

**Newport-Mesa Unified School District  
Office of Secondary Curriculum and Instruction  
High School Course of Study**

Department	Science		Course Title	Health Education		
Course Code	Q0304	Grade Level(s)	9-12	Course Length	1 Semester	
Credits/Semester	5	Required for Graduation?	Yes	Elective Credit?	No	
Prerequisites	None					
Community College Articulation?	No	Name of College	NA			
UC/CSU Articulation?	No	Name of University	NA			
Meets UC/CSU "a-g" Requirement?	No	Meets NCAA Requirement?	No	Weighted Course Credit?	No	

**Course Description**

*This course will help students learn about all aspects of health and wellness as outlined in the California Content Standards for Health Education. Students will develop an understanding and experience with maintaining good health habits and decision-making skills that promote and preserve a healthy lifestyle.*

**California Content Standards**

*There are six California Content Standards in Health Education: Nutrition 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. Each of these six standards is divided into eight components: Essential Concepts, Analyzing Influences, Accessing Valid Information, Interpersonal Communication, Decision Making, Goal Setting, Practicing Health-Enhancing Behaviors, and Health Promotion. Each of these components lists numerous topics that provide the detailed curriculum needed to fully develop the six content standards. The Newport-Mesa Unified School District Health Teachers have rearranged the order of the California Standards and re-organized the specific topics listed under each to create a meaningful experience for the students. For easy reference, the standards and topics being introduced to students are cited on the following pages using the specific numbering system found in the California Department of Education Health Standards document.*

**Evaluation**

*Student achievement will be measured using multiple assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, homework, class work, notebooks, portfolios, authentic performance assessments, and written assessments using the district's rubric. District-wide benchmark assessments will be assessed using the following chart:*

<b>Performance Standards - Benchmark Assessments</b>				
<b>Far Below Basic = F</b>	Below Basic = D	Basic = C	Proficient = B	<b>Advanced Proficient = A</b>

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<b>Unit 1</b>	<b>Length of Unit (Days / weeks / class sessions) ... 3 weeks</b>			
	<b>Key Terms</b>	<b>California Content Standards</b>	<b>Model Tasks</b>	<b>Tools &amp; Text</b>
<b>Mental, Emotional and Social Health</b>	Stress Depression Anxiety OCD Bipolar Suicide Phobias Eating disorders Grieving	<p>A. Mental disorders (1.6M)</p> <p>B. Stress management (1.9M, 5.1M, 5.2M, 7.1M, 7.2M)</p> <p>C. Signs of depression &amp; suicide (1.7M, 1.10M, 5.3M, 7.3M)</p> <p>D. Identity loss &amp; grief (1.11M, 4.2M)</p> <p>E. Positive body image (1.4M)</p> <p>F. Goal setting (6.1M, 6.2M)</p> <p>G. Decision making (7.6M)</p> <p>H. Self esteem (1.4M)</p> <p>I. The benefits of positive relationships (1.1M, 1.2M, 1.5M, 3.2M)</p> <p>J. Respect for others (1.3M, 7.4M, 8.1M, 8.3M)</p> <p>K. School &amp; community resources for help (1.8M, 2.1M, 3.1M, 4.1M, 7.5M, 8.2M)</p>	<ul style="list-style-type: none"> <li>➤ Notes from Power point presentations</li> <li>➤ Class discussions</li> <li>➤ Interacting with various community resources</li> <li>➤ Goal setting exercises</li> <li>➤ Journal writing</li> <li>➤ Scenario decision making exercises</li> <li>➤ Writing and analyzing a personal inventory of mental health traits</li> </ul>	<p>Glencoe Health textbook</p> <p>Newspapers, Magazines &amp; other approved publications</p> <p>Approved Guest Speakers</p> <p>Videos</p> <p>Personal Resources</p> <p>CDC publications and resources</p> <p>Orange County Department of Education</p>
<b>Differentiation</b>	<b>Support -- for students who are struggling with the content</b>	<p><b>Content:</b> Peer tutoring, goal setting, visuals, practice skills</p> <p><b>Process:</b> teacher produced notes; extended time; special education support services, "Zeros Aren't Permitted" program, health labs, guided reading, enrichment activities, vocabulary reinforcement,</p> <p><b>Product:</b> journal, oral presentation, role playing</p>		

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	<b>Extension – for high achieving students. Required activities for all honors courses.</b>	<p><b>Content:</b> Exploring issues, critical thinking and debate, Question and Answer, health literacy</p> <p><b>Process:</b> research based, independent projects, utilize technology, real life application, expand application of health skills, health labs, current health research</p> <p><b>Product:</b> Cross-curricular activities, research based projects</p>
	<b>Evaluation</b>	Tests, role plays, decision making skills, class discussions, projects, assignments, writing prompts, performance assessments, differential grading

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<b>Unit 2:</b>	<b>Length of Unit (Days / weeks / class sessions) ... 4 weeks</b>			
	<b>Key Terms</b>	<b>California Content Standards</b>	<b>Model Tasks</b>	<b>Tools &amp; Text</b>
<b>Nutrition and Physical Activity</b>	Nutrition Calories Nutrients Carbohydrates Fiber Proteins Vitamins Minerals Food guide pyramid Food labels BMI Obesity Fad diets Eating disorders Sedentary lifestyle Metabolism Strength Endurance Flexibility Exercise Body composition Frequency Intensity Type Time	A. Physical Activity & Fitness (1.1N, 1.5N, 1.9N, 2.2N, 2.6N, 3.4N, 3.6N, 6.1N, 6.2N) B. Nutrition & Dietary Guidelines (1.4N, 2.3N, 3.2N, 3.3NM, 6.3N, 8.1N) C. Food Guide Pyramid (3.1N, 7.2N) D. Exercise Frequency, Intensity, Time and Type (4.1N, 7.5N) E. Food Choices & meal planning (1.3N, 1.6N, 2.1N, 3.5N, 4.2N, 5.2N, 5.3N, 7.1N, 7.3N, 7.4N) F. Food label evaluation (8.2N) G. The impact of fad diets (1.2N, 1.14N) H. Eating disorders (1.8N, 1.11N, 1.12N) I. Weight management (1.10N, 2.5N) J. The relationship between poor health choices & chronic disease (1.15N, 5.1N) K. Nutrition Pre-Natal Health (1.7N, 2.4N)	<ul style="list-style-type: none"> <li>➤ Notes from Power point presentations</li> <li>➤ Class discussions</li> <li>➤ Goal setting exercises</li> <li>➤ Recording food journals for a specified time period and analyzing the record</li> <li>➤ Scenario decision making</li> <li>➤ Keeping a Personal inventory of food intake, personal activity and exercise, and body weight</li> </ul>	Glencoe Health textbook Newspapers/Magazines & other approved publications Approved Guest Speakers Videos Personal Resources CDC publications and resources Orange County Department of Education
<b>Differentiation</b>	<b>Support -- for students who</b>	<b>Content:</b> Peer tutoring, goal setting, visuals, practice skills <b>Process:</b> teacher produced notes; extended time; support through rsp, zap program, health labs, guided		

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	<b>are struggling with the content</b>	reading, enrichment activities, vocabulary reinforcement, <b>Product:</b> journal, oral presentation, role playing
	<b>Extension – for high achieving students. Required activities for all honors courses.</b>	<b>Content:</b> exploring issues, critical thinking and debate, Q and A, health literacy research <b>Process:</b> research based, independent projects, utilize technology, real life application, applying health skills, health labs, current health research <b>Product:</b> Cross-curricular activities, research based projects
<b>Evaluation</b>	Tests, role plays, decision making skills, class discussions, projects, assignments, writing prompts, performance assessments	

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<b>Unit 3</b>	<b>Length of Unit (Days / weeks / class sessions) ... 4 weeks</b>			
	<b>Key Terms</b>	<b>California Content Standards</b>	<b>Model Tasks</b>	<b>Tools &amp; Text</b>
<b>Alcohol, Tobacco, and Drug Prevention</b>	Addictive drug Carcinogen Withdrawal Ethanol Depressant Intoxication Alcohol Abuse Metabolism BAC Alcoholism Sobriety Medicines Drugs Vaccine Additive Synergistic Antagonistic Substance Abuse Illegal Drugs Illicit Overdose Dependence Addiction Marijuana Inhalants Steroids Psychoactive Drugs Drug Free	A. Effects of drugs on the body (1.2A, 1.5A, 1.7A) B. Relationship to disease (1.3A) C. Addiction (3.2A) D. Peer pressure and prevention (1.10A, 2.1A, 2.2A, 2.3A, 5.1A, 5.2A, 7.1A) E. Relationship between risky behaviors and consequences (1.1A, 1.6A, 3.1A) F. Decision making and refusal skills (1.4A, 4.1A, 4.2A, 6.1A, 8.1A, 8.2A) G. Legal implications of substance abuse (1.8A, 1.9A,	<ul style="list-style-type: none"> <li>➤ Role Playing to develop personal decision making strategies</li> <li>➤ Written Goal Setting exercises to document desired personal change</li> <li>➤ Research on various topics related to substance abuse and prevention</li> <li>➤ Creating a Power Point Project for presentation to the class</li> <li>➤ Completing a Web-quest to gather information</li> <li>➤ Analyzing Advertisements that seek to promote unhealthy habits in adolescents</li> <li>➤ Practicing strategies to cope with peer pressure</li> </ul>	Glencoe Health textbook Newspapers/Magazines & other approved publications "Toward No Drug Abuse" curriculum Approved Guest Speakers Videos Personal Resources CDC publications and resources Orange County Department of Education
<b>Differentiation</b>	<b>Support -- for students who are struggling with the content</b>	<p><b>Content:</b> Peer tutoring, goal setting, visuals, practice skills</p> <p><b>Process:</b> teacher produced notes; extended time; support through rsp, zap program, health labs, guided reading, enrichment activities, vocabulary reinforcement,</p>		

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		<b>Product:</b> journal, oral presentation, role playing
	<b>Extension – for high achieving students. Required activities for all honors courses.</b>	<b>Content:</b> exploring issues, critical thinking and debate, Q and A, health literacy <b>Process:</b> research based, independent projects, utilize technology, real life application, applying health skills, health labs, current health research <b>Product:</b> Cross-curricular activities, research based projects
<b>Evaluation</b>	Tests, role plays, decision making skills, class discussions, projects, assignments, writing prompts, performance assessments	

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<b>Unit 4</b>	<b>Length of Unit (Days / weeks / class sessions) ... 2 weeks</b>			
	<b>Key Terms</b>	<b>California Content Standards</b>	<b>Model Tasks</b>	<b>Tools &amp; Text</b>
<b>Personal and Community Health</b>	Sweat Gland Sebaceous Gland Follicles Plaque Periodontal disease Infectious disease Virus Immunity Antibodies Phagocytosis Vaccine Pneumonia Active Immunity Passive Immunity Noninfectious Disease Cardiovascular Disease Hypertension Stroke Cancer Malignant Carcinogen Biopsy Diabetes insulin	A. Teen decision making skills to actively manage their personal health behaviors & exams (1.2P, 1.3P, 1.7P, 1.8P, 1.11P, 4.1P, 5.1P, 5.2P, 6.1P, 6.2P, 7.4P)  B. Identify the types of pathogens that cause disease (1.4P, 1.5P)  C. Disease prevention (3.2P)  D. Environmental influences that affect positive health practices (1.6P, 1.9P, 1.10P, 1.12P, 1.13P, 1.14P, 2.1P, 2.2P, 2.3P, 2.4P, 3.1P, 3.3P, 3.4P, 5.3P, 7.1P, 7.3P, 8.1P, 8.2P)  E. Evaluate the need for sleep, rest, and exercise (1.1P, 2.7P)  F. Consequences of risky hygienic and health behaviors (2.5P, 2.6P, 3.5P, 5.4P, 5.5P, 7.2P)	➤ Journal Writing exercises to understand personal inclinations  ➤ Web quest research on community health issues  ➤ PowerPoint Notes from teacher and guest speakers  ➤ Class discussions on all aspects of personal and community health influences  ➤ Goal setting exercises to map future decisions  ➤ Scenario decision making and role playing  ➤ Creating a Personal inventory	Glencoe Health textbook  Newspapers/Magazines & other approved publications  Approved Guest Speakers  Videos  Personal Resources  CDC publications and resources  Orange County Department of Education
<b>Differentiation</b>	<b>Support -- for students who are struggling with the content</b>	<b>Content:</b> Peer tutoring, goal setting, visuals, practice skills  <b>Process:</b> teacher produced notes; extended time; support through rsp, zap program, health labs, guided reading, enrichment activities, vocabulary reinforcement,		



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		<b>Product:</b> journal, oral presentation, role playing
	<b>Extension – for high achieving students. Required activities for all honors courses.</b>	<b>Content:</b> exploring issues, critical thinking and debate, Q and A, health literacy
		<b>Process:</b> research based, independent projects, utilize technology, real life application, applying health skills, health labs, current health research
	<b>Product:</b> Cross-curricular activities, research based projects	
<b>Evaluation</b>	Tests, role plays, decision making skills, class discussions, projects, assignments, writing prompts, performance assessments,	

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<b>Unit 5</b>	<b>Length of Unit (Days / weeks / class sessions) ... 4 weeks</b>			
	<b>Key Terms</b>	<b>California Content Standards</b>	<b>Model Tasks</b>	<b>Tools &amp; Text</b>
<b>Growth, Development and Sexual Health</b>	Fertilization Implantation Labor FAS Miscarriage Stillbirth Chromosomes Genetic disorders Gene Therapy Developmental tasks Autonomy Sexually transmitted infections Epidemics Abstinence Human papillomavirus (HPV) Genital Herpes Gonorrhea Trichomoniasis Syphilis Acquired immune deficiency syndrome (AIDS) Asymptomatic Stage Symptomatic Stage Pandemic	A. Abstinence as the most effective method to prevent STI/HIV and pregnancy (1.4G, 6.2G) B. Effectiveness of contraceptives for preventing pregnancy and STI/HIV (1.2G, 1.12G, 3.2G, 3.3G, 5.7G) C. Pregnancy (7.1G) D. Fetal Development (1.5G) E. Healthy Relationships (1.3G, 1.11G, 2.2G, 8.1G) F. STI and HIV/AIDS Prevention (8.2G) G. Effects of STI and HIV/AIDS (1.7G, 5.4G, 6.1G, 7.1G) H. Rates of STI among teens (1.8G) I. Laws relating to sexual Health (1.9G, 3.4G) J. Decision Making and Refusal skills (2.1G, 2.3G, 2.4G, 4.2G, 5.2G, 5.3G, 5.5G, 8.3G) K. Safe Surrender Law (1.6G) L. Human and adolescent development (1.10G)	<ul style="list-style-type: none"> <li>➤ PowerPoint Notes from teacher and guest speakers</li> <li>➤ Journal Writing exercises to understand outside influences and pressures</li> <li>➤ Research on various aspects of diseases, laws, developmental stages, and relationships</li> <li>➤ Class discussions on all aspects of human growth and development</li> <li>➤ Goal setting exercises to map future decisions</li> <li>➤ Scenario decision making and role playing to learn coping skills when presented with peer pressure</li> <li>➤ Creating a Personal inventory</li> <li>➤ Practicing Refusal Skills</li> </ul>	Glencoe Health textbook Newspapers/Magazines & other approved publications Approved Guest Speakers Videos Personal Resources CDC publications and resources Orange County Department of Education

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<b>Differentiation</b>	<b>Support -- for students who are struggling with the content</b>	<p><b>Content:</b> Peer tutoring, goal setting, visuals, practice skills</p> <p><b>Process:</b> teacher produced notes; extended time; support through rsp, zap program, health labs, guided reading, enrichment activities, vocabulary reinforcement,</p> <p><b>Product:</b> journal, oral presentation, role playing</p>
	<b>Extension – for high achieving students. Required activities for all honors courses.</b>	<p><b>Content:</b> exploring issues, critical thinking and debate, Q and A, health literacy</p> <p><b>Process:</b> research based, independent projects, utilize technology, real life application, applying health skills, health labs, current health research</p> <p><b>Product:</b> Cross-curricular activities, research based projects</p>
<b>Evaluation</b>	Tests, role plays, decision making skills, class discussions, projects, assignments, writing prompts, performance assessments	

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<b>Unit 6</b>	<b>Length of Unit (Days / weeks / class sessions) ... 1 week</b>			
	<b>Key Terms</b>	<b>California Content Standards</b>	<b>Model Tasks</b>	<b>Tools &amp; Text</b>
<b>Injury Prevention and Safety</b>	CPR AED First Aid Universal precautions Chain of survival Fracture Concussion Unconsciousness	A. First Aid & CPR instruction (1.10S) B. Injury prevention (1.1S, 1.5S, 1.6S, 1.12S, 7.1S, 8.2S) C. Strategies for safety during emergencies & natural disasters (1.11S, 6.1S, 8.1S) D. School safety (1.4S, 1.7S, 2.4S) E. Emergency preparedness (1.3S, 3.2S) F. Maintaining Safety within relationships and social situations (1.2S, 1.8S, 1.9S, 2.1S, 2.2S, 3.1S, 4.1S, 4.2S, 5.1S, 5.2S, 5.3S, 5.4S, 7.2S, 7.4S, 7.5S) G. Automobile Safety (2.3S, 8.3S)	<ul style="list-style-type: none"> <li>➤ Learning to perform CPR and First Aid by practicing</li> <li>➤ Practicum on skills observed and practiced</li> <li>➤ Practicing emergency skill scenarios – learning to make effective decisions under pressure</li> </ul>	Fire Department resources <ul style="list-style-type: none"> <li>• Mannequins</li> <li>• Equipment</li> <li>• Training personnel</li> </ul> Heart Saving Manual  PowerPoint presentations  Videos  Role playing  CDC publications and resources
<b>Differentiation</b>	<b>Support -- for students who are struggling with the content</b>	<b>Content:</b> one on one instruction <b>Process:</b> Peer based learning, group interaction, hands on, visuals, cooperative learning <b>Product:</b> CPR and first aid certification		
	<b>Extension – for high achieving students. Required activities for all honors courses.</b>	<b>Content:</b> student lead instruction <b>Process:</b> More advanced life saving techniques, ROP <b>Product:</b> CPR and first aid certification		
<b>Evaluation</b>	Tests, role plays, decision making skills, class discussions, skill demonstrations			

<b>Course Title</b>	<b>ADDENDUM: Towards No Drug Abuse</b>	<b>Course Code</b>	Q0304
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## Project Towards No Drug Abuse

- Project TND is an effective, interactive classroom-based substance abuse prevention program that is based on more than two decades of successful research at the University of Southern California.
- Project TND focuses on three factors that predict tobacco, alcohol, and other drug use, violence-related behaviors, and other problem behaviors among youth, including:
  - Motivation factors (i.e., students' attitudes, beliefs, expectations, and desires regarding drug use);
  - Skills (social, self-control, and coping skills); and
  - Decision-making (i.e., how to make decisions that lead to health-promoting behaviors).

**GOALS:** (Expected performance outcomes for students)

*Mastery of all standards identified as high and medium frequency standards on the California Standards Tests, with a concerted effort to encourage mastery of low frequency standards as well. (For subjects without board adopted and approved state standards list in bullet form the goals of your department's course of study.)*

**California Content Standards**

*The following abbreviations are included to indicate the assessments used to measure a student's proficiency in each of the appropriate standards: California Standards Test (CST); California High School Exit Exam (CAHSEE); Practice Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMQST). Standards that are underlined and in bold are identified as high frequency standards on the CST. Standards that are in bold are identified as medium frequency standards on the CST.*

**Assessment**

Student progress will be measured through the use of the Toward No Drug Abuse" Game". This is a game played prior to each lesson to check prior knowledge and played at the end of each lesson to reinforce the contents of the lesson. This is the assessment tool used for each lesson. The students will participate in a Pretest and a Posttest Survey. The survey monitors student's attitudes and beliefs about drugs.

Towards No Drug Abuse	Length of Unit (12 class sessions)			
	Key Terms	Standards*	Model Tasks**	Tools & Text
<b>Session 1: Active Listening</b>	Effective communication	<b>None</b>	<b>H</b> (A) Acquisition	<b>D</b> Towards No Drug Abuse teacher

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	Listening Selective listening Verbal Non verbal Self control Decision making		<b>M</b> <b>L</b>		<b>C</b> <b>B</b> <b>A</b>	notebook Game board Student work books Handouts
Session 2: Stereotyping	Stereotyping Selective listening Verbal Non-verbal Self-filling prophecy	Standard 1 (HS.1.A.10) Clarify Standard 2 (HS.2.A.12) Analyze	<b>H</b> <b>M</b> <b>L</b>	Analyze ( C ) Assimilation	<b>D</b> <b>C</b> <b>B</b> <b>A</b>	Towards No Drug Abuse teacher notebook Game board Student work books Handouts
Session 3: Myths and Denials	Myth Drug Myth Denial Consequences Cause and Effect Reinterpretation	Standard 1 (HS.1.A.2) Explain Standard 1 (HS.1.A.9) Explain Standard 3 (HS.3.A.14) knowledge	<b>H</b> <b>M</b> <b>L</b>	Knowledge, Explain (A) Acquisition	<b>D</b> <b>C</b> <b>B</b> <b>A</b>	Towards No Drug Abuse teacher notebook Game board Student work books Handouts
Session 4: Chemical Dependency	Chemical dependency T.R.A.P. Enable (Enabler) Co-dependent Family Roles Tolerance Withdrawal Dysfunctional	Standard 1 (HS.1.A.2) Explain Standard 2 (HS.2.A.12) Analyze Standard 2 (HS.2.A.13) Describe	<b>H</b> <b>M</b> <b>L</b>	Explain, Analyze, Describe (C)	<b>D</b> <b>C</b> <b>B</b> <b>A</b>	Towards No Drug Abuse teacher notebook Game board Student work books Handouts
Session 5: Talk Show	Addiction Dependent Enabling	Standard 1 (HS.1.A.2) Explain Standard 1 (HS.1.A.4) Identify Standard 1 (HS.1.A.9) Explain Standard 2 (HS.2.A.12) Analyze Standard 2 (HS.2.A.13)		Explain, Identify, Analyze, Describe (A, B, C)	<b>D</b> <b>C</b> <b>B</b> <b>A</b>	Towards No Drug Abuse teacher notebook Game board Student work books Handouts

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		Describe				
Session 6: Marijuana Panel	Marijuana Social Consequences Emotional Consequences Enable T.R.A.P.	Standard 1 (HS.1.A.2) Explain Standard 1 (HS.1.A.4) Identify Standard 1 (HS.1.A.9) Explain Standard 2 (HS.2.A.12) Analyze Standard 2 (HS.2.A.13) Describe		Explain, Identify, Analyze, Describe (B, C) Application, Assimilation	<b>D</b> <b>C</b> <b>B</b> <b>A</b>	Towards No Drug Abuse teacher notebook Game board Student work books Handouts
Session 7: Tobacco Basketball and Use Cessation	Cessation Effective Communication Selective Listening	Standard 1 (HS.1.A.1) Describe Standard 1 (HS.1.A.2) Explain Standard 1 (HS.1.A.4) Identify Standard 1 (HS.1.A.6) Analyze Standard 2 (HS.2.A.11) Evaluate Standard 5 (HS.5.A.18) Use, Apply Standard 6 (HS.6.A.20) Goal setting Standard 7 (HS.7.A.21) Practice, Choose, Use		Describe, Explain, Identify, Analyze, Use Apply, Choose (A, B, C, D)		Towards No Drug Abuse teacher notebook Game board Student work books Handouts
Session 8: Stress, Health & Goals	Stress Health Alternatives Other support Problem solving Self esteem Goals	Standard 1 (HS.1.A.1) Describe Standard 1 (HS.1.A.2) Explain Standard 2 (HS.2.A.11)Evaluate Standard 5 (HS.5.A.19) Examine Standard 7 (HS.7.A.21) Use, Apply		Describe, Explain, Evaluate, Examine, Use Apply (B, C) Application, Assimilation		Towards No Drug Abuse teacher notebook Game board Student work books Handouts

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Session 9: Self Control	Self control Enable Stress Chemical Dependency Denial Trigger Aggressive Assertive Passive	Standard 4 (HS.4.A.16) Demonstrate Standard 4 (HS.4.A.17) Use, Apply Standard 7 (HS.7.A.21) Use Apply	Demonstrate, Use, Apply (C, D) Assimilation, Adaptation	Towards No Drug Abuse teacher notebook Game board Student work books Handouts
Session 10: Positive and Negative Thought and Behavioral Loops	Positive thought Negative thought Behavior loop	Standard 4 (HS.4.A.16) Demonstrate Standard 5 (HS.5.A.18) Use, apply Standard 7 (HS.7.A.21) Practice, Use	Demonstrate, Use, Apply, Practice (A, B, C) Acquisition, Application, Assimilation	Towards No Drug Abuse teacher notebook Game board Student work books Handouts
Session 11: Perspectives	Radical Traditional Moderate	Standard 2 (HS.2.A.11) Evaluate Standard 2 (HS.2.A.12) Analyze Standard 2 (HS.2.A.13) Describe Standard 5 (HS.5.A.18) Use, Apply	Evaluate, Analyze, Describe, Use, Apply (A, B, C, D) Acquisition, Application, Assimilation, Adaptation	Towards No Drug Abuse teacher notebook Game board Student work books Handouts
Session12: Decision-making and Commitment	Decision making Brainstorm Weigh the pros and cons Select the best option Follow through Re-evaluate Commitment	Standard 1 (HS.1.A.1) Describe Standard 1 (HS.1.A.4) Identify Standard 4 (HS.4.A.16) Demonstrate Standard 4 (HS.4.A.17) Use Standard 7 (HS.7.A. 21) Use, Practice	Describe, Identify, Demonstrate, Use, Practice (A, B, C) Acquisition, Application, Assimilation	Towards No Drug Abuse teacher notebook Game board Student work books Handouts