**Center High School**

**Health Education Curriculum Map**

*Center high school graduates shall:*

**Prepared Graduates in Physical and Personal Wellness:**

* Participate regularly in physical activity
* Achieve and maintain a health-enhancing level of physical fitness
* Apply knowledge and skills to engage in lifelong healthy eating
* Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
* Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

**Prepared Graduates in Emotional and Social Wellness:**

* Utilize knowledge and skills to enhance mental, emotional, and social well-being
* Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Prepared Graduates in Prevention and Risk Management:**

* Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs
* Apply knowledge and skills that promote healthy, violence-free relationships
* Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

***Center High School Graduation Requirements:***

* *A full credit of Health Education is required for graduation from Center High School.*

| **September** |
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| **Std.** | **Evidence Outcomes** | **Possible Lesson Objectives** | **Resources** |
| **Prepared Graduates: Apply knowledge & skills to engage in Lifelong Healthy Eating** |
| **Healthy Nutrition** |
| **2.1a** | Use nutritional evidence to describe a healthy diet and an unhealthy diet | * Create a diet plan based upon healthy nutritional choices
* Describe the components of a healthy diet versus an unhealthy diet
* Analyze nutritional information to determine the quality of food items within a healthy diet plan
* Compare and contrast food choices
* Identify healthy alternatives to commonplace food items
 | * Glencoe Health
* USDA Food & Nutrition Service: <http://www.fns.usda.gov/fns/nutrition.htm>
 |
| **2.1b** | Analyze and describe the relationship among healthy eating, physical activity, and chronic diseases such as heart disease, cancer, type-2 diabetes, hypertension, and osteoporosis  | * Identify how informed choices create a basis for a healthy life
* Link the impact healthy eating and physical activity directly have on combating particular diseases
* Examine the consequences of chronic diseases related to poor lifestyle choices
 | * Glencoe Health
* USDA Food & Nutrition Service: <http://www.fns.usda.gov/fns/nutrition.htm>
* NIH: National Diabetes Education Program: <http://ndep.nih.gov/teens/>
 |
| **2.1c** | Describe the importance of eating a variety of foods to balance nutrient and caloric needs  | * Create a meal that has a proper balance of nutrient and caloric needs
* Classify foods into their proper categories
 | * Glencoe Health
* USDA Food & Nutrition Service: <http://www.fns.usda.gov/fns/nutrition.htm>
 |
| **Disordered Eating** |
| **2.1d** | Explain the effects of disordered eating and eating disorders on healthy growth and development | * Explain the relationship between eating disorders and growth and development
 | * Glencoe Health
* Discovery Education: When Food Becomes an Enemy: <http://www.discoveryeducation.com/teachers/free-lesson-plans/when-food-becomes-an-enemy-eating-disorders.cfm>
* National Eating Disorder Association Teacher toolkit: <http://www.nationaleatingdisorders.org/information-resources/toolkits.php>
 |
| **2.1e** | Analyze the relationship between eating behavior and metabolism  | * Discuss the relationship between eating behavior and metabolism
 | * Glencoe Health
* USDA Food & Nutrition Service: <http://www.fns.usda.gov/fns/nutrition.htm>
 |
| **Influences on Nutrition** |
| **2.2a** | Analyze advertising claims for nutrition supplements and weight-loss products  | * Explore the validity of claims
 | * USDA Food & Nutrition Service: <http://www.fns.usda.gov/fns/nutrition.htm>
 |
| **2.2b** | Analyze how family, peers, and the media influence food choices  | * Critique influences on the decision-making process
* Decipher media messages and explain their relevancy to food choices
 | * Media Awareness Network: Food Advertising Strategies: <http://www.media-awareness.ca/english/resources/educational/handouts/advertising_marketing/food_ad_strategies.cfm>
* High School Life Skills
 |
| **2.2c** | Analyze the influence of media on the selection of products and services related to weight management  | * Decipher media messages and explain their relevancy to services related to weight management
 | * Media Awareness Network: Food Advertising Strategies: <http://www.media-awareness.ca/english/resources/educational/handouts/advertising_marketing/food_ad_strategies.cfm>
* High School Life Skills
 |
| **Body Image** |
| **2.2d** | Analyze the influence of family, peers, culture, and media on body image and the subsequent effects on eating behavior  | * Discuss the impacts that society has on body image and, thus, eating behavior
 | * National Eating Disorder Association Teacher toolkit: <http://www.nationaleatingdisorders.org/information-resources/toolkits.php>
* High School Life Skills
* Video: HRM “Media & Body Image”
 |
| **2.2e** | Analyze how a positive or a negative body image can influence eating behavior  | * Explain the importance of healthy eating habits and a positive self-image
* Discuss ways to create a positive self-image
 | * National Eating Disorder Association Teacher toolkit: <http://www.nationaleatingdisorders.org/information-resources/toolkits.php>
 |

| **October** |
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| **Std.** | **Evidence Outcomes** | **Possible Lesson Objectives** | **Resources** |
| **Nutrition Planning** |
| **2.3a** | Describe and explain how current federal nutrition standards and guidelines are useful in planning a healthy diet  | * Use current federal nutrition to standards to plan a healthy diet
* Explain the importance of standardized guidelines
 | * Glencoe Health
* USDA Food & Nutrition Service: <http://www.fns.usda.gov/fns/nutrition.htm>
 |
| **2.3b** | Use information on food labels to make healthy eating choices  | * Explain the information listed on a nutritional label and how it aids in making healthy decisions
* Compare nutritional information on similar products and make a healthy decision based upon it
 | * Glencoe Health
* USDA Food & Nutrition Service: <http://www.fns.usda.gov/fns/nutrition.htm>
 |
| **2.3c** | Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner  | * Develop a caloric intake log
* Use caloric intake information to come up with a diet for weight gain/loss
 | * Glencoe Health
* USDA Food & Nutrition Service: <http://www.fns.usda.gov/fns/nutrition.htm>
 |
| **2.3d** | Set a goal to improve one’s personal food choices that lead to a healthier diet | * Create a weekly caloric intake log
* Use that information to create measurable goals
 | * Glencoe Health
* USDA Food & Nutrition Service: <http://www.fns.usda.gov/fns/nutrition.htm>
 |
| **Prepared Graduates: Apply knowledge & skills necessary to make personal decisions that promote** **Healthy Relationships and Sexual and Reproductive Health** |
| **Healthy Relationships** |
| **2.4a** | Define the characteristics of healthy relationships, dating, committed relationships, marriage and family | * List the traits/attributes of a positive, healthy relationship
* Define roles that individuals must assume to be in a supportive relationship
 | * Presenter: Tu Casa, Inc. (local domestic violence/sexual assault agency; 589-2465)
* Glencoe Health
* WAIT Training Curriculum
* Promoting Health Among Teens Curriculum
 |
| **2.4g** | Analyze risks of sharing personal information thru modern technology | * Describe various issues related to cyber security, internet privacy and identity theft
 |  |
| **2.4f** | Analyze when it is necessary to seek help with or leave an unhealthy situation | * Demonstrate an individual’s ability to deal with difficult situations in a variety of ways
 | * High School Life Skills
 |
| **Consequences of Sexual Activity** |
| **2.4b** | Analyze the possible consequences of early sexual activity and the emotional, mental, social and physical benefits for delaying sexual activity | * Discuss the possible effects that sexual activity could have on the life of young people
 | * Presenter: Tu Casa, Inc. (local domestic violence/sexual assault agency; 589-2465)
* Glencoe Health
* WAIT Training Curriculum
* Promoting Health Among Teens Curriculum
* STD Brochures
* Scott & White STD PowerPoint
* National Institutes of Health (NIH): STDs: <http://health.nih.gov/topic/SexuallyTransmittedDiseases>
* Centers for Disease Control (CDC): <http://www.cdc.gov/DiseasesConditions/>
* Medical Institute for Sexual Health: <http://www.medinstitute.org/>
 |
| **2.4h** | Examine the responsibilities of parenthood | * Identify the responsibilities that accompany pregnancy
* Present the changes in lifestyle that accompany an unexpected pregnancy
 | * WAIT Training Curriculum
* Promoting Health Among Teens Curriculum
 |
| **2.5b** | Communicate the benefits of avoiding or reducing the risk of unplanned pregnancy and sexually transmitted diseases, including HIV | * Identify the benefits of avoiding or reducing the risks associated with unplanned pregnancy and sexually transmitted diseases
 | * Glencoe Health
* WAIT Training Curriculum
* Promoting Health Among Teens Curriculum
 |
| **Sexually Transmitted Diseases** |
| **2.4g** | Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals | * Detail the impact that STD’s or pregnancy could have on the pursuit of personal, life goals
* Identify the responsibilities that accompany the contraction of an STD or pregnancy
 | * Glencoe Health
* WAIT Training Curriculum
* Promoting Health Among Teens Curriculum
* Scott & White Teens & Contraception PowerPoint
 |
| **2.4e** | Explain the difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STD’s and pregnancy | * Research risk avoidance and reduction strategies
* Present on various strategies and their effectiveness as related to STD’s and pregnancy
 | * WAIT Training Curriculum
* Promoting Health Among Teens Curriculum
* Scott & White Teens & Contraception PowerPoint
 |
| **2.5c** | Communicate the importance of HIV and sexually transmitted disease (STD) testing and counseling to those who are sexually active | * Identify the benefits associated with STD testing
* Be able to relate the importance of getting tested and counseling to those that are sexually active
 | * Glencoe Health
* WAIT Training Curriculum
* Promoting Health Among Teens Curriculum
* Scott & White Teens & Contraception PowerPoint
 |

| **November** |
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| **Std.** | **Evidence Outcomes** | **Possible Lesson Objectives** | **Resources** |
| **Contraception** |
| **2.4d** | Analyze factors that influence the choice, use and effectiveness of contraception, including the availability of contraceptive methods | * Write a response paper about the benefits of contraception
 | * Glencoe Health
* Scott & White Teens & Contraception PowerPoint
 |
| **Abstinence** |
| **2.4c** | Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity | * Discuss the power of choice and its role in shaping who a person becomes
 | * WAIT Training Curriculum
* Promoting Health Among Teens Curriculum
 |
| **2.4i** | Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures  | * Use strategies to deflect influences and pressures to become sexually active
 | * WAIT Training Curriculum
* Promoting Health Among Teens Curriculum
 |
| **2.5a** | Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active | * Assess the individual situation of a friend and why they choose to be sexually active
* Determine the best course of action to relate reasons to not be sexually active
 | * WAIT Training Curriculum
* Promoting Health Among Teens Curriculum
 |

| **November** |
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| **Std.** | **Evidence Outcomes** | **Possible Lesson Objectives** | **Resources** |
| **Prepared Graduates: Apply knowledge & skills related to** **Health Promotion, Disease Prevention, and Health Maintenance** |
| **2.6a** | Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness | * Assess the importance of the individual in a variety of settings
* Showcase the impact that personal responsibility has on a variety of relationships
 | * Glencoe Health
* High School Life Skills
 |
| **2.6b** | Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness | * Analyze the impact that technology has had on wellness for individuals and society as a whole
* Research medical breakthroughs and new technologies
* Assess the social and ethical implications of new technology through a critical lens
 |  |
| **2.6c** | Explain the importance of health screenings, immunizations, checkups, and other examinations that are necessary to maintain overall health and wellness | * Present on medical services offered in the area
* Identify the need for individuals to use the resources available to them to maintain their health and well-being
 | * Presenter: School Nurse
* Local Resources: Saguache County Public Health; Cesar Chavez Medical Clinic
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| **December** |
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| **Std.** | **Evidence Outcomes** | **Possible Lesson Objectives** | **Resources** |
| **Prepared Graduates: Utilize Knowledge & Skills to enhance Mental, Emotional, and Social Well-Being** |
| **Mental & Emotional Health** |
| **3.1a** | Analyze the characteristics of a mentally and emotionally healthy person | * Differentiate between traits of a mentally and emotionally fit/unfit person
 | * Glencoe Health
* Presenter: San Luis Valley Mental Health (589-3671)
 |
| **3.1b** | Describe how mental and emotional health can affect health-related behaviors | * Correlate the impact that mental and emotional health can have on a person
 | * Glencoe Health
* Presenter: San Luis Valley Mental Health (589-3671)
 |
| **Stress** |
| **3.1c** | Evaluate the effective strategies for dealing with stress | * Identify effective methods for coping with stress
* Demonstrate how the use of effective strategies of dealing with stress can improve the mental and emotional health of a person
 | * Glencoe Health
* High School Life Skills
 |
| **Depression & Anxiety** |
| **3.1d** | Analyze the causes, symptoms, and effects of depression and anxiety | * Explain the causes, symptoms and effects of depression and anxiety
* Explain the importance of identifying depression and anxiety in friends and family
* Familiarize classmates with the tell tale signs of depression and anxiety
 | * Glencoe Health
* Presenter: San Luis Valley Mental Health (589-3671)
* High School Life Skills
 |
| **Goal Setting** |
| **3.2a** | Analyze why setting a personal goal contributes to mental and emotional wellness | * Discuss the importance of setting realistic, attainable goals as it relates to mental and emotional well-being
 | * Glencoe Health
* High School Life Skills
 |
| **3.2b** | Define a clear, attainable personal goal | * Identify short-term and long-term goals
* Brainstorm goals and rank their importance
 | * Glencoe Health
* High School Life Skills
 |
| **3.2c** | Describe steps needed to reach personal goals | * Assess the steps required to attaining goals
* Use the personal goals as a destination to build a roadmap to get to goal
 | * Glencoe Health
* High School Life Skills
 |

| **January** |
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| **Std.** | **Evidence Outcomes** | **Possible Lesson Objectives** | **Resources** |
| **Advocacy**  |
| **3.3a** | Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others | * Differentiate between situations where it is and is not acceptable to speak up on the behalf of others
* Use advocacy strategies to diffuse mock situations in the classroom
 | * Glencoe Health
 |
| **3.3b** | Demonstrate support and respect for diversity | * Research and present on the importance of other cultures within the context of the 21st century
* Assess similarities and differences between cultures
 |  |
| **3.3c** | Advocate for positive and respectful school environment that supports pro-social behavior | * Analyze the need for positive, social interaction in the school environment
* Foster an environment of social interaction within the classroom
 | * Glencoe Health
 |
| **3.3d** | Demonstrate how to communicate the importance of seeking help for mental and emotional problems | * Identify when it is appropriate to communicate the importance of seeking help for mental and emotional issues
* Detail the local outlets for assistance with mental and emotional
 | * Glencoe Health
* High School Life Skills
 |
| **Prepared Graduates: Apply knowledge & skills to make health-enhancing decisions regarding the use of** **Alcohol, Tobacco, and Other Drugs** |
| **ATOD Impact** |
| **4.1a** | Analyze healthy alternatives to substance use | * Understand that there are healthy alternatives to pursue outside of substance abuse
* Describe how healthy choices result in positive self-image and motivation to succeed
 | * Glencoe Health
* High School Life Skills
 |
| **4.1b** | Predict the potential effects of an individual’s substance abuse on others | * Research the effects of substance abuse as it pertains to relationships
* Describe situations in which substance abuse can negatively impact relationships with others
 | * Glencoe Health
* High School Life Skills
 |
| **4.1c** | Analyze the consequences of using weight-loss pills and products as well as performance-enhancing drugs | * Describe the effects from the use of weight-loss pills and performance-enhancing drugs
* Assess individual case studies of athletes, celebrities and others that have had negative consequences associated with their weight loss or performance-enhancing drug use
 | * Glencoe Health
* High School Life Skills
* National Eating Disorder Association Teacher toolkit: <http://www.nationaleatingdisorders.org/information-resources/toolkits.php>
 |
| **4.1d** | Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use | * Describe the correlation between alcohol/drug use and negative consequences
* Explore the relationship that alcohol/drug use have on development
 | * Glencoe Health
* High School Life Skills
* Alcohol Video Toolkit
 |
| **4.1e** | Describe the harmful effects of binge drinking  | * Investigate the impact that binge drinking has on the body and mind
 | * Glencoe Health
* High School Life Skills
* Fatal Vision Goggles
 |
| **4.1f** | Summarize the relationship between intravenous drug use and the transmission of blood-borne diseases such as HIV and hepatitis | * Report the relationship that IV drug use and transmission of blood-borne diseases share
 | * Glencoe Health
* Scott & White STD PowerPoint
 |

| **February** |
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| **Std.** | **Evidence Outcomes** | **Possible Lesson Objectives** | **Resources** |
| **ATOD Influences** |
| **4.2a** | Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use | * Identify possible avenues of influence that could affect ones’ decision making
* Create ways to deflect, avoid and handle pressure in regards to alcohol, tobacco and other drug use
 | * Glencoe Health
* High School Life Skills
 |
| **4.2b** | Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs | * Examine alcohol, tobacco, and other drug use in the context of other cultures
 | * Glencoe Health
* High School Life Skills
 |
| **4.2c** | Describe the financial, political, social and legal influences on the use of alcohol, tobacco, and other drugs | * Research outside influences that affect the use of tobacco, alcohol and other drugs
 | * Glencoe Health

High School Life Skills |
| **Interpersonal Communication Skills to refuse ATOD** |
| **4.3a** | Demonstrate verbal and nonverbal ways to refuse alcohol, tobacco and other drugs | * Explore ways to refuse alcohol, tobacco and other drugs
* Present various scenarios and how to deal with them accordingly
 | * Glencoe Health
* High School Life Skills
 |
| **4.3b** | Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs | * Explore a variety of ways to refuse riding in a car with an impaired driver
* Understand the effects that alcohol and drugs have on an individual trying to operate a motor vehicle
* Demonstrate an awareness of the consequences of riding with an impaired driver
 | * Glencoe Health
* High School Life Skills
* Presenter: Colorado State Patrol: Alive @ 25
 |
| **4.3c** | Demonstrate effective persuasion skills that encourage friends and family not to use alcohol, tobacco and other drugs | * Explain in a rational manner why friends and family should not take part in alcohol, tobacco or drug usage
 | * Glencoe Health
* High School Life Skills
 |
| **Self-Management Skills & ATOD** |
| **4.4a** | Develop a personal plan to improve health by staying free of alcohol, tobacco and other drugs | * Create a personal statement that focuses on abstinence from alcohol, tobacco and drugs
* Explain why positive life choices now foster a positive future after high school
 | * Glencoe Health
* High School Life Skills
 |
| **4.4b** | Demonstrate the ability to monitor personal behavior related to alcohol or other drug use, including sexual activity and other risky behaviors | * Utilize information learned in class to make informed decisions in life
* Discuss positive decisions formed through newly acquired knowledge
 | * Glencoe Health
* High School Life Skills
 |
| **4.4c** | Make a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs | * Identify the usefulness of a commitment to making positive life choices
 | * Glencoe Health
* High School Life Skills
 |
| **4.4d** | Predict how a drug-free lifestyle supports the achievement of short- and long-term goals | * Examine the relationship between a drug-free lifestyle and the achievement of goals
* Discuss the correlation of positive life choices and goal attainment
 | * Glencoe Health
* High School Life Skills
 |

| **March** |
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| **Std.** | **Evidence Outcomes** | **Possible Lesson Objectives** | **Resources** |
| **Prepared Graduates: Apply knowledge & skills that promote****Healthy, Violence-Free Relationships** |
| **Factors that Influence and Consequences of Violence** |
| **4.5a** | Demonstrate tolerance for individual differences | * Develop a list of benefits concerning diversity
* Evaluate the necessity of diversity in the world
* Discuss cultural norms, societal differences and the need for diversity
 | * Presenter: Center for Restorative Programs (589-5255)
 |
| **4.5b** | Analyze the consequences of prejudice, discrimination, bias, racism, sexism and hate crimes | * Discuss instances of prejudice, discrimination, bias, racism, sexism and hate crimes
* Identify the negative impacts of prejudice
 | * Presenter: Center for Restorative Programs (589-5255)
 |
| **4.5c** | Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence, acquaintance rape, sexual assault and family violence | * Explore situations that tend to lead to different types of violence and how they can be avoided
 | * Presenter: Center for Restorative Programs (589-5255)
 |
| **4.7f** | Explain the risks associated with choosing friends who use substances and violence to solve problems   | * Compare the benefits of friends that do and do not choose to use substances and violence to solve problems
 | * Glencoe Health
* High School Life Skills
 |
| **Violence & Media** |
| **4.7e** | Analyze how media messages normalize violence  | * Interpret media messages and their depiction of violence
* Explain how the media romanticizes violence and the impacts it has on society
 | * High School Life Skills
* True Lies: Violence & Media Video
 |
| **Conflict Resolution** |
| **4.5d** | Demonstrate the ability to take the perspective of others in a conflict situation | * Summarize another individuals’ viewpoint and try to understand their perspective in regards to a conflict
* Develop an approach to take another individual’s perspective into account
* Discuss conflict resolution and how it can be applied to diffuse situations
 | * Glencoe Health
* High School Life Skills
* Presenter: Center for Restorative Programs (589-5255)
 |
| **4.9b** | Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence | * Apply knowledge of ways to refuse violence in role playing situations
 | * Glencoe Health
* High School Life Skills
* Presenter: Center for Restorative Programs (589-5255)
* Presenters: High School Peer Mediators
 |
| **4.9c** | Demonstrate strategies that could be used to prevent a conflict from starting or escalating | * Use conflict prevention strategies in role playing situations to diffuse situations
 | * Glencoe Health
* High School Life Skills
* Presenter: Center for Restorative Programs (589-5255)
* Presenters: High School Peer Mediators
 |
| **4.9d** | Demonstrate effective strategies for resolving conflicts with another person in nonviolent ways | * Use conflict prevention strategies in role playing situations to diffuse situations
 | * Glencoe Health
* High School Life Skills
* Presenter: Center for Restorative Programs (589-5255)
* Presenters: High School Peer Mediators
 |
| **4.9e** | Demonstrate verbal and nonverbal ways to stop or prevent hazing  | * Explain why hazing is an unacceptable practice
* Use conflict prevention strategies in role playing situations to diffuse hazing situations
 |  |
| **4.9a** | Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult or friend when pressured to engage in violence | * Devise a list of possible to ways to seek help from a trusted individual when pressured to engage in violence
* Explain the importance of avoiding violence
 | * Glencoe Health
* High School Life Skills
* Presenter: Center for Restorative Programs (589-5255)
* Presenters: High School Peer Mediators
 |
| **Self-Harming Behavior & Harming Others** |
| **4.6a** | Analyze the signs and symptoms of people who are in danger of harming themselves or others | * List signs/symptoms of individuals who are at risk of harming themselves or others
* Identify characteristics to look for that indicate a person is at risk of harming themselves or others
 | * Glencoe Health
* Presenter: Trinidad State Junior College Suicide Prevention Program
 |
| **4.6b** | Explain how self-directed violence is the result of the accumulation of multiple problems rather than just one problem | * Analyze the significance of self-directed violence and the accumulation of multiple problems that lead to it
 | * Glencoe Health
* Presenter: Trinidad State Junior College Suicide Prevention Program
 |
| **4.6c** | Summarize why it is important to tell an adult if there are people who are in danger of harming themselves or others | * Identify situations where it is imperative to inform an adult that an individual is in danger of harming themselves or others
 | * Glencoe Health
* Presenter: Trinidad State Junior College Suicide Prevention Program
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| **April** |
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| **Std.** | **Evidence Outcomes** | **Possible Lesson Objectives** | **Resources** |
| **Domestic Violence** |
| **4.7a** | Analyze how power and control differences in relationships such as peer, dating or family relationships can contribute to aggression and violence | * Identify warning signs of violence in relationships
* Explain how a balance of control and power in a relationship can lead to more healthy relationships
* Distinguish between relationships that have balance of power and control and those that do not
 | * Glencoe Health
* Presenter: Tu Casa, Inc. (local domestic violence/sexual assault agency; 589-2465)
 |
| **4.7d** | Analyze the effects of emotional abuse | * Characterize what an individual suffering from emotional abuse might appear like
* Identify the impact of emotional abuse on a person
 | * Glencoe Health
* Presenter: Tu Casa, Inc. (local domestic violence/sexual assault agency; 589-2465)
 |
| **4.8b** | Demonstrate the ability to locate reliable school and community resources to assist with problems related to violence | * Explain what resources are available in the school and community and how to use them
 | * Presenter: Center for Restorative Programs (589-5255)
* Presenter: Tu Casa, Inc. (local domestic violence/sexual assault agency; 589-2465)
 |
| **Sexual Assault** |
| **4.7b** | Analyze situations that could lead to pressure to have sex | * Evaluate situations that could lead to pressure to have sex
* Identify ways to avoid situations that could lead to being pressured to have sex
* Analyze choice versus assault as it relates to sex
 | * Glencoe Health
* WAIT Training Curriculum
* Promoting Health Among Teens Curriculum
* Presenter: Tu Casa, Inc. (local domestic violence/sexual assault agency; 589-2465)
 |
| **4.7c** | Summarize why individuals have the right to refuse sexual contact | * Analyze personal choice
* Analyze the impact of sexual assault
 | * Glencoe Health
* WAIT Training Curriculum
* Promoting Health Among Teens Curriculum
* Presenter: Tu Casa, Inc. (local domestic violence/sexual assault agency; 589-2465)
 |
| **4.8a** | Demonstrate the ability to access resources such as rape crisis centers that provide accurate information about sexual assault and sexual violence | * Identify resources and when it is appropriate to use them
* Create a list of resources so other students have easy access to them
 | * Presenter: Tu Casa, Inc. (local domestic violence/sexual assault agency; 589-2465)
 |

| **May** |
| --- |
| **Std.** | **Evidence Outcomes** | **Possible Lesson Objectives** | **Resources** |
| **Injury Prevention** |
| **4.10a** | Determine situations and environments that could lead to unsafe risks that cause injuries | * Identify risky situations and environments
* Explain the importance of avoiding risky situations and environments rather than dealing with them
 |  |
| **4.10b** | Explain ways to reduce the risk of injuries while biking or driving motor vehicles such as automobiles, snowmobiles and jet skis including cell phone use and texting | * Explain the importance of safety in activities not normally considered high-risk
* Identify alternatives to texting and cell phone use while driving
 | * Presenter: Alive @ 25
* Distracted Driving Game
 |
| **4.10c** | Advocate for others to not use alcohol or other drugs when biking, driving or riding in a car | * Identify ways to reach fellow students with the dangers of cell phone use and texting while operating a bike or motor vehicle
 | * Presenter: Alive @ 25
 |
| **4.10d** | Advocate for changes at home, in school or in the community that would increase safety – such as testing smoke detectors, implementing a fire escape plan and erecting fencing around swimming pools | * Identify safety concerns in the community and brainstorm ways to address them
* Discuss legislation that is aimed at fixing safety concerns
 | * Glencoe Health
 |