

STANDARDS	INSTRUCTIONAL OBJECTIVES	SUGGESTED CLASSROOM ACTIVITIES TO MEET IO's	RECOMMENDED ASSESSMENTS
<p>#2 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks</p> <p>A1(d) A3(e)</p>	<p>Practice checking health regularly. Practice behaviors which will delay the onset and reduce risks of potential health problems in adulthood.</p>	<p>Calendar Make/follow a plan Document results Checklist</p>	<p>Rubric</p>

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<p>#3 Students will analyze the influence of culture, media, technology and other factors on health</p> <p>A1(a, d) A3(c, e) A5 A6(c)</p>	<p>Translate how risky behaviors are emphasized in the media.</p>	<p>Analyze a movie.</p>	

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<p>#4 Students will demonstrate the ability to use inter-personal communication skills to enhance health. They will be able to advocate for personal, family and community health.</p> <p>A1(b, c, d) A3(c, e, f) A4 A6(a, b, c, d)</p>	<p>Apply the goal-setting process to decrease students' chances of developing specific diseases.</p>	<p>Ask parents/guardian about diseases that run in their family.</p> <p>Discussion on how students can avoid getting specific diseases.</p> <p>Decision-making situations.</p>	

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<p>#5 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>A1(a, b, c, d)</p> <p>A2(a, b)</p> <p>A3(a, b, c, d, e)</p> <p>A4</p> <p>A6(a)</p>	<p>Apply the goal-setting unit to make a commitment to change a bad health habit or improve an area of their life.</p>	<p>Make/follow a plan.</p>	

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<p>#1</p> <p>Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>A1(a)</p> <p>A3(b, c, e, f)</p> <p>A6(b, c)</p>	<p>Interpret the sun protection factor and its need for use.</p> <p>Compile factors that contribute to eating disorders.</p> <p>Compile factors that contribute to suicide and suicide attempts and threats.</p> <p>Recognize what to do in abusive situations.</p> <p>Note sources of accurate information on current health issues.</p>	<p>Structured research information on a current health issue.</p> <p>Presentation to the class.</p>	<p>Rubric</p>

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<p>#2 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>A1(d) A3(a, e)</p>	<p>Describe what you are presently doing to avoid health problems.</p>	<p>Checklist</p>	<p>Checklist</p>

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<p>#3 Students will analyze the influence of culture, media, technology and other factors on health.</p> <p>A1(a, b)</p> <p>A5</p>	<p>Demonstrate the ability to access reliable information.</p> <p>Organize how risky behaviors are emphasized in the media.</p> <p>Sort out how media has impacted eating disorders.</p>	<p>Collage of society's images of how people should look.</p> <p>Self-concept triangle.</p>	<p>Portfolio assessment</p>

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<p>#4 Students will demonstrate the ability to use inter-personal communication skills to enhance health. They will be able to advocate for personal, family and community health.</p> <p>A6(a, b, c, d)</p>	<p>Give and back up your opinion on a current health issue.</p>	<p>Debate Video</p>	<p>Portfolio Assessment</p>

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<p>#5 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>A1(a, b, c, d)</p> <p>A2(a, b)</p> <p>A3(a, b, c, d, e)</p> <p>A4</p> <p>A6(a)</p>	<p>Respond to risky choices (situations).</p> <p>Apply the goal-setting process to eliminate a risky behavior for a current health issue.</p>	<p>Decision-making situations.</p>	

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<p>#1 Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>A1(c, d)</p> <p>A3(e)</p>	<p>Examine the challenges of adolescent changes.</p> <p>Analyze the male and female reproductive systems.</p> <p>Note sources of accurate information about reproduction.</p> <p>Describe what heredity is and how traits are passed on.</p> <p>Decide the effectiveness of contraception and abstinence.</p> <p>Comprehend the birth process from conception to birth.</p> <p>Compile a growth and development vocabulary.</p>	<p>Enrichment activities</p> <p>Concept mapping</p> <p>Cooperative learning</p> <p>Movies</p> <p>Health labs</p> <p>Definition games</p> <p>List of places to acquire information</p> <p>Video disk "Teenage Sexuality"</p> <p>Partner work</p>	<p>Achievement Tests</p>

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<p>#2 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>A1(a, d)</p>	<p>Differentiate between safe and risky behaviors in relationships.</p> <p>Understand rape prevention.</p>	<p>List of ways to prevent rape or unwanted physical advances.</p> <p>Poster of ways to show someone you love them without sex.</p> <p>Checklist.</p>	<p>Rubric</p>

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<p>#3 Students will analyze the influence of culture, media, technology and other factors on health.</p> <p>A1(a, d)</p> <p>A3(e)</p> <p>A5</p> <p>A6(b)</p>	<p>Differentiate the validity of different sources of information.</p> <p>Cite problems associated with teenage pregnancy.</p>	<p>Research two places of health sources and come up with a comparison chart.</p> <p>Brainstorm.</p>	<p>Portfolio assessment</p>

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<p>#4 Students will demonstrate the ability to use interpersonal communication skills to enhance health. They will be able to advocate for personal, family and community health.</p> <p>A3(c) A4 A6(b, c)</p>	<p>Practice resisting peer pressure when pressured to have sex.</p>	<p>Role-plays. Respond to situations. Review ways to say no.</p>	

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<p>#5 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>A1(c, d)</p> <p>A2(a, b)</p> <p>A3(a, b, c, d, e, f)</p>	<p>Decide the difficult responsibilities of being a teen parent.</p> <p>Describe the roadblocks of becoming a teen parent.</p> <p>Note how life would change as a teen parent.</p>	<p>Poster of how life would change.</p> <p>List of how goals would change.</p> <p>Decision-making situations.</p> <p>Comparison list.</p>	<p>Criterion-referenced assessment.</p>

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<p>#1 Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>A3(a, c, f)</p>	<p>Compile factual information on: first aid application, rescue breathing, airway obstruction, severe bleeding, CPR, shock, poisoning, burns, common injuries.</p>	<p>First aid packet to research and complete.</p> <p>Demonstrations</p> <p>Visualize</p> <p>Discussion</p> <p>Stories</p>	<p>Achievement tests</p> <p>Rubrics</p>

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<p>#2 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>A1(b) A3(c, e, f)</p>	<p>Demonstrate life-saving techniques. Correct safety risks in their lives.</p>	<p>With partners/ACTAR, do a demonstration of stopping severe bleeding, rescue breathing, CPR treating for shock and clearing an airway obstruction.</p> <p>Checklists</p>	<p>Checklists Portfolio assessment</p>

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<p>#3 Students will analyze the influence of culture, media, technology and other factors on health.</p> <p>A3(a, b, c, e)</p> <p>A5</p> <p>A6(c)</p>	<p>Reproduce information on a first aid topic or techniques.</p>	<p>Poster</p> <p>Analyze a media article</p> <p>Create a bulletin board</p>	

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<p>#4 Students will demonstrate the ability to use inter-personal communication skills to enhance health. They will be able to advocate for personal, family and community health.</p> <p>A1(a, c, d) A3(a, c, e, f) A6(b)</p>	<p>Communicate clear/calm directions for an emergency situation.</p>	<p>Draw a first aid situation and respond.</p>	<p>Rubric</p>

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<p>#5 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>A1(d) A2(a, b) A3(c)</p>	<p>Cite decision-making process to emergency situations.</p>	<p>Decision-making situations.</p>	<p>Portfolio assessment</p>

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<p>#1 Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>A1(d) A2(a, b) A3(a, c, d)</p>	<p>Chart behaviors that indicate self-esteem.</p> <p>Find how a person can set goals.</p> <p>Compile an emotion vocabulary.</p> <p>Compile information about stress and its management.</p> <p>Record conflict resolution strategies.</p> <p>Categorize behaviors (verbal/non-verbal body language) for effective communication.</p> <p>Name the types of families and the functions associated with families.</p> <p>Find how an individual can make better decisions.</p> <p>Record goal-setting strategies.</p>	<p>Lab-qualities you admire</p> <p>List steps Video/visuals</p> <p>Exploring emotions project Concept map</p> <p>Stress inventory Stress list Stress reduction list Video/visuals</p> <p>List procedures</p> <p>Active listening checklist</p> <p>Family clusters Family sculptures Visualize families of the future</p> <p>List steps</p> <p>List steps</p>	<p>Portfolio Assessment</p>

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<p>#2 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>A1(a, c, d)</p> <p>A3(c, e)</p> <p>A6(b, c)</p>	<p>Improve self-esteem.</p> <p>Manage anger situations.</p> <p>Reduce stress</p> <p>Demonstrate the conflict resolution process.</p> <p>Demonstrate good listening.</p> <p>Improve family relationships.</p>	<p>Success lifeline Learning from failure/video Concept map Share a personal interest Send yourself a positive message</p> <p>Use "I" statements in class to express emotions. Keeping cool when you're not Pits to peaks Demonstrations Reducing stress lab</p> <p>Role plays</p> <p>Active listening</p> <p>Send happy grams Rules for getting along with parents</p>	<p>Portfolio Assessment</p>

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<p>#2 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>A1(a, d) A3(a, b, c, e, f)</p>	<p>Differentiate between safe and risky behaviors in relationships.</p> <p>Understand rape prevention.</p>	<p>List of ways to prevent rape or unwanted physical advances.</p> <p>Poster of ways to show someone you love them without sex.</p> <p>Checklist</p>	<p>Rubric</p>

UNIT NAME: SEX EDUCATION

JUNIOR HIGH SCHOOL

STANDARDS	INSTRUCTIONAL OBJECTIVES	SUGGESTED CLASSROOM ACTIVITIES TO MEET IO's	RECOMMENDED ASSESSMENTS
<p>#3 Students will analyze the influence of culture, media, technology and other factors on health.</p> <p>A1(d) A3(f)</p>	<p>Differentiate the validity of different sources of information.</p> <p>Cite problems associated with teenage pregnancy.</p>	<p>Research two places of health sources and come up with a comparison chart.</p> <p>Brainstorm</p>	<p>Portfolio assessment</p>

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<p>#4 Students will demonstrate the ability to use inter-personal communication skills to enhance health. They will be able to advocate for personal, family and community health.</p> <p>A1(a, b, c, d) A3(a, b, c, e) A4 A6(b)</p>	<p>Practice resisting peer pressure when pressured to have sex.</p>	<p>Role-plays Respond to situations Review ways to say no</p>	<p>Rubric</p>

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<p>#5 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>A1(a, c, d)</p> <p>A2(a, b)</p> <p>A3(a, b, c, d, e, f)</p>	<p>Decide the difficult responsibilities of being a teen parent.</p> <p>Describe the roadblocks of becoming a teen parent.</p> <p>Note how life would change as a teen parent.</p>	<p>Poster of how life would change.</p> <p>List of how goals would change</p> <p>Decision-making situations</p> <p>Comparison list</p>	<p>Criterion referenced assessment</p>

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<p>#1 Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>A3(a, b, c, d, e, f)</p> <p>A4</p> <p>A5</p>	<p>Interpret information on tobacco, alcohol, and alcoholism, alcohol and driving, and other drugs.</p> <p>Locate accurate information on a substance abuse topic.</p> <p>Analyze how over-the-counter and prescription drugs could be abused.</p> <p>Compile a list of accurate sources of information and/or help for substance abuse.</p> <p>Compile a vocabulary of terms associated with substance abuse.</p>	<p>Information seeker project</p> <p>Enrichment activities</p> <p>Concept mapping</p> <p>Speakers</p> <p>Videos</p> <p>Demonstrations</p> <p>Picture definitions</p> <p>Definition games</p> <p>Partner work</p> <p>Phone calls</p> <p>Research</p>	<p>Rubric</p>

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<p>#2 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>A1(b) A3(b, c, e) A4 A6(b, c)</p>	<p>Participate in a drug-free activity. Demonstrate refusal skills.</p>	<p>Kite flying project Role-plays Dear Addie Collage</p>	<p>Rubric</p>

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<p>#3 Students will analyze the influence of culture, media, technology and other factors on health.</p> <p>A1(d)</p> <p>A3(a, b, c, d, e, f)</p> <p>A4</p> <p>A5</p>	<p>Compile how drinking creates more problems for a teen that already has problems.</p> <p>Find ways to help a friend that might be abusing drugs.</p> <p>Cite how information from peers influences their health.</p> <p>Analyze advertisement techniques used in the media.</p> <p>Diagram how one's personal abuse affects others.</p>	<p>News articles</p> <p>Interviews</p> <p>Speaker</p> <p>Brainstorm</p> <p>Surveys</p> <p>Tobacco rewrite</p> <p>A positive jingle</p> <p>Costs of drug use</p>	<p>Rubric</p>

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<p>#4 Students will demonstrate the ability to use inter-personal communication skills to enhance health. They will be able to advocate for personal, family and community health.</p> <p>A4 A5 A6(a, b, c, d)</p>	<p>Create a drug-free message.</p> <p>Communicate how you would deal with an individual who is abusing drugs.</p>	<p>Tobacco slogan</p> <p>Situations</p> <p>Role play</p> <p>Write a script</p>	<p>Checklist</p>

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<p>#5 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>A1(a, c, d) A3(a, b, c) A4</p>	<p>Name ways that goals can become more difficult with substance abuse.</p> <p>Apply goal-setting process to staying drug free.</p> <p>Record decision-making process to avoid substance abuse.</p>	<p>Roadblocks</p> <p>Visualizations</p> <p>Make/follow a plan</p> <p>Situations</p>	<p>Checklist</p>