

Bethlehem Area School District

*Grade 10
Health*

2006

Grade 10 Health

Unit 1- Health and Your Wellness

Chapter 3 Self-Esteem and Mental Health (4)

Section 1 Building Your Self-Esteem

Section 2 Using Good Communication Skills

Unit 3- Drugs

Chapter 9 Understanding Drugs and Medicines (4)

Section 1 Drugs

Section 2 Drugs As Medicines

Chapter 10 Alcohol (6)

Section 2 Alcoholism Affects the Family and Society

Section 3 Teens and Alcohol

The Student Assistance Program (not in book)

Chapter 12 Illegal Drugs (3)

Section 3 Other Drugs of Abuse

Section 4 A Drug-Free Life

Unit 6 – Reproductive Health

Chapter 18 Reproduction, Pregnancy, and Development (6)

Section 1 Male Reproductive System (review)

Section 2 Female Reproductive System (review)

Section 3 Pregnancy and Early Development

Chapter 19 Building Responsible Relationships (6)

Section 2 Benefits of Abstinence

Section 3 Coping With Pressures

Contraception (not in book)

Chapter 20 Risks of Adolescent Sexual Activity (5)

Section 1 What Are the Risks?

Section 2 What Are Sexually Transmitted Infections?

Section 3 Common STI's

Chapter 21 HIV and AIDS (1)

Section 2 Understanding HIV and AIDS

🍏 Use Chapters 5 + 13 for project assignments.

32+ 7 days of student projects , 4 guest speakers, 1 review day and 1 exam day. = 45 days

Name of Course: Health	Course Number: 904 / 804
Grade Level(s): 10	
Unit 1: Health and Your Wellness Chapter 3: Self-Esteem & Mental Health Section 1: Building Your Self-Esteem Section 2: Using Good Communication Skills	
Estimated Instructional Time: 2-3 days	
PA Academic Standards: 10.1B Interaction of Body Systems-Evaluate factors that impact the body systems and apply protective/preventive strategies. 10.2D Decision Making Skills-examine and apply a decision making process to the development of short and long-term health goals.	
New Standards Performance Standards: H.SC.4.c Health, such as nutrition and exercise; disease and epidemiology; personal and environmental safety; and resources, environmental stress, and population growth.	
National Health Education Standards: 1.1 Analyze how behavior can impact health maintenance and disease prevention. 1.2 Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood. 3.1 Analyze the role of individual responsibility for enhancing health. 3.4 Develop strategies to improve or maintain personal, family, and community health. 4.4 Analyze how information from the community influences health. 5.1 Demonstrate skills for communicating effectively with family, peers, and others. 5.2 Analyze how interpersonal communication affects relationships. 5.3 Demonstrate healthy ways to express needs, wants, and feelings. 5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.	
Unit Objectives: <ul style="list-style-type: none"> • The student will be able to define self-esteem. • The student will be able to list the benefits of high self-esteem. • The student will be able to identify factors that influence the development of self-esteem. • The student will be able to describe ways you can improve your self-esteem. • The student will be able to define eustress and distress. • The student will be able to distinguish the type of stress and develop solutions to deal with stress. • The student will be able to summarize why good communication is important. • The student will be able to differentiate between passive, assertive, and aggressive communication styles. • The student will be able to name five characteristics of good listening skills. • The student will be able to list three examples of body language. • The student will be able to list five ways to improve your speaking skills. 	

Text/Resource Materials:

- Lifetime Health Video Building Self-Esteem. Students learn ways to improve their self-esteem.
- Video Select Videos related to the chapter topics may be found at go.hrw.com. Type in keyword HH4 SLF.
- Life Skills Worksheet Express Lesson: Ten Tips for Building Self-Esteem, CRF. Students complete this worksheet on ways to build self-esteem.
- Life Skills Quick Review Ten Tips for Self-Esteem: Learning to Be Positive, CRF. Have students use this worksheet to explore ways to help a friend build self-esteem.
- Life Skill Activity Say What? SE. Students create “I” and “You” messages as they role-play certain situations.
- Datasheet for Life Skill Activity Say What? CRF. Students use the worksheet to record their reactions to “I” and “You” messages as they role-play a situation between a teenager and a parent. (Basic)

Activities:

- Datasheet for Real Life Activity Sell Yourself, CRF. Students create an advertisement for themselves, using the same techniques used by advertisers to sell products. Students’ advertisements emphasize five reasons why they think they are wonderful.
- Activity Building Self-Esteem, TE. Have students list new activities they could try to help themselves build self-esteem, and then research opportunities to do those activities in the community.

Assessment:

- Life Skills Worksheet Choosing Supportive Relationships, CRF. Have students use this worksheet to practice ways to preserve self-esteem by identifying and developing healthy relationships with others. (General)
- Section Review Section 1, SE. Assign questions 1–9 for review, homework, or as a quiz.
- Teacher observation of role-plays and cooperative activities.

Enabling Objectives:

- The student will be able to participate in a role-play activity while acting out responses of passive, aggressive, and assertive scenarios.
- The student will be able to engage in a conversation with a classmate while practicing good listening skills.

Extensions:

- Current Health Articles and activities related to the chapter topics may be found at go.hrw.com. Type in keyword HH4 CH03T.
- Internet Connect Building a Healthy Self-Esteem, HealthLinks code: HH4024. Students

Remediation:

- Guided Reading Audio CD Program Self-Esteem and Mental Health Script. Assign Section 1. The audio program is a reading of the chapter content for ELL students, auditory learners, and struggling readers.
- Inclusion Strategy TE. Use this teaching strategy to engage students who are learning disabled or students who have attention deficit disorder or behavior control issues.

Name of Course: Health	Course Number: 904 / 804
Grade Level(s): 10	
Unit 3: Drugs Chapter 9: Understanding Drugs and Medicines Section 1: Drugs Section 2: Drugs As Medicines	
Estimated Instructional Time: 5 days	
PA Academic Standards: 10.1.12D Evaluate issues relating to the use/non-use of drugs Psychology of addiction Social Impact (e.g., cost, relationship) Chemical use and fetal development Laws relating to alcohol, tobacco and chemical substances Impact on the individual Impact on the community 10.1.12E Identify and analyze factors that influence the prevention and control of health problems Research Medical advances Technology Government policies/regulations	
New Standards Performance Standards: H.SC.4.c Health, such as nutrition and exercise; disease and epidemiology; personal and environmental safety; and resources, environmental stress, and population growth.	
National Health Education Standards: 1.1 Analyze how behavior can impact health maintenance and disease prevention. 1.2 Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood. 1.3 Explain the impact of personal health behaviors on the functioning of body systems. 1.4 Analyze how the family, peers, and community influence the health of individuals. 1.6 Describe how to delay onset and reduce risks of potential health problems during adulthood. 2.2 Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information. 2.4 Demonstrate the ability to access school and community health services for self and others. 2.6 Analyze situations requiring professional health services. 3.1 Analyze the role of individual responsibility for enhancing health. 3.2 Evaluate a personal health assessment to determine strategies for health enhancement and	

risk reduction.

- 3.3 Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.
- 3.4 Develop strategies to improve or maintain personal, family, and community health.
- 3.6 Demonstrate ways to avoid and reduce threatening situations.
- 4.2 Evaluate the effect of media and other factors on personal, family, and community health.
- 5.1 Demonstrate skills for communicating effectively with family, peers, and others.
- 5.3 Demonstrate healthy ways to express needs, wants, and feelings.
- 5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.
- 5.5 Demonstrate strategies for solving interpersonal conflicts without harming self or others.
- 5.6 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- 6.1 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
- 6.3 Predict immediate and long-term impact of health decisions on the individual, family, and community.
- 6.4 Implement a plan for attaining a personal health goal.
- 7.2 Express information and opinions about health issues.
- 7.4 Demonstrate the ability to influence and support others in making positive health choices.

Unit Objectives:

- The students will be able to list 3 qualities that make a drug useful as a medicine.
- The students will be able to name the two sources of all drugs
- The students will be able to identify four different types of medicines and their effects on the body
- The students will be able to describe how drugs that effect the brain work
- The students will be able to state how drugs can affect a person's emotions
- The students will be able to describe why addiction is considered a treatable and avoidable disease
- The students will be able to summarize the role of withdrawal in maintaining a drug addiction
- The students will be able to state two reason why prescriptions are required for some medicines
- The students will be able to state two factors to consider when choosing over-the-counter (OTC) medicines
- The students will be able to list six things you should do to be able to use medicines wisely

Text/Resource Materials:

- Holt Lifetime Health Textbook and Resource guides
- Discovery Health Online Website

Activities:

- Creating an over-the-counter medicine Label
- Group discussion and research on appropriate uses for prescription medicines
- Responding to a Medical Emergency
- Travel Brochure that serves as a guide to the nervous system

Assessment:

- Section Quiz
- Chapter Test
- OTC Medicine Label Project
- Nervous System Travel Brochure

Enabling Objectives:

The students will be able to show an understanding of how to read a medicine label by creating their own medicine label.

Extensions:

Research Project: Prescription drugs – Long term use and how it effects the brain

Remediation:

- Alternative Assessment – Short report on types of OTC drugs and their uses
- Re-teaching worksheets
- Guided reading audio CD for lesson/chapter

Name of Course: Health	Course Number: 904 / 804
Grade Level(s): 10	
Unit 3: Drugs Chapter 10: Alcohol Section 2: Alcoholism Affects the Family and Society Section 3: Teens and Alcohol	
Estimated Instructional Time: 4-5 days	
PA Academic Standards: 10.1.9D Alcohol, Tobacco, and Chemical Substances-Analyze prevention and intervention strategies in relation to adolescent and adult drug use. 10.1.12D Alcohol, Tobacco, and Chemical Substances-Evaluate issues relating to use/non-use of drugs. 10.4.9C Responses of Body to Physical Activity-Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.	
New Standards Performance Standards: H.SC.4.c Health, such as nutrition and exercise; disease and epidemiology; personal and environmental safety; and resources, environmental stress, and population growth.	
National Health Education Standards: 1.1 Analyze how behavior can impact health maintenance and disease prevention. 1.2 Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood. 1.3 Explain the impact of personal health behaviors on the functioning of body systems. 1.4 Analyze how the family, peers, and community influence the health of individuals. 1.6 Describe how to delay onset and reduce risks of potential health problems during adulthood. 2.2 Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information. 2.4 Demonstrate the ability to access school and community health services for self and others. 2.6 Analyze situations requiring professional health services. 3.1 Analyze the role of individual responsibility for enhancing health. 3.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction. 3.3 Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors. 3.5 Develop strategies to improve or maintain personal, family, and community health. 3.6 Demonstrate ways to avoid and reduce threatening situations. 4.2 Evaluate the effect of media and other factors on personal, family, and community health. 5.1 Demonstrate skills for communicating effectively with family, peers, and others. 5.3 Demonstrate healthy ways to express needs, wants, and feelings.	

- 5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.
- 5.5 Demonstrate strategies for solving interpersonal conflicts without harming self or others.
- 5.6 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- 6.1 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
- 6.3 Predict immediate and long-term impact of health decisions on the individual, family, and community.
- 6.4 Implement a plan for attaining a personal health goal.
- 7.2 Express information and opinions about health issues.
- 7.4 Demonstrate the ability to influence and support others in making positive health choices.

Unit Objectives:

- The student will be able to list the effects of alcohol on the body by categorizing them into short term or long-term effects.
- The student will be able to decide the stages of alcoholism by reading a scenario and listing which stage of alcoholism the scenario demonstrates.
- The student will be able to list five problems resulting from teen drinking.
- The student will be able to discuss their five problems resulting from teen drinking and weigh the consequences.
- The student will be able to practice alcohol safety by learning ways to choose alternative activities through role- play.
- The student will be able to list the availability of support groups such as Alcoholics Anonymous (AA) and Alateen.
- The student will be able to state the facts about the three liver diseases associated with drinking alcohol.
- The student will be able to list the effects of alcohol used during pregnancy on the fetus and describe the characteristics of a Fetal Alcohol Syndrome (FAS) baby while looking at photos.
- The student will be able to summarize the risks of alcohol abuse and consequences of drinking and driving.
- The student will be able to state why alcohol is considered a drug.
- The student will be able to list the short-term effects of alcohol use.
- The student will be able to describe the long-term damage that alcohol does to the organs of the body.
- The student will be able to identify three reasons you should not drink alcohol.
- The student will be able to state the difference between alcohol abuse and alcoholism.
- The student will be able to identify the warning signs of alcoholism.
- The student will be able to list three ways that alcohol can have a negative effect on family life.
- The student will be able to describe how alcoholism affects society.
- The student will be able to identify the role alcohol plays in teen driving accidents.
- The student will be able to list the legal consequences of underage drinking.
- The student will be able to summarize how underage drinking can harm a teen's future.
- The student will be able to list three ways you could refuse alcohol if it were offered to you.
- The student will be able to identify student groups and organizations that are involved in educating people about the dangers of alcohol.

Text/Resource Materials:

- Lifetime Health textbook
- Worksheets from Lifetime Health Study Guide pages 70-76
- Discovery Health Connection website www.discoveryhealthconnection.com
- Guest speaker “Alcoholics Anonymous”
- Drunk goggles

Activities:

- Worksheets on Alcoholism
- Guest Speaker “AA”
- Debrief of guest speaker-letter to speaker
- Role-plays
- Project on Alcoholism
- “Drunk goggles” simulation of activities (pick up coin, walk line, catch ball, etc.)
- Suggestive video: “Brandon’s Story”-real life story of teen (Brandon Silveria) affected by drinking and driving (with worksheet)
- Suggestive video: “Drugs in Society” (Ted Koppel) discusses the effects of drug use on society with worksheet.

Assessment:

- Project with Rubric
- Chapter 10 Test
- Observation through role play
- Observation in class discussion and activities
- Volunteering to answer questions

Enabling Objectives:

- The student will be able to demonstrate the effects of drinking alcohol by participating in an activity wearing “drunk goggles”.
- The student will be able to describe the three stages of alcoholism by verbalizing three characteristics from each stage.
- The student will be able to model the role of a responsible teenager through alcohol related role-plays.
- The student will be able to calculate blood alcohol content by using a BAC chart.
- The student will be able to compare blood alcohol levels to alcohol poisoning by using the proof/percentage formula.
- The student will be able to list reasons on the board why teens drink and discuss safe alternatives to drinking.

Extensions:

- Video Select Videos related to the chapter topics may be found at go.hrw.com. Type in keyword HH4 LALC.
- Current Health Articles and activities related to the chapter topics may be found at go.hrw.com. Type in keyword HH4 CH10T.
- Internet Connect Blood Alcohol Concentration, HealthLinks code: HH4019.
- Students research the medical effects of different blood alcohol levels.

Remediation:

Guided Reading Audio CD Program Alcohol Script. Assign Section 1. The audio program is a reading of the chapter content for ELL students, auditory learners, and struggling readers.

Name of Course: Health	Course Number: 904 / 804
Grade Level(s): 10	
Unit 3: Drugs The Student Assistance Program (not in book)	
Estimated Instructional Time: 30 minutes	
PA Academic Standards:	
10.1	Analyze factors that impact growth and development between adolescents and adulthood. Substance abuse, health status (e.g., physical, mental, social) intentional/unintentional injury, and dietary patterns.
10.1.9C	Analyze factors that impact nutritional choices of adolescents. Body image, advertising, dietary guidelines, eating disorders, peer influence, athletic goals
10.1.9	Danalyze prevention and intervention strategies in relation to adolescent and adult drug use. Decision-making/refusal skills, situation avoidance, goal setting, professional assistance (e.g. medical, counseling, support groups) parent involvement
10.1.9E	Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
New Standards Performance Standards:	
H.SC.4C Health, such as nutrition and exercise; disease and epidemiology; personal and environmental safety; and resources, environmental stress, and population growth.	
National Health Education Standards:	
1.1	Analyze how behavior can impact health maintenance and disease prevention.
1.2	Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.
1.3	Explain the impact of personal health behaviors on the functioning of body systems.
1.4	Analyze how the family, peers, and community influence the health of individuals.
1.6	Describe how to delay onset and reduce risks of potential health problems during adulthood.
2.2	Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.
2.4	Demonstrate the ability to access school and community health services for self and others.
2.6	Analyze situations requiring professional health services.
3.1	Analyze the role of individual responsibility for enhancing health.
3.2	Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.
3.3	Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.
3.6	Develop strategies to improve or maintain personal, family, and community health.
3.6	Demonstrate ways to avoid and reduce threatening situations.
4.2	Evaluate the effect of media and other factors on personal, family, and community health.

- 5.1 Demonstrate skills for communicating effectively with family, peers, and others.
- 5.3 Demonstrate healthy ways to express needs, wants, and feelings.
- 5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.
- 5.5 Demonstrate strategies for solving interpersonal conflicts without harming self or others.
- 5.6 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- 6.1 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
- 6.3 Predict immediate and long-term impact of health decisions on the individual, family, and community.
- 6.4 Implement a plan for attaining a personal health goal.
- 7.2 Express information and opinions about health issues.
- 7.4 Demonstrate the ability to influence and support others in making positive health choices.

Unit Objectives:

- The students will be able to describe the goals of the Student Assistance Program.
- The students will be able to list 5 reasons to make a referral.
- The students will be able to discuss how and when a referral should be made.
- The students will gain an understanding about the dangers of enabling.

Text/Resource Materials:

- www.pasap.org,
- www.caronfoundation.org
- hand-outs
- SAP team

Activities:

- role play
- group discussions
- video
- pamphlets
- guest speaker

Assessment:

- quiz
- poster
- sample referral

Enabling Objectives:

The students will be able to refer a classmate to the Student Assistance Team out of care and concern for the well being of the student and the school community.

Extensions:

- The student will write an article for the school newspaper about the SAP team
- The student will create a Student Assistance bulletin board

Remediation: video

- refer to websites
- SAP pamphlet
- Review handouts on D+A issues, mental health, and eating disorders

Name of Course: Health	Course Number: 904 / 804
Grade Level(s): 10	
Unit 3: Drugs Chapter 12: Illegal Drugs Section 3: Other Drugs of Abuse Section 4: A Drug-Free Life	
Estimated Instructional Time: 4-5 days	
PA Academic Standards: 10.1.9D Alcohol, Tobacco, and Chemical Substances-Analyze prevention and intervention strategies in relation to adolescent and adult drug use. 10.1.12D Alcohol, Tobacco, and Chemical Substances-Evaluate issues relating to use/non-use of drugs. 10.4.9C Responses of Body to Physical Activity-Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.	
New Standards Performance Standards: H.SC.4.c Health, such as nutrition and exercise; disease and epidemiology; personal and environmental safety; and resources, environmental stress, and population growth.	
National Health Education Standards: 1.1 Analyze how behavior can impact health maintenance and disease prevention. 1.2 Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood. 1.3 Explain the impact of personal health behaviors on the functioning of body systems. 1.4 Analyze how the family, peers, and community influence the health of individuals. 1.6 Describe how to delay onset and reduce risks of potential health problems during adulthood. 2.2 Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information. 2.4 Demonstrate the ability to access school and community health services for self and others. 2.6 Analyze situations requiring professional health services. 3.1 Analyze the role of individual responsibility for enhancing health. 3.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction. 3.3 Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors. 3.7 Develop strategies to improve or maintain personal, family, and community health. 3.6 Demonstrate ways to avoid and reduce threatening situations. 4.2 Evaluate the effect of media and other factors on personal, family, and community health. 5.1 Demonstrate skills for communicating effectively with family, peers, and others. 5.3 Demonstrate healthy ways to express needs, wants, and feelings.	

- 5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.
- 5.5 Demonstrate strategies for solving interpersonal conflicts without harming self or others.
- 5.6 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- 6.1 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
- 6.3 Predict immediate and long-term impact of health decisions on the individual, family, and community.
- 6.4 Implement a plan for attaining a personal health goal.
- 7.2 Express information and opinions about health issues.
- 7.4 Demonstrate the ability to influence and support others in making positive health choices.

Unit Objectives:

- The student will be able to list six ways illegal drug use can be dangerous.
- The student will be able to identify the reason drug abuse is especially dangerous to teens.
- The student will be able to describe two ways illegal drug use conflicts with your values and goals.
- The student will be able to list three things all types of illegal drugs have in common.
- The student will be able to summarize the effects of four commonly abused illegal drugs on the body.
- The student will be able to describe the effects of marijuana on a person's behavior.
- The student will be able to identify the reason abusing inhalants can be deadly after only one use.
- The student will be able to compare the dangerous effects of five types of club drugs.
- The student will be able to summarize the dangerous effects of anabolic steroids.
- The student will be able to describe the dangerous risks of using stimulants, depressants, opiates, and hallucinogens for nonmedical uses.
- The student will be able to compare the dangers of two different types of stimulants.
- The student will be able to summarize the dangerous effects of depressant drugs.
- The student will be able to describe the dangerous physical and social effects of addiction to opiates such as heroin.
- The student will be able to summarize the dangerous emotional effects that can result from hallucinogen abuse.
- The student will be able to summarize how drug abuse can negatively affect a person's life.
- The student will be able to identify the ways that drug abuse can affect a family.
- The student will be able to list four ways that drug abuse impacts society.
- The student will be able to describe the principles that describe effective drug abuse treatment.
- The student will be able to list five ways that you could refuse illegal drugs.

Text/Resource Materials:

- Reteaching Worksheet Section 1, CRF. Students complete this worksheet to reinforce the ideas of the section. (Basic)
- Video Select Videos related to the chapter topics may be found at go.hrw.com. Type in keyword HH4 DRG.
- Current Health Articles and activities related to the chapter topics may be found at go.hrw.com. Type in keyword HH4 CH12T.
- *Lifetime Health* Video and Worksheet Illegal Drugs. Students learn about drugs of abuse.

- Guest speakers: School counselor, drug enforcement officer, or local police department.

Activities:

- Express Lesson Making GREAT Decisions. Have students complete this lesson to develop decision-making skills.
- Life Skills Worksheet Express Lesson: Making GREAT Decisions, CRF. Have students use this worksheet to practice decision-making skills.
- Decision-Making Activity Pressure to Take Drugs, CRF. Have students use this worksheet to practice making decisions relating to peer pressure and illegal drug use. (General)
- Life Skill Builder Practicing Wellness, TE. Have students practice their refusal skills by role-playing a situation involving peer pressure to use marijuana. (General)
- Demonstration TE. Invite a school drug counselor to present information to students on the dangers of inhalants available as everyday consumer products. (General)
- Reading Skill Builder Active Reading, TE. Have students make an outline of the text under “Marijuana.”
- Demonstration TE. Invite a drug enforcement officer to speak to the class about designer drugs. (General)
- Teaching Tip Drugs and Drug Abuse, TE. Have students research and write reports about drugs and drug abuse. (Advanced)
- Teaching Tip Date-Rape Drugs, TE. Lead a discussion of how students can protect themselves from date-rape drugs. Discuss the importance of awareness in unfamiliar situations and of having safety plans with their friends while at parties or other events. (General)
- *Lifetime Health* Video and Worksheet “Illegal Drugs.”

Assessment:

- Chapter Test Illegal Drugs.
- Drug and Alcohol Project
- Lesson 1, 2, 3, & 4 quiz.
- Reaction paper of guest speaker.
- Homework assignments throughout chapter :
 - Life Skills Worksheet Using Community Resources: Drug Addiction Help, CRF. Have students use this worksheet to help them explore drug addiction treatment resources in their community. (General)
 - Section Review Section 4. Assign questions 1–11 for review, homework, or as a quiz.
 - Chapter Review Illegal Drugs, SE. Assign questions to review the material for this chapter.
 - Life Skills Worksheet Communicating Effectively: Drug Abuse Trends, CRF. Have students use this worksheet to help them explore changes in the abuse of heroin, cocaine, LSD, and methamphetamine over time and present their findings in a way that will discourage others from trying these drugs. (General)
 - Section Review Section 3. Assign questions 1–9 for review, homework, or as a quiz.
 - Life Skills Worksheet Making GREAT Decisions: Drug Dilemma, CRF.
 - Have students use D+A worksheet to practice dealing with situations involving illegal drug use and peer pressure. (General)
 - Section Review Section 1, SE. Assign questions 1–10 for review, homework, or as a quiz.

Enabling Objectives:

- The student will be able to create skits about how to handle peer pressure to use drugs.
- The student will be able to talk personally with a drug and alcohol officer or counselor.

Extensions:

- Internet Connect Drug and Drug Abuse, Health Links code: HH4050. Students research Internet sources about drugs and drug abuse.
- Internet Connect Drugs and Alcohol Abuse, HealthLinks code: HH4048. Students research Internet sources about drug and alcohol abuse.
- Internet Connect Drugs and the Brain, HealthLinks code: HH4051. Students research Internet sources about the effect of drug use on the brain.
- Internet Connect Nervous System, HealthLinks code: HH4105. Students research Internet sources about the effects of drug addiction on the nervous system.
- Activity Drug Overdose, TE. Have student's research drug overdoses, including the symptoms of an overdose and how to respond to one. Students can then present their research to the class. (Advanced)

Remediation:

- Guided Reading Audio CD Program Illegal Drugs Script. Assign Section 1,2. The audio program is a reading of the chapter content for ELL students, auditory learners, and struggling readers.
- Inclusion Strategies TE. Students make pictures of the health effects listed in Table 1 and use the pictures to create a Drug Effects wall.
- Reteaching Worksheet Section 2, CRF. Students complete this worksheet to reinforce the ideas of the section. (Basic)

Name of Course: Health	Course Number: 904 / 804
Grade Level(s): 10	
Unit 6: Reproductive Health Chapter 18: Reproduction, Pregnancy, and Development Section 1: Male Reproductive System (review) Section 2: Female Reproductive System (review) Section 3: Pregnancy and Early Development	
Estimated Instructional Time: 5 days	
PA Academic Standards: 10.1.12 Evaluate factors that impact growth and development during adulthood and late adulthood: Acute and chronic illness Communicable and non-communicable disease Health status Relationships (e.g., marriage, divorce, loss) Career choice Aging process Retirement 10.2.12D Examine and apply a decision-making process to the development of short and long-term health goals	
New Standards Performance Standards: H.SC.4.c Health, such as nutrition and exercise; disease and epidemiology; personal and environmental safety; and resources, environmental stress, and population growth.	
National Health Education Standards: 1.1 Analyze how behavior can impact health maintenance and disease prevention. 1.2 Describe the interrelationship of mental, emotional, social, and physical health throughout adulthood. 1.3 Explain the impact of personal health behaviors on the functioning of body systems. 1.4 Analyze how family, peers, and community influence the health of individuals. 2.6 Analyze situations requiring professional health services. 3.1 Analyze the role of individual responsibility for enhancing health. 3.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction. 3.3 Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors. 3.4 Develop strategies to improve or maintain personal, family, and community health. 3.6 Demonstrate ways to avoid and reduce threatening situations. 4.2 Evaluate the effect of media and other factors on personal, family, and community health. 5.1 Demonstrate skills for communicating effectively with family, peers, and others.	

- 5.3 Demonstrate healthy ways to express needs, wants and feelings.
- 5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.
- 5.6 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- 6.1 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risk of young adults.
- 6.3 Predict immediate and long-term impact of health decisions on the individual, family, and community.
- 6.4 Implement a plan for attaining a personal health goal.

Unit Objectives:

- The students will be able to describe the function of each of the organs of the male reproductive system
- The students will be able to summarize four problems that can occur with the male reproductive system.
- The students will be able to describe the function of each of the organs of the female reproductive system.
- The students will be able to summarize four problems that can occur with the female reproductive system.
- The students will be able to summarize how a baby develops during the three trimesters of pregnancy.
- The students will be able to identify five things a couple can do to stay healthy before and during pregnancy.
- The students will be able to list the stages of childbirth chronologically.

Text/Resource Materials:

- Holt Lifetime Health Textbook and Resource Guides
- Discovery Health Online Website

Activities:

- Introduction/Review – Small groups list opposite sex’s reproductive organs and functions
- Study Guide
- Health care manual (male or female – both)- how to keep reproductive systems healthy
- Male and Female reproductive systems review transparencies
- Pregnancy timeline
- Parent interview – interview three different parents about their thoughts on parenting (teacher approved questions)

Assessment:

- Male and Female reproductive vocabulary quiz
- Section quizzes
- Unit Test
- Pregnancy Trimester’s Quiz

Enabling Objectives:

- Health care manual (male and female) how to keep reproductive systems healthy
- Parent interview

Extensions:

- Have student research causes, symptoms, treatment, and possible prevention of pregnancy problems.
- Assign one male and one female reproductive problem from Table 1 (section #1) and have them research causes, symptoms, treatment, and prevention of assigned problem.

Remediation:

- Concept review worksheet
- Guided Reading Audio CD
- Re-teaching worksheets (for each section)

Name of Course: Health	Course Number: 904 / 804
Grade Level(s): 10	
Unit 6: Reproductive Health Chapter 19: Building Responsible Relationships Section 2: Benefits of Abstinence Section 3: Coping With Pressures Contraception (not in book)	
Estimated Instructional Time: 6 blocks (90 minutes each)	
PA Academic Standards: 10.1.9A Analyze factors that impact growth and development between adolescence and adulthood. Relationships (e.g., dating, friendships, peer pressure) Interpersonal communication Risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) abstinence STD and HIV prevention Community 10.1.9E Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention. 10.1.6E Identify health problems that can occur throughout life and describe ways to prevent them. Diseases (e.g., cancer, diabetes, STI/HIV/AIDS, cardiovascular disease) Prevention (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active) 10.2.9D Analyze and apply a decision-making process to adolescent health and safety issues.	
New Standards Performance Standards: H.SC.4C Health, such as nutrition and exercise; disease and epidemiology; personal and environmental safety; and resources, environmental stress, and population growth.	
National Health Education Standards: 1.1 Analyze how behavior can impact health maintenance and disease prevention. 1.2 Describe the interrelationship of mental, emotional, social, and physical health throughout adulthood. 1.3 Explain the impact of personal health behaviors on the functioning of body systems. 1.4 Analyze how family, peers, and community influence the health of individuals. 2.6 Analyze situations requiring professional health services. 3.1 Analyze the role of individual responsibility for enhancing health. 3.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction. 3.3 Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.	

- 3.4 Develop strategies to improve or maintain personal, family, and community health.
- 3.6 Demonstrate ways to avoid and reduce threatening situations.
- 4.2 Evaluate the effect of media and other factors on personal, family, and community health.
- 5.1 Demonstrate skills for communicating effectively with family, peers, and others.
- 5.3 Demonstrate healthy ways to express needs, wants and feelings.
- 5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.
- 5.6 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- 6.1 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risk of young adults.
- 6.3 Predict immediate and long-term impact of health decisions on the individual, family, and community.
- 6.4 Implement a plan for attaining a personal health goal.

Unit Objectives:

- The students will be able to list the benefits of abstinence.
- The students will gain an understanding of the various ways that abstinence can help them achieve their goals.
- The students will be able to analyze the risks of being sexually active.
- The students will be able to identify risk factors that can cause teens to become sexually active.
- The students will be able to identify protective factors that help teens remain abstinent such as having a close relationship with parents.
- The students will be able to list ways other than sexual activity to show someone that they care.
- The students will be able to identify pressure situations that could lead to sexual activity and that should be avoided.
- The students will be able to name the two types of resistance that you can use against external pressure.
- The students will be able to list the pros and cons of hormonal vs. barrier methods of contraception.
- The students will be able to identify which contraceptives protect against STIs and pregnancy.
- The students will be able to list possible side effects of the different contraceptives.

Text/Resource Materials:

- Guest Speaker
- Life skills worksheets
- Parent Discussion Guide
- Video
- Current Health magazine
- Discovery Health Online
- Holt Lifetime Health Textbook
- www.scilinks.org/health Topic: Dating Responsibility Health Links Code HH4039
- Transparencies
- Holt Puzzle Pro

Activities:

- Decision-Making activities
- What's your health IQ
- Cooperative learning activities
- Holt Puzzle Pro
- Journal Entries
- Group Work
- Class Discussion
- Concept Review Worksheets

Assessment:

- Section Quiz
- Exam View Test maker
- Guest speaker-reaction paper
- Pamphlet Project
- Homework Assignments

Enabling Objectives:

The students will be able to perform skits demonstrating ways to handle peer pressure using refusal skills.

Extensions:

The student will be able to write an article for the school paper in which they discuss what every teenager should know about coping with sexual pressures.

Remediation:

- Peer Tutoring
- Re-teaching Worksheet
- Concept Review Worksheet
- Guided Reading Audio CD ch.19

Name of Course: Health	Course Number: 904 / 804
Grade Level(s): 10	
Unit 6: Reproductive Health Chapter 20: Risks of Adolescent Sexual Activity Section 1: What Are the Risks? Section 2: What Are Sexually Transmitted Infections? Section 3: Common STP's Chapter 21: HIV and AIDS Section 2: Understanding HIV and AIDS	
Estimated Instructional Time: 5 days	
PA Academic Standards: 10.1.12 A Evaluate factors that impact growth and development during adulthood and late adulthood. Acute and chronic illness Communicable and non-communicable disease Health status Relationships (e.g., marriage, divorce, loss) Career choice Aging process Retirement 10.1.9A Analyze factors that impact growth and development between adolescence and adulthood. Relationships (e.g., dating, friendships, peer pressure) Interpersonal communication Risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) Abstinence STD and HIV prevention Community	
New Standards Performance Standards: H.SC.4.c Health, such as nutrition and exercise; disease and epidemiology; personal and environmental safety; and resources, environmental stress, and population growth.	
National Health Education Standards: 1.1 Analyze how behavior can impact health maintenance and disease prevention. 1.2 Describe the interrelationship of mental, emotional, social, and physical health throughout adulthood. 1.3 Explain the impact of personal health behaviors on the functioning of body systems. 1.4 Analyze how family, peers, and community influence the health of individuals. 2.6 Analyze situations requiring professional health services.	

- 3.1 Analyze the role of individual responsibility for enhancing health.
- 3.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.
- 3.3 Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.
- 3.4 Develop strategies to improve or maintain personal, family, and community health.
- 3.6 Demonstrate ways to avoid and reduce threatening situations.
- 4.2 Evaluate the effect of media and other factors on personal, family, and community health.
- 5.1 Demonstrate skills for communicating effectively with family, peers, and others.
- 5.3 Demonstrate healthy ways to express needs, wants and feelings.
- 5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.
- 5.6 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- 6.1 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risk of young adults.
- 6.3 Predict immediate and long-term impact of health decisions on the individual, family, and community.
- 6.4 Implement a plan for attaining a personal health goal.

Unit Objectives:

- The students will be able to describe how pregnancy can affect the lives of teen parents.
- The students will be able to identify how abstinence eliminates the risks of teen sexual activity.
- The students will be able to describe why STI's are said to be a "Silent Epidemic".
- The students will be able to list three steps you could take to prevent the spread of sexually transmitted infections.
- The students will be able to identify why teenagers are particularly at risk for being infected with sexually transmitted infections.
- The students will be able to list four examples of how an STI can damage a person's health.
- The students will be able to state the responsibilities of people who think they may be infected with an STI.
- Chapter 21 L-2
- The students will be able to describe how HIV infects the body's immune system.
- The students will be able to identify three ways HIV is spread.

Text/Resource Materials:

- Holt Lifetime Health Textbook and Resource Guides
- Discovery Health Online Website

Activities:

- Ways to Verbally Cope with Pressure. Teaching the students ways to respond to sources of pressure.
- Parenthood reality – roles of both father and mother in prenatal care, birth process and raising an infant.
- Holt Puzzle Pro

Assessment:

- homework
- section quizzes
- unit test

Enabling Objectives:

The students will be able to demonstrate the roles of both the father and the mother during the prenatal stage through a role play with another classmate.

Extensions:

Interview five to ten women or men who have been involved with the birth of a child, and compile a top ten list of things men can do to help women through the pregnancy, and also what women can do to help men through the pregnancy.

Remediation:

- re-teaching worksheet
- concept Review worksheets
- study guide