Health
Grades 9-12
Course Expectations
Credit Flexibility – "Flex Credit"

Course Description:

Textbook: *Health and Wellness (Meeks/Heit), 1999.*

Credit by Examination and Demonstration:
To demonstrate mastery for Health (9-12) content, you will need to successfully complete the tasks below.

- Written format is the documented response throughout standards 1, 2,3,4,5, and 7.
- Media presentation (15 minutes) that includes a speaking component, a documentary video presentation, a PowerPoint presentation that addresses all the Standards according to the CCS Health Curriculum Guide.

Scoring Guidelines:
End of Course Written Exam passing rate is 70% pass rate. The written part will include 60% of the grade (includes true/false, matching, multiple choice, short answer and/or analytical response).
Visual, oral, written presentation - 15% (Presentations may be in the form of multimedia, poster board, handouts, stating 3 points about a community resource org.). Identify a community program and/or services that provide/assist self or others; this accesses affordable and accurate health services/information. Written paper based on specific bulleted-only guidelines listed on one page.
Health Behavior Plan – 25% (paper written according to guidelines in Standard 6).

This assessment will be created by teachers and administered and scored by the Flex Committee.

Standard	Activity	Rubric
Standard 1 Students will comprehend concepts related to health promotion and disease prevention. **(Health and Disease)**	1. Students will analyze with at least a score of 3 or above on the rubric how behavior can impact health maintenance and disease prevention in the following areas: ● Students will analyze harmful short and long-term effects of alcohol use and other drugs on the body (physically, psychologically, and socially). ● Students will analyze the effects of alcohol use and other drugs or health	4 – **Consistently analyzes** how behavior can impact health maintenance and disease prevention. 3 – **Frequently analyzes** how behavior can impact health maintenance and disease prevention. 2 – **Inconsistently analyzes** how behavior can impact health

	risks (such as unintended injuries, violence, suicide, sexual risk behaviors, and tobacco use as related to personal relationships and relationships within the family, job performance, job absenteeism, and job loss). ● Students will explain the effects of alcohol and other drug use during pregnancy (fetal alcohol syndrome). ● Students will summarize the relationship between alcohol and other drug use and transmission of blood-borne diseases, such as HIV and hepatitis.	maintenance and disease prevention. 1 – **Unsuccessfully analyzes** how behavior can impact health maintenance and disease prevention.
	2. Students will explain and compare the importance consuming a healthful diet using the Food Guide Pyramid (variety of nutrient-dense food content and energy-rich calories including iron within personal caloric range), incorporating physical activity, drinking adequate fluids in maintaining a positive health behavior lifestyle incorporated throughout their lifespan with a score of 3 or above on the rubric. (*MyPyramid.gov*-nutrition guide; *BestBonesForever*.gov-women's health; *NourishInteractive.com*-online nutrition games to educate).	4 – **Consistently analyzes** how behavior can impact health maintenance and disease prevention. 3 – **Frequently analyzes** how behavior can impact health maintenance and disease prevention. 2 – **Inconsistently analyzes** how behavior can impact health maintenance and disease prevention. 1 – **Unsuccessfully analyzes** how behavior can impact health maintenance and disease prevention.
	3. Students will describe the interrelationships of mental, emotional, social and physical health throughout lifespan with a score of 3 or above on the rubric in the following areas: ● Explain how to build and maintain healthy family and peer relationships. ● Evaluate effective strategies for managing and reducing conflict, stress, peer pressure (resistance skills: assertive, aggressive, passive, saying no). ● Explain the importance of health screenings, well-child check-ups, immunization schedule for age range (cdc.gov), and screenings/self-examinations (breast, testicular, Pap/HIV smears) to maintain health.	4 – **Consistently analyzes** how behavior can impact health maintenance and disease prevention. 3 – **Frequently analyzes** how behavior can impact health maintenance and disease prevention. 2 – **Inconsistently analyzes** how behavior can impact health maintenance and disease prevention. 1 – **Unsuccessfully analyzes** how behavior can impact health maintenance and disease prevention.

	● Summarize strategies for coping with loss and grief. ● Analyze the relationship between poor eating habits and acute and/or chronic diseases (such as heart disease, cancer, diabetes, hypertension, osteoporosis, obesity) by incorporating physical benefits of physical activity improving cardiovascular health, strength, endurance, and flexibility and reducing risks for chronic disease.	
	4. Students will demonstrate safety as related to personal health and unintended injury with a score of 3 or above on the rubric. ● Evaluate the risks of drinking alcohol and driving (or riding in a vehicle with a driver who has been consuming alcohol or other drugs) and the opportunity/prevention of unintended injuries. ● Analyze the behavioral and environmental factors associated with the major causes of death in the U.S. compared to the quality of life and the quantity of lifespan in the U.S. (data based on their age range in U.S.)	4 – **Consistently analyzes** how behavior can impact health maintenance and disease prevention. 3 – **Frequently analyzes** how behavior can impact health maintenance and disease prevention. 2 – **Inconsistently analyzes** how behavior can impact health maintenance and disease prevention. 1 – **Unsuccessfully analyzes** how behavior can impact health maintenance and disease prevention.
	5. Students will analyze sexual behavior risks and explain the importance of STD and HIV testing and counseling if/when sexually active with a score of 3 or above on the rubric. ● Summarize the importance of setting personal limits, clear expectations, delaying gratification, impulsive behaviors, self-control, and personal safety to avoid sexual behavior(s) or determine the risk of the sexual behavior(s). ● Support and document why sexual abstinence is the safest, most effective avoidance of risk for protection from pregnancy, other STD's, HIV and other sexual health-related diseases. ● Describe the importance of communicating and shared	4 – **Consistently analyzes** how behavior can impact health maintenance and disease prevention. 3 – **Frequently analyzes** how behavior can impact health maintenance and disease prevention. 2 – **Inconsistently analyzes** how behavior can impact health maintenance and disease prevention. 1 – **Unsuccessfully analyzes** how behavior can impact health maintenance and disease prevention.

	responsibilities for avoiding sexual activity between persons and preventing sexual risk behaviors. ● Analyze the use and effectiveness of common contraceptive methods (including male/female condom use) to reduce the risk of pregnancy, HIV, STD's, and HPV. ● Describe the increased risks associated with having multiple sexual partners including serial monogamy.	
	6. Students will analyze the short and long term physical, psychological, social and financial effects of tobacco use itself and tobacco use with alcohol or other drugs with a score of 3 or above on the rubric. ● Examine the situations that could lead to tobacco use (peer pressure, status symbol, media influence, weight loss, and stress). ● Summarize why tobacco, alcohol, or other substance use are unhealthy ways to manage weight, stress, loneliness, fitting in/making friends, and personal self-esteem.	4 – **Consistently analyzes** how behavior can impact health maintenance and disease prevention. 3 – **Frequently analyzes** how behavior can impact health maintenance and disease prevention. 2 – **Inconsistently analyzes** how behavior can impact health maintenance and disease prevention. 1 – **Unsuccessfully analyzes** how behavior can impact health maintenance and disease prevention.
Standard	**Activity**	**Rubric**
Standard 2 Students will demonstrate the ability to access valid health information and health promoting products and services. **(Consumerism)**	1. Students will describe how personal needs and wants with family values influence decisions and personal choices to use or not use alcohol and other drugs with a score of 3 or above on the rubric. ● Analyze marketing techniques, accuracy of images and social norms conveyed in the media related to over-the-counter drugs, prescription medications, herbal/dietary supplements, alcohol, and tobacco.	Multiple choice and open-ended response questions over the impacts of participation in selected activities on various components of fitness.
	2. Students will evaluate the nutrition information on food labels to compare food products with a score of 3 or above on the rubric.	4 – **Consistently analyzes** how behavior can impact health maintenance and disease prevention. 3 – **Frequently analyzes** how behavior can impact health

	● Demonstrate the ability to access information to determine healthy body weight and/or body mass index. ● Analyze nutrition/food/beverage products and claims made in advertisements for nutrition supplementation, weight loss, and performance enhancing abilities, for daily use or during physical activities.	maintenance and disease prevention. 2 – **Inconsistently analyzes** how behavior can impact health maintenance and disease prevention. 1 – **Unsuccessfully analyzes** how behavior can impact health maintenance and disease prevention.
	3. Students will demonstrate the ability to access information and to evaluate accurate sources of information, products, services related to mental and emotional health concerns and issues (i.e. depression, mood disorders, anxiety disorders, obsessive/compulsive, addictions) with a score of 3 or above on the rubric.	4 – **Consistently** demonstrates the basic biomechanical principals involved in developing muscular strength. 3 – **Frequently** demonstrates the basic biomechanical principals involved in developing muscular strength. 2 – **Inconsistently** demonstrates the basic biomechanical principals involved in developing muscular strength. 1 – **Unsuccessfully** demonstrates the basic biomechanical principals involved in developing muscular strength.
	4. Locate and analyze opportunities for physical activity compared to caloric requirements for personal fitness and activities of daily living with a score of 3 or above on the rubric.	4 – **Consistently** demonstrates the basic biomechanical principals involved in developing flexibility. 3 – **Frequently** demonstrates the basic biomechanical principals involved in developing flexibility. 2 – **Inconsistently** demonstrates the basic biomechanical principals involved in developing flexibility. **1 – Unsuccessfully** demonstrates the basic biomechanical principals involved in developing flexibility.
	5. Demonstrate the ability to access accurate sources of information about preventing unintentional injuries with a score of 3 or above on the rubric.	

	6. Analyze the accuracy and variety of information on warning labels conveyed in the media, including advertisements/movies, about tobacco use with a score of 3 or above on the rubric.	
	7. Demonstrate the ability to access accurate resources for services concerning abuse, violence, bullying, sexual assault and/or sexual violence with a score of 3 or above on the rubric.	
Standard	**Activity**	**Rubric**
Standard 3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	1. Students will demonstrate personal responsibility for taking medications (over the counter or prescription) and not using alcohol and other drugs irresponsibly and *contraindications with taking an antibiotic on birth control pills* with a score of 3 or above on the rubric. .	4 – **Consistently** demonstrates and describes the six steps in the stairway to lifetime fitness as it relates to a student's personal activity program goals. 3 – **Frequently** demonstrates and describes the six steps in the stairway to lifetime fitness as it relates to a student's personal activity program goals. 2 – **Inconsistently** demonstrates and describes the six steps in the stairway to lifetime fitness as it relates to a student's personal activity program goals. 1 – **Unsuccessfully** demonstrates and describes the six steps in the stairway to lifetime fitness as it relates to a student's personal activity program goals.
	2. Students will demonstrate plans to choose healthy foods for: breakfast, maintaining portion sizes, eating outside of the home and snacks between meals, increasing fruits and vegetables 5 to 9 servings per day (increasing fiber), drinking water instead of other cola/sugar beverages, and reducing the amount of fat/non-nutritious carbohydrates daily (saturated, unsaturated, trans fatting acids) with a score of 3 or above on the rubric. ● Demonstrate how to keep food safe and prevent food-borne illness.	4 – **Consistently** demonstrates their participation in all five active parts of the Physical Activity Pyramid. 3 – **Frequently** demonstrates their participation in all five active parts of the Physical Activity Pyramid. 2 – **Inconsistently** demonstrates their participation in all five active parts of the Physical Activity Pyramid. 1 – **Unsuccessfully** demonstrates their participation in all five active parts of the Physical Activity Pyramid.
	3. Students will demonstrate techniques to manage stress, anger, coping with disappointment and loss/death, tolerances of individual differences,	4 – **Consistently** demonstrates how they are physically active in

	solving conflicts, and replace negative thoughts/actions with positive, strength-based interventions (successful accomplishments) with a score of 3 or above on the rubric.	the community through a reflection essay. 3 – **Frequently** demonstrates how they are physically active in the community through a reflection essay. 2 – **Inconsistently** demonstrates how they are physically active in the community through a reflection essay. 1 – **Unsuccessfully** how they are physically active in the community through a reflection essay.
	4. Students will express intentions to develop healthy activities of daily practice (brushing/flossing teeth daily, washing hands regularly, sleeping adequate amounts, not exposing others to infectious disease, scheduling routine health screenings and examinations with a score of 3 or above on the rubric.	
	5. Students will demonstrate a variety of activities for cardio-respiratory fitness, muscular strength and endurance, flexibility, and healthful body composition with a score of 3 or above on the rubric. ● Calculate target heart rate, body mass index; measure waist size (less than or equal to your height divided by 2).	
	6. Students will demonstrate the ability to identify safety hazards in the home (and correct if possible) and safety issues in the community and environment (clean air, trash, bike paths, etc.) with a score of 3 or above on the rubric.	
	7. Students will acknowledge personal responsibility/plan for sexual and reproductive health, sexual risk behaviors, setting personal sexual limits (which may include sexual abstinence) with a score of 3 or above on the rubric. ● Avoid situations and persons that increase risk of acquaintance or date rape and avoid sexual exploitation (printed material or via the internet). ● Explain the skill steps for correctly and consistently using a condom. ● Explain the skill steps for correctly and consistently using contraceptives to prevent pregnancy and/or STD's, HIV.	

	8. Students will express intentions to avoid second-hand smoke and to remain tobacco free or get help to quit tobacco use if currently using with a score of 3 or above on the rubric.	
Standard	**Activity**	**Rubric**
Standard 4 Students will analyze the influence of culture, media, technology, and other factors on health.	1. Students will demonstrate personal responsibility for taking medications (over the counter or prescription) and not using alcohol and other drugs irresponsibly and *contraindications with taking an antibiotic on birth control pills* with a score of 3 or above on the rubric.	4 – **Consistently** achieves and maintains personal fitness goals after a period of training. 3 – **Frequently** achieves and maintains personal fitness goals after a period of training.2 – **Inconsistently** achieves and maintains personal fitness goals after a period of training.1 – **Unsuccessfully** achieves and maintains personal fitness goals after a period of training.
	2. Students will analyze how personal values, family, culture, feelings, technology, and media influence selection of food products and services that enrich and challenge weight management/maintenance, body image, and eating behavior (s) with a score of 3 or above on the rubric. ● Analyze how school wellness initiative committee compared to school food consumption/use policy has influenced healthful and unhealthful eating (vending machines, school store, and school lunch program).	4 – **Consistently** designed and implemented a personal fitness program based on information obtained from the fitness assessment and in accordance with appropriate training principles. 3 – **Frequently** designed and implemented a personal fitness program based on information obtained from the fitness assessment and in accordance with appropriate training principles. 2 – **Inconsistently** designed and implemented a personal fitness program based on information obtained from the fitness assessment and in accordance with appropriate training principles. 1 – **Unsuccessfully** designed and implemented a personal fitness program based on information obtained from the fitness assessment and in accordance with appropriate training principles.
	3. Students will evaluate how tobacco companies influence personal, family, and community health through advertisements/use in media appealing to	4 – **Consistently** demonstrates ability to monitor and adjust a personal fitness program to meet needs and goals.

	product use with a score of 3 or above on the rubric.	3 – **Frequently** demonstrates ability to monitor and adjust a personal fitness program to meet needs and goals. 2 – **Inconsistently** demonstrates ability to monitor and adjust a personal fitness program to meet needs and goals. 1 – **Unsuccessfully** demonstrates ability to monitor and adjust a personal fitness program to meet needs and goals.
	4. Students will evaluate the impact of technology on personal, family, and community health by explaining how computer use for information versus addiction affects mental, emotional, physical health with a score of 3 or above on the rubric. ● Identify various creditable health-related web sites available to enhance health literacy.	4 – **Consistently** strives to maintain age related cardiovascular healthy fitness zones. 3 – **Frequently** strives to maintain age related cardiovascular healthy fitness zones. 2 – **Inconsistently** strives to maintain age related cardiovascular healthy fitness zones. 1 – **Unsuccessfully** strives to maintain age related cardiovascular healthy fitness zones.
	5. Students will examine a variety of internal influences such as hormones, emotions, values, interests, curiosity, sexual feelings, stereotypes, on sexual decision-making and treatment for various addictions with credentialed, healthcare providers/facilities with a score of 3 or above on the rubric.	4 – **Consistently** strives to maintain age related muscular strength fitness zones. 3 – **Frequently** strives to maintain age related muscular strength fitness zones. 2 – **Inconsistently** strives to maintain age related muscular strength fitness zones. 1 – **Unsuccessfully** strives to maintain age related muscular strength fitness zones.
Standard	**Activity**	**Rubric**
Standard 5 Students will demonstrate the ability to use interpersonal communication skills to enhance health.	1. Students will demonstrate effective refusal/resistance skills, listening skills, I-message versus you message, nonverbal communication by writing a response to the situation listed with a score of 3 or above on the rubric. ● When pressured to use alcohol or other drugs,	4 – **Consistently** demonstrates safe spotting techniques. 3 – **Frequently** demonstrates safe spotting techniques. 2 – **Inconsistently** demonstrates safe spotting techniques.

	● When selecting non-nutritious food choices, ● When peers negatively influence physical activity, ● When the situation leads to unintentional injury or unsafe situation, ● When refusing tobacco use, ● When verbal and/or nonverbal situation constitutes sexual harassment, bullying, and ● When contemplating or confronted with joining a gang.	1 – **Unsuccessfully** demonstrates safe spotting techniques.
	2. Students will analyze possible causes and prevention of conflict in families, schools, work situation, and communities with a score of 3 or above on the rubric. **(Health Curriculum pages 15 and 16, Strand 5)**	4 – **Consistently** returns and appropriately uses physical education equipment in activity classes. 3 - **Frequently** returns and appropriately uses physical education equipment in activity classes. 2 – **Inconsistently** returns and appropriately uses physical education equipment in activity classes. 1 – **Unsuccessfully** returns and appropriately uses physical education equipment in activity classes.
Standard	**Activity**	**Rubric**
Standard 6 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	1. Students will demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults with a score of 3 or above on the rubric. ● Write the three decision-making styles. ● Outline the 6 steps in responsible decision-making.	4 – **Consistently** identified reasons to participate in physical activity. 3 – **Frequently** identified reasons to participate in physical activity. 2 – **Inconsistently** identified reasons to participate in physical activity. 1 – **Unsuccessfully** identified reasons to participate in physical activity.
	2. Students will develop a personal plan to identify present health behavior compared to improved or maintained health practice/behavior including strategies to implement changes, monitor progress, and to evaluate progress toward achieving personal health goal building in incentives and reinforcements to formulate and promote a lifelong plan for personal health.	4 – **Consistently** identified reasons for choosing to participate in selected physical activities. 3 – **Frequently** identified reasons for choosing to participate in selected physical activities.

	Include: alcohol use (limited to none), Food intake evaluation (24 hr. food intake, compared to healthful food choices and weight management), Stress and/or conflict management to engage in positive behaviors more and limit negative behaviors which shows more respect and consideration for others, Physical activity plan daily (10,000 steps per day/weekly – 210 minutes of physical activity weekly, Personal safety and preventing unintended injury, Personal boundaries, expectations, and personal safety related to sexual behavior tobacco use and second-hand smoke exposure.	2 – **Inconsistently** identified reasons for choosing to participate in selected physical activities. 1 – **Unsuccessfully** identified reasons for choosing to participate in selected physical activities.
Standard	**Activity**	**Rubric**
Standard 7 Students will demonstrate the ability to advocate for personal, family, and community health.	1. Students will express information and advocate health issues accurately with a score of 3 or above on the rubric. ● List and discuss the four skills needed to be a health literate person.	4 – Consistently identified reasons to participate in physical activity. 3 – Frequently identified reasons to participate in physical activity. 2 – Inconsistently identified reasons to participate in physical activity. 1 – Unsuccessfully identified reasons to participate in physical activity.
	2. Students will demonstrate the ability to influence and support others in making health choices in the following areas with a score of 3 or above on the rubric. ● Effectively persuade and encourage others to not use alcohol, especially not to consume alcohol while driving, or other drugs; or support individuals and families experiencing addiction to alcohol or other drugs and who are trying to quit. ● Negotiate with parents or guardians healthy food choices at home, school, or at restaurants. ● Advocate for a positive and respectful school environment that supports positive social behavior. ● Advocate and develop strategies for increasing physical activity for family members, school youth, and the	4 – Consistently identified reasons for choosing to participate in selected physical activities. 3 – Frequently identified reasons for choosing to participate in selected physical activities. 2 – Inconsistently identified reasons for choosing to participate in selected physical activities. 1 – Unsuccessfully identified reasons for choosing to participate in selected physical activities.

	community especially to manage weight and disease. ● Encourage friends to remain sexually abstinent or return to abstinence if sexually active. ● Advocate for smoke-free environment at home, school, and in the community. ● Advocate for a positive and respectful school environment that prevents or stops verbal and/or internet/face book bullying, harassment, and physical fighting.	
	3. Students will demonstrate the ability to adapt health messages and communication techniques by being health literate to debate pros and cons concerning various health issues (universal healthcare, legalizing marijuana, reducing the drinking age, abortion) with a score of 3 or above on the rubric.	

ALTERNATIVE Abbreviated Version from Curriculum of **HEALTH** *Credit Flex*

Based on Columbus City School Health Curriculum

Standard	Activity	Rubric
Standard 1 **Anatomy**	1. Analyze how behavior can impact health maintenance and prevention. 2. Describe the interrelationship of mental, emotional, social, and physical health throughout adulthood/lifespan. 3. Explain the impact of personal health behaviors on the functioning of body systems compared to quality of life versus quantity of life and death. 4. Analyze how family, peers, community and environment influence the health of individuals. 5. Analyze how the prevention and control of health problems are influenced by medical advances.	
Standard 2 **Consumer**	1. Evaluate the validity of health information, products, and services. 2. Demonstrate the ability to evaluate resources from home, school, and community. 3. Evaluate factors that influence personal selection of health products and services. 4. Demonstrate the ability to access the school and community health services for self and others.	

Standard 3 **Mental, Emotional Health**	1. Analyze the role of individual responsibility for enhancing health. 2. Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction. 3. Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors. 4. Develop strategies to improve or maintain personal, family, and community health. 5. Develop injury prevention and management strategies for personal, family, and community health. 6. Demonstrate ways to avoid and reduce threatening situations. 7. Evaluate strategies to manage stress.	
Standard 4 **Sexual Health**	1. Analyze how cultural diversity enriches and challenges health behaviors. 2. Evaluate the effect of media and other factors on personal, family, and community health. 3. Evaluate the impact of technology on personal, family, and community health. 4. Analyze how information from the community influences health.	
Standard 5 **Nutrition**	1. Demonstrate skills for communication effectively with family, peers, and others. 2. Demonstrate healthy ways to express needs, wants, and feelings. 3. Demonstrate ways to communicate care, consideration, and conflicts without harming self or others. 4. Demonstrate strategies for solving interpersonal conflicts without harming self or others. 5. Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations. 6. Analyze the possible causes of conflict in schools, families, and communities. 7. Demonstrate strategies used to prevent conflict.	
Standard 6 **Fitness**	1. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults. 2. Analyze health concerns that require collaborative decision-making. 3. Implement a plan for attaining a personal health goal and evaluate progress toward achieving that goal. 4. Formulate an effective plan for lifelong health.	
Standard 7 **Disease… and Death**	1. Express information and opinions about health issues accurately.	

	2. Demonstrate the ability to influence and support others in making positive health choices. 3. Demonstrate the ability to work cooperatively when advocating for health communities. 4. Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.	

Name _____ Date _____ Written **Examination**

Circle the letter "T" if the statement is true or "F" if the statement is False.

T F 1. Resistance skills help a person to say "NO" to an action or leave a situation.

T F 2. The passing of characteristics from biological parents to their children is traditions.

T F 3. A healthful relationship promotes self-respect, encourages productivity and health, and is free of violence and/or drug misuse and abuse.

T F 4. Quality of life includes the degree to which a person lives life to the fullest capacity including healthful decisions and balancing with activities of daily living.

T F 5. Copying and pasting or stating ideas or words of another person as one's own is acceptable when presenting information in any form.

T F 6. A habit, in which a person describes the situation that requires a decision, identifies and evaluates possible decisions, makes a decision, and takes responsibility for the consequences, and uses feedback is a Responsible Decision-Making Model format.

T F 7. Stress management skills help develop techniques to deal with stressors and protect one's health from harmful effects produced by stress.

Continue written examination with short answers questions next.

Name _____ Date _____ Written **Examination**
(10 points each)

Complete the following by writing 5 to 7 sentences.

1. What is health? Discuss the importance of successfully completing this class as a graduation requirement and its effect on your choices throughout your lifespan.

2. Compare and contrast a person's quality of life versus quantity of life.

3. Defend the following statement by agreeing or disagreeing and support your argument with appropriate statements or examples – “You are what you eat.”

4. You are looking through a magazine and you see a clothing item worn by your favorite movie, TV, or video star. List six (6) questions that would help you evaluate the advertisement to determine how you are influenced.

5. You have thoroughly studied the use and abuse as well as healthful/harmful effects of tobacco, Alcohol and illegal drug use by persons under age 21. Take a position and defend your position. How does it contribute to one's health, character, decision-making, harmful/healthful choices, stress, etc. based on the following situation?

   Your best friend and you take the same mathematics class in 10^{th} grade high school. You both studied for the final exam together and reviewed with the teacher in the same class a week before the final exam. The night before the exam, you were at your home with your family and slept nine hours that night before. The day of the test both of you arrived at the same time to school, but there was no time before the test to talk or quiz each other on math information. You suspect that your best friend had been drinking something before the final exam due to the smell on the breath, and you see an earpiece cleverly tucked under the long hairline leading to an electronic device under the long-sleeved outer garment. What would you do?

6. There are many environmental concerns that can affect the quality of life of people around the World. Identify and discuss three global environmental issues. Include in your answer how you can be a health advocate for the environment.

Multiple Choices (1 point each)

1. B. you.
2. C. threatens health.
3. D. all of the above.
4. C. show respect for self and others.
5. B. smoking cigarettes.
6. D. all of the above.
7. C. I will express emotions in healthful ways.
8. D. all of the above.
9. A. demonstrates good character.
10. C. makes restitution for harm you have done to others.
11. B. says NO with self-confidence.
12. C. is aggressive.
13. C. a high regard for oneself because one behaves in responsible ways.
14. A. you set limits for yourself.
15. D. all of the above.
16. B. your values.
17. D. all of the above.
18. B. being handed your high school diploma after completing all coursework and test.
19. D. use I-messages to share your feelings with the person who rejected you.
20. C. may include a request for medical nonintervention.
21. C. encourages the person to talk about his/her grief.
22. D. b and c above.
23. B. selecting main dishes containing vegetables.
24. B. to eat a combination of foods.
25. D. all of the above.
26. A. with plenty of whole grain products, vegetables, and fruits.
27. D. all of the above.
28. C. helps reduce the risk of developing certain diseases as an adult.
29. D. all of the above.
30. D. all of the above.
31. A. injection drug use.
32. D. all of the above.
33. A. they were raised in families in which they did not have clear expectations for their behavior.

CREDIT FLEXIBILITY HEALTH Written Examination – Answer Document
True and False (1 point each)

1. T - true
2. F – false
3. T – true
4. T – true
5. F – false
6. T – true
7. T – true

CREDIT FLEXIBILITY HEALTH
Short Answer – Written Examination Acceptable Answers (10 points each)

Name _____ Date _____
Complete the following by writing 5 to 7 sentences.

1. What is health? Discuss the importance of successfully completing this class as a graduation requirement and its effect on your choices throughout your lifespan. (10 points)

Health is the total well-being of an individual including mental, emotion, social, physical, psychological, and spiritual well-being.

As a result of this course, I will be able to make healthful not harmful decisions for my life so that I can be a productive family member, parent, worker, citizen in this global society. For example: If I choose to drink alcohol at the age of 21 or older, I will drink responsibly. I understand there are health risks with consumption of alcohol over time. If I choose to use tobacco products, I understand the consequences to my body (lungs, during pregnancy, second hand smoke).

2. Compare and contrast a person's quality of life versus quantity of life. (10 points)

Quality of life includes the degree to which a person lives life to the fullest capacity including healthful decisions and balancing with activities of daily living.

Quantity of life includes the total number of years that a person is alive (brain functioning).

If I make choices in my lifetime for example, to not get enough sleep, drink alcohol and drive, use illegal drugs, I am risking the quality of my life as well as the number of years that I will live physically.
Venn diagram could be set up:

Healthful decisions and life overlap of two circles Harmful decision and sickness

3. Defend the following statement by agreeing or disagreeing and support your argument with appropriate statements or examples – "You are what you eat." (10 points)

Food that is eaten supplies nutrients for the body to grow, develop, replace, or repair parts of the body or body functions. Nutrients such as vitamins, minerals, protein, carbohydrates, fat, and water are all needed in balance by the body. Food has calories or energy that supplies the body with energy to function. Too much of any one nutrient or not enough of a nutrient (with or without conscious meal pattern choice) can create a deficiency for the body. Even not getting enough sleep over time can depress the immune system and create illness. Genetics and lifestyle choices play a part to contribute to disease of an individual over the lifetime.

So, if all that I like to eat is McDonald's hamburgers, then I will turn into a hamburger.

4. You are looking through a magazine and you see a clothing item worn by your favorite movie, TV, or video star. List six (6) questions that would help you evaluate the advertisement to determine how you are being influenced.

Some of the advertising appeals are: bandwagon, glittering/glamorous appeal, testimonial, sex appeal, just like Mom used to make, scientific evidence, everybody's doing it.

1. Do I want this item or do I need this item? (wants versus need)
2. Why is this item important to me? (values)
3. Would I look good wearing this item?
4. Would I become a "star" just like _____ because I am wearing this item?
5. Can I afford this item? (dollars)
6. Is this iteming a fad or can I wear it for many occasions?
7. Will I look more "sexy" etc. if I wear this item?
8. Will my friends also wear or use this item? (peer pressure)

5. You have thoroughly studied the use and abuse as well as healthful/harmful effects of tobacco, alcohol, and illegal drug use by persons under age 21. Take a position and defend your position. How does it contribute to one's health, character, decision-making, harmful/healthful choices, stress, etc., based on the following situation?

You and your best friend take the same mathematics class in 10^{th} grade high school. You both studied for the final exam together and reviewed with the teacher in the same class a week before the final exam. The night before the exam, you were at your home with your family and slept nine hours that night before. The day of the test both of you arrived at the same time to school, but there was no time before the test to talk or quiz each other on math information. You suspect that your best friend had been drinking something before the final exam due to the smell on the breath, and you see an earpiece cleverly tucked under the long hairline leading to an electronic device under the long-sleeved outer garment. (I do not think the teacher noticed). What would you do?

I would do my best on the exam based with the information that I studied and turn in my paper. I know that I did not cheat. I would not report the situation in which my friend appeared in class at the final examination because …….

…. I would report my friend and the way she brought information into the test site to answer/calculate information on the test to turn it in for points toward passing the course. I would report her because …..

6. There are many environmental concerns that can affect the quality of life of people around the world. Identify and discuss three global environmental issues. Include in your answer how you can be a health advocate for the environment. (10 points)

Global issues:
Growing world population
Global poverty and hunger
Global warming or global cooling (excessive heat or excessive cold)
Earthquakes, volcanic eruptions, tsunamis, excessive rain or dry areas
Oil spill in the Gulf of Mexico

Population growth:
As the population grows the demand for Earth's resources increases. Some nations that experience high population growth are not always able to produce enough food to feed all of their people. Land suitable for crops may be inhabited by people. Natural resources may be low to none. As the number of people increases, so do the demand for health services and other public services.

Poverty and hunger: Poverty and hunger exist in all parts of the world. Poverty is a condition in which a person does not have sufficient resources to eat and live healthfully. People who are poor and hungry often have stunted growth and are more at risk for disease. Some suffer from malnutrition.

Greenhouse effect and/or global warming. The greenhouse effect is a process by which water vapor and gases in the atmosphere absorb and reflect infrared rays and warm Earth's surfaces. Global warming is an increase in the Earth's average temperature. The greenhouse effect and global warming may be affected by burning fuels that produce greenhouse gases. These fuels are sources of energy currently.

Destruction of tropical rain forests: forests may be cleared for agriculture, housing, or natural resources. Change in weather patterns also contribute to deforestation. Deforestation causes less oxygen to be produced and less carbon dioxide to be used. It kills plants and animals and affects biodiversity.

Health advocate for the environment that can be answered in the short answer statements:

1. Will this decision lead to actions that promote health?
2. Will this decision lead to actions that protect safety?
3. Will this decision lead to actions that follow laws?
4. Will this decision lead to actions that show respect for yourself and others?
5. Will this decision lead to actions that follow the guidelines of your parents and other responsible adults?
6. Will this decision lead to actions that demonstrate good character?