

PERFORMANCE OBJECTIVES FOR MENTAL HEALTH

HIGH SCHOOL

STANDARDS	INSTRUCTIONAL OBJECTIVES	SUGGESTED CLASSROOM ACTIVITIES TO MEET IO's	RECOMMENDED ASSESSMENTS
<p>#1 Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>A1a &amp; d A2a &amp; b A3a, b, c, e, f A6b &amp; c A5</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>a. Identify and find appropriate mental health care providers for themselves or others.</li> <li>b. List strategies to intervene and prevent suicide in a depressed individual.</li> <li>c. Contrast the roles of the various mental health caregivers.</li> </ul>	<ul style="list-style-type: none"> <li>* Show the video, "Teenage Suicide" and discuss warning signs and the strategies related to preventing suicide.</li> <li>* Discuss the myths and facts related to the characteristics of suicidal persons.</li> <li>* Brainstorm a list of all the possible professionals who might be involved in giving mental health care. Discuss how and when one might effectively use their services.</li> </ul>	<ul style="list-style-type: none"> <li>* Students write a "standard list of rules" to follow as one identifies and helps a potentially suicidal person.</li> <li>* Students complete a worksheet on accessing mental health care in their community.</li> </ul>

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<p>#2 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>A1a, b, c, d</p> <p>A2a</p> <p>A3a &amp; c</p>	<p><b>Students will be able to:</b></p> <p>a. List and apply ways to build self-esteem.</p> <p>b. Identify helpful and harmful coping strategies for dealing with emotions.</p> <p>c. Contrast assertive, non-assertive, and aggressive personality traits.</p> <p>d. Define stress and discuss its causes, health implications, and management strategies.</p> <p>e. Discuss the body's response to stress.</p> <p>f. Explain the relationship between stress and illness.</p> <p>g. Define mental disorder and distinguish between normal and abnormal.</p> <p>h. Identify different causes of mental disorders.</p> <p>i. Apply the skill of finding facts about post-traumatic stress disorder.</p>	<p>* After students read some short biographies of persons who possess varying degrees of self-esteem, they identify the indicators of negative and positive characteristics. Then they make suggestions for improving self-esteem.</p> <p>* Divide class into six groups, each assigned to a specific emotion. The groups find poetry, prose excerpts, and song lyrics about their assigned emotion. Discuss the implication of these emotions on everyday life.</p> <p>* Show the video, "Teenage Stress Management". Students complete a set of questions about the program as they watch it.</p>	<p>* Students write an "autobiography" showing all their personal traits. It will include a discussion of improvements they might make on emotions, self-esteem and coping with stress.</p> <p>* test on mental health unit</p>

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PERFORMANCE OBJECTIVES FOR NUTRITION

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**PERFORMANCE OBJECTIVES FOR DRUG EDUCATION**

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PERFORMANCE OBJECTIVES FOR SEX EDUCATION

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HIGH SCHOOL

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<p>#5 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>A2a &amp; b</p> <p>A3c &amp; e</p> <p>A6c</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>a. Develop personal plans for maintaining abstinent behavior.</li> <li>b. Explain how to avoid unprotected sexual activity</li> <li>c. Describe necessary prenatal care</li> <li>d. Respond promptly to symptoms of reproductive disorders.</li> </ul>	<ul style="list-style-type: none"> <li>* Divide the class into groups to create "abstinence" banners. Each group will create a list of reasons for maintaining abstinence during their teenage years. Banners will be hung from the tack strips on the classroom walls.</li> </ul>	

PERFORMANCE OBJECTIVES FOR INFECTIOUS DISEASE EDUCATION

HIGH SCHOOL

STANDARDS	INSTRUCTIONAL OBJECTIVES	SUGGESTED CLASSROOM ACTIVITIES TO MEET IO's	RECOMMENDED ASSESSMENTS
<p>#1 Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>A1d A2b A3a, c, e, f A5 A6d</p>	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>a. State the conditions that suggest one should seek medical attention for an infectious disease.</li> <li>b. Seek proper attention from the public health department for an apparent environmental health concern.</li> <li>c. List the current vaccines necessary to protect one from communicable diseases.</li> <li>d. Apply the skill of evaluating health information.</li> <li>e. Practice medicine label reading for selection of medicines.</li> <li>f. Locate centers in the community that test for and treat sexually transmitted diseases.</li> <li>g. Call STD/AIDS telephone "hotlines" for helpful information.</li> </ol>	<ul style="list-style-type: none"> <li>• Students use the local telephone directory and newspaper classified section to locate local sources of information, testing, and treatment of sexually transmitted disease.</li> <li>• Invite the school nurses to speak to the class on the effective proper preventative strategies for communicable diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a pamphlet which describes the public concerns for early detection and treatment for STD and teaches the reader to get proper testing and treatment.</li> </ul>

PERFORMANCE OBJECTIVES FOR INFECTIOUS DISEASE EDUCATION

HIGH SCHOOL

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>A1a, b, c, d</p> <p>A2a</p> <p>A3a &amp; c</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>a. Define the term infectious disease.</li> <li>b. Explain the cause of infectious diseases.</li> <li>c. Compare and contrast the various microbes that cause infectious diseases.</li> <li>d. Identify the ways infectious diseases are spread.</li> <li>e. Identify some physical and chemical barriers against invasion by pathogens.</li> <li>f. Define inflammation and identify the healing responses of the body that are associated with it.</li> <li>g. Explain how the immune system functions.</li> <li>h. Differentiate between active and passive immunity.</li> <li>i. Apply the skill of being assertive to reduce the risk of getting an infectious disease.</li> <li>j. Explain the stages of an infectious disease.</li> <li>k. Describe treatments for infectious diseases.</li> <li>l. Identify ways to reduce the risk of getting infectious diseases.</li> </ul>	<p>* Students will research a randomly assigned communicable disease, using the Internet. The product of the investigation will include the microbe which causes the disease, incubation period, symptoms, diagnostic testing, cure, and unique facts about this disease. Some reports may be reported orally.</p>	<p>* Comprehensive Disease Unit Test</p>

PERFORMANCE OBJECTIVES FOR INFECTIOUS DISEASE EDUCATION

HIGH SCHOOL

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>A1a, b, c, d</p> <p>A2a</p> <p>A3a &amp; c</p>	<p>m. Describe several infectious diseases and their symptoms and treatment.</p> <p>n. Explain why STD's are epidemic in the United States.</p> <p>o. Distinguish myths about STD's from facts.</p> <p>p. Identify behaviors that can help prevent the spread of STD's.</p> <p>q. Develop refusal skills for use in avoiding risky situations.</p> <p>r. List common STD's and explain which are the most serious.</p> <p>s. Describe the symptoms, treatment, and health risks of common STD's.</p> <p>t. Explain how HIV damages the immune system.</p> <p>u. Distinguish myths about HIV and AIDS from fact.</p> <p>v. Describe the symptoms of HIV infection and AIDS.</p>	<ul style="list-style-type: none"> <li>Using a speaker telephone, conduct a conference call with the Center for Disease Control in Atlanta. Students may ask previously written questions about sexually transmitted diseases.</li> </ul>	

PERFORMANCE OBJECTIVES FOR INFECTIOUS DISEASE EDUCATION

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>A1a, b, c</p> <p>A3a, b, c, e, f</p> <p>A4</p> <p>A5</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>a. Explain how the lack of immunization and sanitation strategies in other cultures influences the high incidence of diseases in those countries.</li> <li>b. Identify the scientific discoveries that have made the greatest influence in the incidence of communicable diseases.</li> </ul>		

PERFORMANCE OBJECTIVES FOR INFECTIOUS DISEASE EDUCATION

HIGH SCHOOL

STANDARDS	INSTRUCTIONAL OBJECTIVES	SUGGESTED CLASSROOM ACTIVITIES TO MEET IO's	RECOMMENDED ASSESSMENTS
<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>A1a, b, c</p> <p>A3a &amp; e</p> <p>A6a, b, c</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>a. Model the behaviors that most effectively prevent infection.</li> <li>b. Describe the strategies that a community can adopt to reduce the incidence of STD's.</li> </ul>	<ul style="list-style-type: none"> <li>* Have students contact the local branch of the Red Cross and find out about the screening procedures they use for blood donors. Also have them find out what screening procedures are used for potential organ donors.</li> </ul>	

PERFORMANCE OBJECTIVES FOR INFECTIOUS DISEASE EDUCATION

HIGH SCHOOL

STANDARDS	INSTRUCTIONAL OBJECTIVES	SUGGESTED CLASSROOM ACTIVITIES TO MEET IO's	RECOMMENDED ASSESSMENTS
<p>#5 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>A2a &amp; b</p> <p>A3c &amp; e</p> <p>A6c</p>	<p><b>Students will be able to:</b></p> <p>a. Outline a plan to avoid infectious diseases through immunization, hygienic practices, and abstinence.</p>		

PERFORMANCE OBJECTIVES FOR NON-INFECTIOUS DISEASE EDUCATION

HIGH SCHOOL

STANDARDS	INSTRUCTIONAL OBJECTIVES	SUGGESTED CLASSROOM ACTIVITIES TO MEET IO's	RECOMMENDED ASSESSMENTS
<p>#1 Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>A1d A2b A3a, c, e, f A5 A6d</p>	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>a. Outline a schedule of age-appropriate medical checkups to monitor for common chronic illnesses.</li> <li>b. List the recommended self-exams and diagnostic testing to screen for early detection of cancer.</li> <li>c. Demonstrate how to recognize a misleading claim for cures of chronic illnesses.</li> </ol>	<ul style="list-style-type: none"> <li>• Have students search through magazine and newspaper advertisements for examples of potential misleading claims regarding cures for chronic illnesses. Compare these to traditional medical treatment. Discuss "alternative" medical choices.</li> </ul>	

PERFORMANCE OBJECTIVES FOR NON-INFECTIOUS DISEASE EDUCATION

HIGH SCHOOL

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>A1a, b, c, d</p> <p>A2a &amp; b</p> <p>A3a, b, c, e, f</p> <p>A5</p> <p>A6b &amp; c</p>	<p><b>Students will be able to:</b></p> <p>a. Identify types of cardiovascular disease and describe problems associated with each.</p> <p>b. Describe ways of detecting and treating cardiovascular disease.</p> <p>c. Work in groups to suggest ways of preventing cardiovascular disease.</p> <p>d. Define cancer and identify three categories of carcinogens.</p> <p>e. List common types of cancer and identify high-risk groups.</p> <p>f. Outline several strategies to prevent cancer</p> <p>g. Define diabetes and differentiate between type I and type II diabetes.</p> <p>h. Explain how diabetes can be detected, prevented or controlled.</p> <p>i. Define arthritis and differentiate between osteoarthritis and rheumatoid arthritis.</p>	<ul style="list-style-type: none"> <li>• Divide the class into groups. Each group focuses its investigation of a separate chronic illness. The product will be a videotaped production which includes group members role-playing specialists who present a program on cancer, cardiovascular disease, diabetes, or arthritis.</li> </ul>	<p>* Comprehensive Disease Unit Test</p>

PERFORMANCE OBJECTIVES FOR NON-INFECTIOUS DISEASE EDUCATION

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>A1a, b, c</p> <p>A3a, b, c, e, f</p> <p>A4</p> <p>A5</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>a. Explain how one's cultural heritage may influence risk for some chronic illnesses through lifestyles, diet, and tradition.</li> <li>b. List the various technological advances that make it possible to achieve early detection of chronic illnesses.</li> <li>c. Show how one can quickly access medical information about chronic illnesses through the Internet.</li> </ul>	<p>* Each student will receive a simulated personal profile of an individual whose family history, personal lifestyle, and environmental relationships create a unique risk for one or more chronic illnesses. The student will investigate the given data and, using the Internet, find the relevant information he/she must consider to reduce their risk.</p>	

PERFORMANCE OBJECTIVES FOR NON-INFECTIOUS DISEASE EDUCATION

HIGH SCHOOL

STANDARDS	INSTRUCTIONAL OBJECTIVES	SUGGESTED CLASSROOM ACTIVITIES TO MEET IO's	RECOMMENDED ASSESSMENTS
<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>A1a, b, c</p> <p>A3a &amp; e</p> <p>A6a, b, c</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>a. Apply the skills used to support a friend of family member who has a health problem.</li> <li>b. Identify high-risk behavior exhibited by friends and family members and recommend healthful alternative behavior.</li> <li>c. Volunteer to work in programs that promote wellness for the community.</li> </ul>	<ul style="list-style-type: none"> <li>* Administer the "RISKO" survey to assess an individual's risk for CVD. Discuss the outcome and its implications. Then have the students administer the same survey to their parents and other adults they choose. They may then share the implications of the outcome with their parents.</li> </ul>	

PERFORMANCE OBJECTIVES FOR NON-INFECTIOUS DISEASE EDUCATION

HIGH SCHOOL

STANDARDS	INSTRUCTIONAL OBJECTIVES	SUGGESTED CLASSROOM ACTIVITIES TO MEET IO's	RECOMMENDED ASSESSMENTS
<p>#5 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>A2a &amp; b</p> <p>A3c &amp; e</p> <p>A6c</p>	<p><b>Students will be able to:</b></p> <p>a. Outline a wellness plan that addresses factors known to be high risk for causing chronic illnesses.</p>	<p>* Using the websites of several agencies, such as American Cancer Society and American Heart Association, students create a long-term plan for avoiding chronic illness.</p>	

PERFORMANCE OBJECTIVES FOR PERSONAL HEALTH CARE

HIGH SCHOOL

STANDARDS	INSTRUCTIONAL OBJECTIVES	SUGGESTED CLASSROOM ACTIVITIES TO MEET IO's	RECOMMENDED ASSESSMENTS
<p>#1 Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>A1d A2b A3a, c, e, f A5 A6d</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>a. Analyze advertising for personal health care products and services to avoid misleading or false claims.</li> <li>b. Explain how to properly identify and access the services of vision, hearing, and skin specialists.</li> </ul>	<p>* Supply the students with sample advertisements that exemplify misleading and false claims. Discuss some of the deceptive techniques used to sell useless health-care products.</p>	

PERFORMANCE OBJECTIVES FOR PERSONAL HEALTH CARE

HIGH SCHOOL

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>A1a, b, c, d</p> <p>A2a</p> <p>A3a &amp; c</p>	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>a. Distinguish between the epidermis and dermis, and identify the characteristics and structures found in each layer.</li> <li>b. Differentiate skin problems such as acne, dermatitis, skin infections, and overexposure to the sun.</li> <li>c. Describe basic skin care.</li> <li>d. Identify common hair and nail problems.</li> <li>e. Identify the factors that affect the production of sweat.</li> <li>f. Differentiate the various types of mole appearance.</li> <li>g. List the factors that lead to skin cancer.</li> <li>h. Identify the parts of the eye.</li> <li>i. Explain how the process of vision occurs.</li> <li>j. Differentiate among vision problems.</li> <li>k. Describe correct eye care.</li> <li>l. Describe the structure and function of the ear.</li> <li>m. Differentiate among the various hearing disorders.</li> <li>n. Describe how to care for the ear and protect it from damage.</li> </ol>	<ul style="list-style-type: none"> <li>• Invite a local optometrist to present a program on eye problems and proper vision care.</li> <li>• Using the audiotape, "THE UNFAIR HEARING TEST", have students experience various hearing problems through this simulation technique. Discuss how the various levels of hearing impairment affected them.</li> </ul>	<p>* Comprehensive Personal Health Care Test</p>

PERFORMANCE OBJECTIVES FOR PERSONAL HEALTH CARE

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>A1a, b, c</p> <p>A3a, b, c, e, f</p> <p>A4</p> <p>A5</p>	<p><b>Students will be able to:</b></p> <p>a. List the various technological advances which currently are available to improve sight, hearing, skin disease, and other personal health care concerns.</p>		

PERFORMANCE OBJECTIVES FOR PERSONAL HEALTH CARE

HIGH SCHOOL

STANDARDS	INSTRUCTIONAL OBJECTIVES	SUGGESTED CLASSROOM ACTIVITIES TO MEET IO's	RECOMMENDED ASSESSMENTS
<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>A1a, b, c</p> <p>A3a &amp; e</p> <p>A6a, b, c</p>	<p><b>Students will be able to:</b></p> <p>a. Volunteer for community agencies which benefit those with hearing and vision impairments.</p>		

PERFORMANCE OBJECTIVES FOR PERSONAL HEALTH CARE

HIGH SCHOOL

STANDARDS	INSTRUCTIONAL OBJECTIVES	SUGGESTED CLASSROOM ACTIVITIES TO MEET IO's	RECOMMENDED ASSESSMENTS
<p>#5 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>A2a &amp; b</p> <p>A3c &amp; e</p> <p>A6c</p>	<p><b>Students will be able to:</b></p> <p>a. List the wellness activities through which they will protect vision, hearing and skin health.</p>		