

# HEALTH CURRICULUM



## GRADES 9-12

# GRADUATION REQUIREMENTS

One half (.5) credit (one semester) of Health is required for graduation.

## CORE

All students must complete the following core course to meet the graduation requirement:

### *Health*

Grades 9-12, One Semester (.5 credit)

## ELECTIVES

Elective courses provide the opportunity to explore health concepts at a deeper level:

### *Health Leadership Skills*

Grades 10-12, One Semester (.5 credit)

### *Applied Health Skills*

Grades 11-12, One Semester (.5 credit)

# HEALTH

<b>Grades: 9-12</b>	<b>Overview</b> <i>Health</i> focuses on the acquisition of accurate health information and the development of healthy attitudes and behavior patterns. Decision-making and goal-setting skills are presented at developmentally appropriate levels. Students will learn content and practice skills through the study of the following nine strands.	
<b>Length: One Semester</b>		
<b>Credit: .5</b>		
<b>Prerequisite: None</b>		
CONTENT	MASTERY CORE OBJECTIVES	SUGGESTED ACTIVITIES
<b>Overall Health and Wellness</b>  <b>GLEs:</b> HL.B.5; HL.D.4; G/C.G.4  <b>NHES:</b> 1.12.1-2, 5-6, 8-9; 2.12.1, 3, 8-9; 4.12.1-2, 4; 5.12.1-2, 4-7; 7.12.1-3; 8.12.2-3	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Understand the different dimensions of wellness and how they relate to overall health.</li> <li>• Understand the importance of good decision-making and goal setting to overall health and wellness.</li> <li>• Identify personal values and evaluate whether choices and actions are in alignment with those values.</li> <li>• Understand risk factors and their impact on the health and wellness of teens.</li> <li>• Recognize the role all forms of media (including social media) play in our lives.</li> <li>• Discuss strategies to remain safe in a variety of social situations, including on the internet.</li> <li>• Identify the relationship between personal needs, social pressures and behavior.</li> <li>• Discuss immunizations and the role they play in health.</li> <li>• Discuss risk factors involved in the leading causes of teen deaths.</li> </ul>	<ul style="list-style-type: none"> <li>• Guest speaker: Public Health Nurse</li> <li>• <i>Decision-making</i> worksheet (see Appendix)</li> <li>• Practice goal-setting</li> <li>• <i>Life Expectancy</i> worksheet</li> </ul>
	<b>Nutrition</b>  <b>GLEs:</b> HL.A.1-8; HL.C.5-6  <b>NHES:</b> 1.12.1-2, 5-6, 8-9; 2.12.2, 4-5, 7-9; 3.12.1, 3, 5; 5.12.4, 7; 6.12.1-4; 7.12.1-3; 8.12.1	

CONTENT	MASTERY CORE OBJECTIVES	SUGGESTED ACTIVITIES
<p><b>Communication and Relationships</b></p> <p><b>GLEs:</b> HL.A.1-6, 8; HL.B.1; HL.C.1-6; G/C.E.7; CS.D.3; CS.E.7-8</p> <p><b>NHES:</b> 1.8.6-7; 1.12.7; 2.12.2-4, 7, 10; 3.12.4; 4.12.1-4; 5.12.4; 7.12.1, 3; 8.12.1-3</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand ways to communicate effectively and interact respectfully with all people.</li> <li>• Demonstrate using a variety of effective communication skills.</li> <li>• Discuss the effects communication blockers.</li> <li>• Identify how your understanding of gender roles and stereotypes can impact your relationships.</li> <li>• Review the need for and value of different types of relationships.</li> <li>• Define consent and be able to communicate personal boundaries.</li> <li>• Recognize the importance of respecting others’ personal boundaries.</li> <li>• Demonstrate the use of refusal skills in a variety of situations.</li> <li>• Discuss the characteristics of a safe and healthy relationship.</li> <li>• Recognize unhealthy behaviors in a relationship.</li> <li>• Discuss the differences in relationships with imbalances of power and control vs. ones based in mutual respect and equality.</li> <li>• Identify the cycle of violence and different types of abuse.</li> <li>• Identify dating violence and how to get help.</li> <li>• Recognize the importance of real and honest communication in relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Guest speaker: Interior Alaska Center for Non-Violent Living representative or Sexual Assault Response Team (SART) Nurse for presentation on domestic violence.</li> <li>• Guest speaker: FNSBSD Prevention/Intervention Specialist (Project Success).</li> <li>• Canadian anti-bullying website: <a href="http://www.bullying.org/public/frameset.cfm">www.bullying.org/public/frameset.cfm</a></li> <li>• Use <i>Teen Power and Control Wheel</i> (see Appendix)</li> <li>• Video: <i>Quiet Storm Project: Youth/Teen Dating Violence Prevention</i> (from Library Media Services)</li> <li>• <i>Identification of Communication Types</i> worksheet</li> <li>• Role play</li> <li>• Video: <i>Communication: The Person-to-Person Skill</i></li> <li>• Video: <i>The Quiet Storm</i></li> <li>• Fairbanks Police Department <i>Internet Safety</i> handout</li> <li>• Safe dating plan</li> </ul>
<p><b>Mental Health</b></p> <p><b>GLEs:</b> HL.A.1-8; HL.B.5-6; HL.C.1-2, 5-6; HL.D.4; G/C.E.7; CS.D.5</p> <p><b>NHES:</b> 1.12.1-2; 2.12.4, 7; 3.12.4; 4.12.4; 5.12.4-5, 7; 7.12.3; 8.12.2-3</p>	<ul style="list-style-type: none"> <li>• Identify the stress response and the different stages of stress.</li> <li>• Understand eustress and distress.</li> <li>• Recognize personal stressors and describe some healthy coping strategies.</li> <li>• Describe several types of defense mechanisms and discuss their limitations in solving problems.</li> <li>• Develop an awareness of the various types of mental disorders (mood, anxiety, eating).</li> <li>• Identify several types of mental disorders and differentiate between temporary mental distress and chronic mental illness, (e.g., feeling depressed versus suffering from depression). [HL.A.3; HL.B.5; HL.C.5]</li> <li>• Explain how to access school and community resources that promote mental health.</li> <li>• Differentiate myths and facts surrounding suicide and potential causes of suicide.</li> <li>• Identify warning signs exhibited by people at risk for suicide.</li> </ul>	<ul style="list-style-type: none"> <li>• Legacy Project (<i>Life List, My Dream, Star Ladder</i>): <a href="http://www.legacyproject.org">www.legacyproject.org</a></li> <li>• Guest speaker: mental health professional/hotline counselor (i.e., Natl. Alliance on Mental Illness (NAMI): <a href="http://www.nami.org/MSTemplate.cfm?MicrositeID=111">www.nami.org/MSTemplate.cfm?MicrositeID=111</a>)</li> <li>• Maslow's <i>Hierarchy of Needs</i></li> <li>• Stress assessment</li> <li>• Deep breathing/relaxation exercises</li> <li>• <i>Stress Test</i> from <i>Activities That Teach</i></li> <li>• Video: <i>Choices</i> from The Jason Foundation</li> </ul>

CONTENT	MASTERY CORE OBJECTIVES	SUGGESTED ACTIVITIES
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	<b>Students will:</b>	
<b>Mental Health (cont.)</b>	<ul style="list-style-type: none"> <li>List possible steps toward suicide prevention.</li> </ul>	
<p style="text-align: center;"><b>Substance Abuse</b></p> <p><b>Substance Abuse</b></p> <p><b>GLEs:</b> HL.A.1-4, 6; HL.B.1-6; HL.C.5; HL.D.1-2</p> <p><b>NHES:</b> 1.12.1, 4, 7-9; 2.12.1-2, 4-5, 7-10; 3.12.1-2, 4; 1.12.1; 5.12.4-.5-7; 7.12.2-3; 8.12.1-4</p>	<ul style="list-style-type: none"> <li>Identify strategies that help to maintain a substance-free lifestyle. [HL.A.6; HL.B.1-6; HL.C.5; HL.D.1,2]</li> <li>Analyze how drug use, misuse, and abuse is encouraged by our society. [HL.A.4; HL.B.1-5]</li> <li>Identify categories of drugs and their general effects.</li> <li>Identify how use and abuse effects the brain.</li> <li>Discuss why use and abuse of drugs is much more dangerous for teens.</li> <li>Explain how different types of drugs, including ones legal for adults, affect the individual both psychologically and physiologically.</li> <li>Identify resources for teens to help with personal or family addictions.</li> </ul>	<ul style="list-style-type: none"> <li>Guest speaker: FNSBSD Safe &amp; Drug Free Schools representative.</li> <li><i>Smashed: Toxic Tales of Teens and Alcohol</i> (DVD); teen and parent discussion questions</li> <li>Guest speaker: Alaska State Trooper, Fairbanks or North Pole city police officer, Fairbanks Youth Facility officer to address consequences.</li> <li>Video: <i>Smashed</i></li> </ul>
<p><b>Reproduction and Sex Education</b></p> <p><b>GLEs:</b> HL.A.2, 7-8; HL.B.1, 3-4, 6; HL.C.2, 4-6</p> <p><b>NHES:</b> 1.12.1, 4, 7-9; 2.12.2-5, 7-8; 3.12.1, 4; 4.12.1-2; 5.12.1-2, 4-5, 7; 6.12.1; 7.12.1-3; 8.12.1-4</p>	<ul style="list-style-type: none"> <li>Explain the human sexual response cycle, including the role of hormones.</li> <li>Identify and discuss that abstinence is the only 100% safe form of birth control.</li> <li>Describe the emotional and physical consequences of early sexual activity and multiple partners.</li> <li>Compare and contrast the effectiveness of a variety of contraceptives and understand how they can help prevent pregnancy. [HL.A.7; HL.C.2,4-6]</li> <li>Discuss myths and facts surrounding teen pregnancy, STI's, and birth control.</li> <li>Be aware of the cycle of fetal development.</li> <li>Recognize the early signs of pregnancy and importance of pre-natal care.</li> <li>Know the risk factors for and warning signs of STIs.</li> <li>Evaluate the effectiveness of various contraceptive methods' (including abstinence) in preventing STI's.</li> <li>Identify the health services for obtaining testing of STI's and other diseases.</li> <li>Identify gender and sexuality differences and the importance of treating others respectfully.</li> <li>Discuss information pertaining to male and female reproductive health.</li> </ul>	<ul style="list-style-type: none"> <li>NOVA video: <i>The Miracle of Life</i> (from Library Media Services)</li> <li>Public Health Department: <a href="http://www.iwannaknow.org">www.iwannaknow.org</a></li> </ul>

# HEALTH LEADERSHIP SKILLS

<b>Grades: 10-12</b>	<b>Overview</b> This course will provide students with information related to the Reducing AIDS Risk Effectively in Teens (RARE-T) training, Peer Mediation training, Teens Against Tobacco Use (TATU), and Natural Helpers. After students have learned the basic health information related to the different topics, they will learn presentation skills needed to deliver the information to other students. They will also create an advocacy project to promote positive health changes in their community.
<b>Length: One Semester</b>	
<b>Credits: .5</b>	
<b>Prerequisite: <i>Health</i> or Teacher Recommendation</b>	

CONTENT	MASTERY CORE OBJECTIVES	
<b>Learning Objectives</b>  <b>GLEs:</b> HL.A.1-3; HL.B.1-2, 6; HL.C.2, 4; HL.D.6  <b>NHES:</b> 1.12.1-2, 4-5; 2.12.2-3, 9; 3.12.4-5; 5.12.4-7; 6.12.2; 7.12.1-3; 8.12.2-4	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Explain how HIV is transmitted. [HL.A.3]</li> <li>• Identify two types of HIV antibody testing. [HL.A.3]</li> <li>• Demonstrate three methods of communication. [HL.B.2; HL.C.2; HL.D.6]</li> <li>• Name at least three sexually transmitted diseases and how to prevent them. [HL.A.3]</li> <li>• Provide two examples of how self-esteem affects who we are. [HL.A.1; HL.B.6; HL.C.4]</li> <li>• Identify two ways use of alcohol and other drugs can lead to HIV infection. [HL.A.2-3]</li> </ul>	
<b>CONCEPTS</b>		
<ul style="list-style-type: none"> <li>• HIV/AIDS Prevention and Transmission [HL.A.2-3]</li> <li>• Tobacco Addiction and Prevention [HL.A.2-3]</li> <li>• Conflict Resolution [HL.C.1]</li> <li>• Negotiation and Mediation Skills [HL.C.1-2]</li> <li>• Suicide Prevention [HL.A.4]</li> </ul>	<ul style="list-style-type: none"> <li>• Alcohol and Other Drug Addictions [HL.A.2-3]</li> <li>• Stress Management [HL.B.1; HL.C.5]</li> <li>• Listening Skills [HL.B.2; HL.C.2]</li> <li>• Confidentiality and Community Resources [HL.C.4; HL.D.4]</li> <li>• Health Advocacy [HL.D.6]</li> </ul>	

## CONTENT OUTLINE

<p>I. Peer Mediation Training [HL.C.all]</p> <ul style="list-style-type: none"> <li>A. Communication Skills</li> <li>B. Origins of Conflict</li> <li>C. Qualities and Role of Mediator</li> <li>D. Mediation Skills             <ul style="list-style-type: none"> <li>1. Agree to Mediate</li> <li>2. Gather Points of View</li> <li>3. Focus on Interests</li> <li>4. Create Win-Win Options</li> <li>5. Evaluate Options</li> <li>6. Create an Agreement</li> </ul> </li> <li>E. Practice Mediations</li> <li>F. Social and Cultural Diversity</li> <li>G. Confronting Prejudice</li> <li>H. Understanding Anger</li> <li>I. Negotiation</li> <li>J. Group Problem Solving</li> </ul>	<p>II. Reducing AIDS Risk Effectively in Teens (RARE-T) [HL.A.2-3]</p> <ul style="list-style-type: none"> <li>A. HIV/AIDS Information             <ul style="list-style-type: none"> <li>1. HIV Transmission, Prevention, and Treatment</li> <li>2. HIV Testing</li> <li>3. Assertive, Passive, and Aggressive Messages</li> <li>4. Personal Pressure Situations and How to Handle Them Assertively</li> <li>5. Alcohol and Other Drug Use May Lead to HIV Infection</li> <li>6. Identify Alternatives to Alcohol and Drug Use</li> <li>7. How Male and Female Reproductive Body Parts Work</li> <li>8. Understand STDs and How to Prevent Them [S.A.10]</li> <li>9. Unique Qualities That Students Possess to Bring to a Relationship</li> <li>10. Risky Sexual or Drug Using Behaviors [HL.B.1]</li> <li>11. Risk Reduction Behaviors [HL.B.1]</li> <li>12. Messages That Develop Self-Esteem</li> </ul> </li> <li>B. Presentation Skills [HL.C.all]             <ul style="list-style-type: none"> <li>1. Recognize and Handle Discomfort Surrounding Sexual Practices</li> <li>2. Present Complex Information About the Immune System Clearly and Succinctly</li> <li>3. Explain and Understand Confidentiality and Trust</li> <li>4. Explain and Facilitate Practice of Communication Skills</li> <li>5. Create a Safe Space to Communicate About Sensitive Issues</li> <li>6. Maintain Nonjudgmental Discussions</li> <li>7. Conduct Condom Demonstrations Properly and Comfortably</li> <li>8. Communicate Positive Messages to Others</li> <li>9. Link Relevant Points to the Actual Experiences of the Participants</li> <li>10. Ability to Stay Focused and Summarize Information</li> </ul> </li> </ul>
<p>iii. Natural Helpers [HL.A.2-3]</p> <ul style="list-style-type: none"> <li>A. Content Information About Suicide Prevention, Alcohol, Other Drug Abuse, Stress, Anger, etc. [HL.A.3]</li> <li>B. Review of Active Listening Skills [HL.C.all]</li> <li>C. Referral Procedures</li> <li>D. Confidentiality [HL.C.4]</li> <li>E. Community Resources [HL.D.6]</li> </ul>	<p>Iv. Teens Against Tobacco Use (Tatu) [HL.A.2-3]</p> <ul style="list-style-type: none"> <li>A. History of Tobacco Use</li> <li>B. Tobacco Health Risks</li> <li>C. Statistics Regarding Tobacco Use</li> <li>D. Presentation Skills</li> <li>E. Proper Use of Demonstration Materials</li> </ul>

# APPLIED HEALTH SKILLS

<b>Grades: 11-12</b>	<b>Overview</b> This course will introduce and prepare students with skills and the ability to integrate these skills to advocate for self, family, and community health. These skills will provide the necessary tools to support students when developing, setting, and reaching goals. Students will gain confidence in relating to the community and applying decision-making and goal-setting skills in an ever-changing society.	
<b>Length: One Semester</b>		
<b>Credit: .5</b>		
<b>Prerequisite: <i>Health</i> and junior or senior standing</b>		
CONTENT	MASTERY CORE OBJECTIVES Students will:	SUGGESTED ACTIVITIES
<b>Community Health</b> <b>GLEs:</b> HL.A.1-3; S.A.7, 14-15; S.D.2 <b>NHES:</b> 2.12.1-6, 10; 3.12.2-5; 7.12.2; 8.12.1-4	<ul style="list-style-type: none"> <li>Recognize health resources in the community which support the individual and family. [HL.A.1-3; S.A.7, 14,15; S.D.2]</li> </ul>	<ul style="list-style-type: none"> <li>Guest speaker: Public Health Nurse.</li> </ul>
<b>Physical Health (Nutrition, Fitness, Hygiene)</b> <b>GLEs:</b> HL.A.1-4, 6, 8; HL.B.1, 3, 5; HL.C.4-6; S.D.2; CS.B.3; CS.C.3; CS.D.6 <b>NHES:</b> 1.12.1, 5, 7; 2.12.9; 3.12.2, 5; 4.12.2; 5.12.2, 4-7; 6.12.1-4; 7.12.1-3	<ul style="list-style-type: none"> <li>Develop, implement, assess, and adjust a personal nutrition and fitness plan. [HL.A.1-2, 6, 8; HL.B.1, 3, 5; HL.C.6; S.D.2; CS.B.3; CS.C.3; CS.D.6]</li> <li>Analyze the etiology and treatment of eating disorders. [HL.A.2-4; HL.B.5; HL.C.4-5; CS.B.3]</li> </ul>	<ul style="list-style-type: none"> <li>My Pyramid: <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>National Dairy Council: <a href="http://www.nationaldairycouncil.org">www.nationaldairycouncil.org</a></li> <li>Dairy Council of California: <a href="http://www.dairycouncilofca.org">www.dairycouncilofca.org</a></li> </ul>
<b>Disease Prevention &amp; Control</b> <b>GLEs:</b> HL.A.1-4, 6-7; HL.B.1-2, 5-6; HL.C.2, 4-6; HL.D.1-2, 4; CS.A.1; CS.C.3 <b>NHES:</b> 1.12.1-3, 5-7; 2.12.7-10; 3.12.4-5; 4.12.1-4; 5.12.2-7; 6.12.2	<ul style="list-style-type: none"> <li>Analyze situations that require professional health services. [HL.A.2-4; HL.B.6; HL.C.6; HL.D.4; CS.A.1; CS.C.3]</li> <li>Analyze how behavior can impact health maintenance and disease prevention, including HIV, hepatitis, STDs, testicular and breast cancer. [HL.A.1-3; HL.C.4, 5]</li> <li>Explain, in order, the steps of proper condom use and its necessity for the prevention of STDs. [HL.A.1, 3, 7; HL.B.1-2, 5-6; HL.C.2, 4-5; HL.D.2]</li> </ul>	<ul style="list-style-type: none"> <li>Guest speaker: Public Health Nurse, UAF researcher, Interior AIDS Association representative.</li> <li>Centers for Disease Control and Prevention: <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>P.E. Central health lesson ideas: <a href="http://www.pecentral.org/lessonideas/health/healthlp.asp">www.pecentral.org/lessonideas/health/healthlp.asp</a></li> <li>P.E. Central STD web activity: <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1231">www.pecentral.org/lessonideas/ViewLesson.asp?ID=1231</a></li> <li>NOVA Video: <i>Dying to be Thin</i>, <a href="http://www.pbs.org/wgbh/nova/thin">www.pbs.org/wgbh/nova/thin</a></li> </ul>



CONTENT	MASTERY CORE OBJECTIVES Students will:	SUGGESTED ACTIVITIES
<b>Disease Prevention &amp; Control (cont.)</b>	<ul style="list-style-type: none"> <li>Describe how to delay the onset and reduce the risk of potential health problems during adulthood. [HL.A.2, 6; HL.D.1; CS.A.1; CS.C.3]</li> <li>Discuss information pertaining to male reproductive health including circumcision, inguinal hernia, mumps, rectal examination, and testicular self-examination. [HL.A.7]</li> <li>Discuss information pertaining to female reproductive health including endometriosis, toxic shock syndrome, a disrupted menstrual cycle, the pelvic examination, and breast self-examination. [HL.A.7]</li> <li>Define <i>addiction</i> and explain the corresponding chemical changes in the brain. [HL.A.2-3]</li> </ul>	
<b>Relationships</b> <b>GLEs:</b> HL.A.1-6, 8; HL.B.1; HL.C.1-6; HL.D.1; G/C.E.7; CS.B.3 <b>NHES:</b> 1.12.2, 5; 2.12.1-8; 4.12.1-4; 5.12.3	<ul style="list-style-type: none"> <li>Demonstrate refusal, collaboration, and negotiation skills to avoid potentially harmful situations. [HL.A.1-6; HL.B.1; HL.C.1-6; G/C.E.7]</li> <li>Define origins of conflicts and demonstrate strategies for solving conflicts without harming others. [HL.A.1-2, 6; HL.C.1-6; HL.D.1; G/C.E.7; CS.B.3]</li> <li>Analyze how interpersonal communication affects relationships. [HL.C.1-6]</li> <li>Identify qualities of a life partner that complement personal values and life goals. [HL.A.5-6; HL.C.1-6; CS.B.3]</li> <li>Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities. [HL.A.8]</li> <li>Review types of violence, the cycle of violence, and warning signs of abusive relationships (see Appendix for <i>Understanding Power &amp; Control Tactics</i> and <i>Understanding Equality</i>). [HL.A.4]</li> </ul>	<ul style="list-style-type: none"> <li>Guest speaker: Interior Alaska Center for Non-Violent Living representative.</li> <li>Guest speaker: FNSBSD Prevention/Intervention Specialist (Project Success).</li> <li>Canadian anti-bullying website: <a href="http://www.bullying.org/public/frameset.cfm">www.bullying.org/public/frameset.cfm</a>.</li> <li>Use <i>Teen Power and Control Wheel</i> (see Appendix).</li> </ul>

CONTENT	MASTERY CORE OBJECTIVES Students will:	SUGGESTED ACTIVITIES
<p><b>Mental Health</b></p> <p><b>GLEs:</b> HL.A.1-6; HL.B.6; HL.C.1-6; HL.D.4; G/C.E.7; CS.C.3</p> <p><b>NHES:</b> 1.12.2-8; 2.12.1-10; 3.12.2-5; 4.12.1-4; 5.12.1-7; 6.12.1-4</p>	<ul style="list-style-type: none"> <li>List the stages of General Adaptation Syndrome and identify personal stressors and personal stress responses. [HL.A.1-4, 6; HL.C.1-2, 5; G/C.E.7; CS.C.3]</li> <li>Develop, implement, assess, and adjust a personal stress management plan. [HL.A.1-4, 6; HL.C.1-2, 5; G/C.E.7; CS.C.3]</li> <li>Examine different values, identify personal values and evaluate whether choices and actions are in alignment with personal values. [HL.A.1, 4-5; HL.C.5, 6]</li> <li>Review statistics and warning signs surrounding suicide and identify prevention strategies and local resources. [HL.A.4; HL.D.4]</li> <li>Develop, implement, assess, and adjust a personal anger management plan. [HL.A.1-2, 4-6; HL.C.1-6]</li> <li>Discuss the characteristics of and treatment for co-dependence. [HL.A.1, 3-4, 6; HL.B.6]</li> </ul>	<ul style="list-style-type: none"> <li>Legacy Project (<i>Life List, My Dream, Star Ladder</i>): <a href="http://www.legacyproject.org">www.legacyproject.org</a></li> </ul>
<p><b>Personal &amp; Consumer Health</b></p> <p><b>GLEs:</b> HL.A.1, 5-6; HL.B.5; HL.D.4, 6</p> <p><b>NHES:</b> 1.12.1, 5; 2.12.1-8, 10; 3.12.1-5; 4.12.1; 8.12.1-4</p>	<ul style="list-style-type: none"> <li>Predict immediate and long-term impact of health decisions on the individual, family and community. [HL.A.1, 5-6; HL.D.6]</li> <li>Advocate for personal and family health. [HL.D.1-6]</li> <li>Evaluate the effect of media and other factors on personal, family and community health. [HL.A.5-6; HL.B.5]</li> <li>Demonstrate the ability to utilize various strategies to access health information and services. [HL.B.5; HL.D.4]</li> </ul>	<ul style="list-style-type: none"> <li>Center for Media Literacy: <a href="http://www.medialit.org">www.medialit.org</a> (choose <i>Health Issues or Health/Prevention</i>).</li> <li>Marketing busters project: find a product and its <i>truth</i> compared to advertisement.</li> <li>Recognize real products (e.g., find the USDA/organic label).</li> </ul>
<p><b>Substance Use &amp; Abuse</b></p> <p><b>GLEs:</b> HL.A.1-4, 7; HL.B.1; HL.D.1, 4</p> <p><b>NHES:</b> 1.12.1, 3-4; 2.12.1-7, 9; 3.12.4-5; 4.12.1-4; 5.12.1, 3-7; 6.12.2-4; 7.12.1-3; 8.13.3</p>	<ul style="list-style-type: none"> <li>Define the pharmacology of the different categories of drugs (tobacco, stimulants, depressants, narcotics, hallucinogens, inhalants, designer drugs, cannabis) and the psychological and physiological effects. [HL.A.1-3]</li> <li>Outline the five stages of drug use that can progress to drug dependence and identify personal risk factors</li> </ul>	<ul style="list-style-type: none"> <li>Guest speaker: FNSBSD Safe &amp; Drug Free Schools representative.</li> <li><i>Smashed: Toxic Tales of Teens and Alcohol</i> (DVD); teen and parent discussion questions.</li> <li>Guest speaker: Alaska State Trooper, Fairbanks or North Pole Police Officer</li> </ul>
CONTENT	MASTERY CORE OBJECTIVES Students will:	SUGGESTED ACTIVITIES
<p><b>Substance Use &amp; Abuse (cont.)</b></p>	<p>[HL.A.3-4; HL.B.1]</p> <ul style="list-style-type: none"> <li>Examine the effects of parental substance use (e.g., alcohol, cocaine, tobacco, heroin) on the development of the child from conception through age five. [HL.A.2-3, 7]</li> </ul>	

	<ul style="list-style-type: none"> <li>• Discuss the intervention process and different kinds of treatment options for a drug dependent individual and the family members [HL.A.3-4; HL.D.1, 4]</li> </ul>	
<p style="text-align: center;"><b>Human Physiology and Development</b></p> <p><b>Human Physiology &amp; Development</b></p> <p><b>GLEs:</b> HL.A.1, 5-8; HL.B.4; HL.C.2, 4-6; HL.D.1</p> <p><b>NHES:</b> 1.12.2; 4.12.1-2; 7.12.1-3</p>	<ul style="list-style-type: none"> <li>• Evaluate the risks and lasting consequences of becoming a teen parent. [HL.A.1, 5-8; HL.B.4; HL.D.1]</li> <li>• Define the term <i>sexuality</i> and examine how stereotypical gender roles may impact your life choices. [HL.A.7-8]</li> <li>• Understand that abstinence is the only 100% safe and effective form of birth control and compare and contrast the effectiveness of a variety of contraceptives. [HL.A.7; HL.C.2, 4-6]</li> <li>• Understand the physiological changes for a female during pregnancy and the development of the child from conception through age five. [HL.A.7-8]</li> </ul>	<ul style="list-style-type: none"> <li>• NOVA video: <i>The Miracle of Life</i> (from Library Media Services).</li> </ul>
<p><b>Safety and First Aid</b></p> <p><b>GLEs:</b> HL.A.1-6; HL.B.1-6; HL.C.5; HL.D.1-2</p> <p><b>NHES:</b> 1.12.3, 5, 8; 2.12.9; 3.12.4-5; 4.12.2; 5.12.4-5</p>	<ul style="list-style-type: none"> <li>• Analyze the relationship between substance use, impaired judgment, and unwanted or dangerous outcomes. [HL.A.2-6; HL.B.1-5]</li> <li>• Analyze the short-term and long-term consequences of safe and risky or harmful behaviors. [HL.A.3; HL.B.1]</li> <li>• Develop injury prevention and management strategies for personal, family, and community health. [HL.A.1-3, 6; HL.B.1-3, 5-6; HL.C.5; HL.D.1-2]</li> </ul>	<ul style="list-style-type: none"> <li>• State of Alaska Injury Prevention and Emergency Medical Services educational materials: <a href="http://www.hss.state.ak.us/dph/ipems/injury_prevention/education.htm">www.hss.state.ak.us/dph/ipems/injury_prevention/education.htm</a></li> <li>• Safe Kids USA, Preventing Accidental Injury: <a href="http://www.usa.safekids.org/index.cfm">www.usa.safekids.org/index.cfm</a></li> </ul>

