b>6. Students understand their developing sexuality and treat the sexuality of others with respect.</b></li> <li><b>7. Students identify information, products, and services that may be helpful/harmful to their health.</b> <ul style="list-style-type: none"> <li>• Use critical thinking skills to analyze marketing and advertising techniques.</li> <li>• Recognize helpful products and services.</li> <li>• Identify appropriate sources of health services</li> <li>• Use valid nutrition information to make healthy food choices.</li> <li>• Understand appropriate practices to maintain weight control.</li> </ul> </li> </ol>		<p>This course will focus on the prevention of unhealthy behaviors and the promotion of attitudes and behaviors that can lead to lifelong health practices. It will address the four unifying ideas from the California State Frameworks on Health Education:</p> <ul style="list-style-type: none"> <li>• Acceptance of personal responsibility for lifelong health.</li> <li>• Respect for and promotion of the health of others.</li> <li>• An understanding of the process of growth and development.</li> <li>• Informed use of health-related information, products and services.</li> </ul> <p>*Open entry/open exit</p>
<b>Methods of Study</b>		<b>Evaluation of Performance Standards</b>
<ol style="list-style-type: none"> <li>1. Students will complete all activities assigned.</li> <li>2. Students will participate in discussion with other class members and/or teacher.</li> </ol>		<ol style="list-style-type: none"> <li>1. Students will complete all assignments with a minimum of 70% accuracy.</li> <li>2. The supervising teacher will be satisfied with the quality of the student's work.</li> <li>3. The student must receive a minimum score of 70% on a teacher assigned final evaluation.</li> </ol>



<b>Course Title: HEALTH IIIA</b>	<b>Course Description</b>
<p><b>Course No.</b> 3751                      <b>Grade level:</b> 7-12</p> <p><b>Text and Resources:</b>  <i>AGS Life Skills Health</i>, Part I, AGS  <i>Teen Health II</i>, Part I; Glencoe McGraw-Hill</p>	<p><b>Course Duration:</b> *One Semester</p> <p><b>Credit Value:</b> 1-5</p>
<p align="center"><b>Course Content: Key Content Standards and Course Objectives</b></p>	<p>This course will focus on the prevention of unhealthy behaviors and the promotion of attitudes and behaviors that can lead to lifelong health practices. It will address the four unifying ideas from the California State Frameworks on Health Education:</p>
<ol style="list-style-type: none"> <li><b>1. Students will demonstrate ways in which they can enhance and maintain their health and well-being.</b> <ul style="list-style-type: none"> <li>• Practice good personal hygiene</li> <li>• Use protective equipment and avoid exposure to excessive noises.</li> <li>• Analyze influences on food choices/maintain healthy eating</li> <li>• Develop emotional/mental health resiliency factors</li> <li>• Create and maintain a personal fitness plan</li> </ul> </li> <li><b>2. Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.</b> <ul style="list-style-type: none"> <li>• Practice positive health behaviors</li> <li>• Correctly interpret medicine instructions</li> <li>• Recognize symptoms of common illnesses.</li> <li>• Recognize the importance of prenatal and perinatal care.</li> </ul> </li> <li><b>3. Students will practice behaviors that reduce the risks of becoming involved in potentially dangerous situations.</b> <ul style="list-style-type: none"> <li>• Develop/use skills to avoid/resolve conflicts.</li> <li>• Danger of weapons/rules prohibiting weapons at school.</li> <li>• Use good decision-making skills in high-risk situations</li> <li>• Demonstrate knowledge of emergency procedures/situations</li> <li>• Understand environmental factors that affect health/safety.</li> <li>• Develop and use assertiveness skills to avoid exploitation</li> </ul> </li> <li><b>4. Students understand and demonstrate how to play a positive, active role in promoting the health of his/her family, school and community.</b> <ul style="list-style-type: none"> <li>• Effective communication skills</li> <li>• Positive ways to show/express feelings</li> <li>• Develop a post-graduate plan for higher education.</li> <li>• Assume responsibility for taking care of the school.</li> <li>• Help support positive family interactions.</li> </ul> </li> <li><b>5. Students understand the variety of physical, mental, emotional and social changes throughout life.</b> <ul style="list-style-type: none"> <li>• Practice behaviors that will provide the option of healthy parenting</li> <li>• Express support/compassion for others who are grieving</li> <li>• Students understand/accept individual differences in growth/development.</li> </ul> </li> <li><b>6. Students understand their developing sexuality and treat the sexuality of others with respect.</b></li> <li><b>7. Students identify information, products, and services that may be helpful/harmful to their health.</b> <ul style="list-style-type: none"> <li>• Use critical thinking skills to analyze marketing and advertising techniques.</li> <li>• Recognize helpful products and services.</li> <li>• Identify appropriate sources of health services</li> <li>• Use valid nutrition information to make healthy food choices.</li> <li>• Understand appropriate practices to maintain weight control.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Acceptance of personal responsibility for lifelong health.</li> <li>• Respect for and promotion of the health of others.</li> <li>• An understanding of the process of growth and development.</li> <li>• Informed use of health-related information, products and services.</li> </ul> <p>*Open entry/open exit</p>
<p align="center"><b>Methods of Study</b></p>	<p align="center"><b>Evaluation of Performance Standards</b></p>
<ol style="list-style-type: none"> <li>1. Students will complete all activities assigned.</li> <li>2. Students will participate in discussion with other class members and/or teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will complete all assignments with a minimum of 70% accuracy.</li> <li>2. The supervising teacher will be satisfied with the quality of the student's work.</li> <li>3. The student must receive a minimum score of 70% on a teacher assigned final evaluation.</li> </ol>

<b>Course Title: HEALTH IIIB</b>		<b>Course Description</b>
<b>Course No.</b> 3752 <b>Grade level:</b> 7-12  <b>Text and Resources:</b> <i>AGS Life Skills Health</i> , Part II, AGS <i>Teen Health II</i> , Part II; Glencoe McGraw-Hill	<b>Course Duration:</b> *One Semester  <b>Credit Value:</b> 1-5	<p>This course will focus on the prevention of unhealthy behaviors and the promotion of attitudes and behaviors that can lead to lifelong health practices. It will address the four unifying ideas from the California State Frameworks on Health Education:</p> <ul style="list-style-type: none"> <li>• Acceptance of personal responsibility for lifelong health.</li> <li>• Respect for and promotion of the health of others.</li> <li>• An understanding of the process of growth and development.</li> <li>• Informed use of health-related information, products and services.</li> </ul>
<b>Course Content: Key Content Standards and Course Objectives</b>		
<ol style="list-style-type: none"> <li><b>Students will demonstrate ways in which they can enhance and maintain their health and well-being.</b> <ul style="list-style-type: none"> <li>• Practice good personal hygiene</li> <li>• Use protective equipment and avoid exposure to excessive noises.</li> <li>• Analyze influences on food choices/maintain healthy eating</li> <li>• Develop emotional/mental health resiliency factors</li> <li>• Create and maintain a personal fitness plan</li> </ul> </li> <li><b>Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.</b> <ul style="list-style-type: none"> <li>• Practice positive health behaviors</li> <li>• Correctly interpret medicine instructions</li> <li>• Recognize symptoms of common illnesses.</li> <li>• Recognize the importance of prenatal and perinatal care.</li> </ul> </li> <li><b>Students will practice behaviors that reduce the risks of becoming involved in potentially dangerous situations.</b> <ul style="list-style-type: none"> <li>• Develop/use skills to avoid/resolve conflicts.</li> <li>• Danger of weapons/rules prohibiting weapons at school.</li> <li>• Use good decision-making skills in high-risk situations</li> <li>• Demonstrate knowledge of emergency procedures/situations</li> <li>• Understand environmental factors that affect health/safety.</li> <li>• Develop and use assertiveness skills to avoid exploitation</li> </ul> </li> <li><b>Students understand and demonstrate how to play a positive, active role in promoting the health of his/her family, school and community.</b> <ul style="list-style-type: none"> <li>• Effective communication skills</li> <li>• Positive ways to show/express feelings</li> <li>• Develop a post-graduate plan for higher education.</li> <li>• Assume responsibility for taking care of the school.</li> <li>• Help support positive family interactions.</li> </ul> </li> <li><b>Students understand the variety of physical, mental, emotional and social changes throughout life.</b> <ul style="list-style-type: none"> <li>• Practice behaviors that will provide the option of healthy parenting</li> <li>• Express support/compassion for others who are grieving</li> <li>• Students understand/accept individual differences in growth/development.</li> </ul> </li> <li><b>Students understand their developing sexuality and treat the sexuality of others with respect.</b></li> <li><b>Students identify information, products, and services that may be helpful/harmful to their health.</b> <ul style="list-style-type: none"> <li>• Use critical thinking skills to analyze marketing and advertising techniques.</li> <li>• Recognize helpful products and services.</li> <li>• Identify appropriate sources of health services</li> <li>• Use valid nutrition information to make healthy food choices.</li> <li>• Understand appropriate practices to maintain weight control.</li> </ul> </li> </ol>		<p>*Open entry/open exit</p>
<b>Methods of Study</b>		<b>Evaluation of Performance Standards</b>
<ol style="list-style-type: none"> <li>Students will complete all activities assigned.</li> <li>Students will participate in discussion with other class members and/or teacher.</li> </ol>		<ol style="list-style-type: none"> <li>Students will complete all assignments with a minimum of 70% accuracy.</li> <li>The supervising teacher will be satisfied with the quality of the student's work.</li> <li>The student must receive a minimum score of 70% on a teacher assigned final evaluation.</li> </ol>

