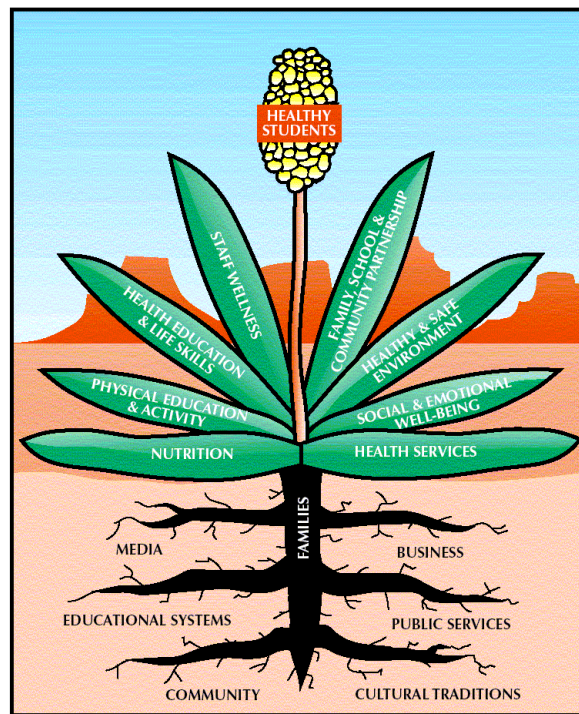


New Mexico Public Education Department



Health Education Graduation Course Requirement Implementation Plan Guidance Document

HEALTHIER SCHOOLS - NEW MEXICO



Healthy Kids Make Better Students, Better Students Make Healthy Communities

Table of Contents

Introduction	Page 1
Background	Page 1
Compliance Requirements	Page 3
Technical Assistance Contact Information	Page 3
Navigating the Guidance Document	Page 4
<u>TRACK I STEPS</u> : Currently Require Health Education for Graduation	Page 5
<u>TRACK II STEPS</u> : High School Requirement – Not Currently Required	Page 7
<u>TRACK III STEPS</u> : Middle School Course to Meet the Health Education Graduation Requirement	Page 9
Appendices	Page 11
A: Compliance Rubric	
B: TRACK I: Currently Require Health Education for Graduation – Health Education Graduation Course Requirement Plan	
C: Sample Health Education Course for Graduation Curriculum Alignment Tool	
D: Sample School/District Opt-Out Policy	
E: TRACK II: <u>High School</u> Health Education Graduation Course Requirement Plan (not currently required)	
F: TRACK III: <u>Middle School</u> Course to Meet Health Education Requirement – Health Education Graduation Course Requirement Plan	



Health Education Graduation Course Requirement Implementation Plan

Guidance Document

Introduction:

In order to promote student health, combat risk, and improve student academic success, health education in schools is essential. According to the American Association of School Administrators [Dr. Sarah Jerome, AASA President and Superintendent, District 25, Arlington Heights, Illinois (2007)]: “Health of mind and body is the most basic and fundamental requirement before any other [educational] goal can be met.”

The Centers for Disease Control (CDC) has identified six health risk behaviors that contribute to increased morbidity and mortality in adults. These health risk behaviors, often established during childhood, include: tobacco use; unhealthy dietary behaviors; inadequate physical activity; alcohol and other drug use; sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection; and behaviors that contribute to unintentional injuries and violence (www.cdc.gov/HealthyYouth/yrbs.htm).

Concern over health risk behaviors of youth has justifiably grown in recent years as more risk-taking behaviors have been reported in children and young people. Documentation of risk factors in such governmental publications as Healthy People 2010 (www.healthypeople.gov) has also shown a rise in risk-taking behaviors.

The prevalence of risk-taking behaviors in New Mexico’s youth is identified through the NM Youth Risk and Resiliency Survey (NMYRRS). The NMYRRS is a bi-annual youth risk and resiliency survey administered in New Mexico public schools grades 9-12 (<http://www.health.state.nm.us/erd/HealthData/yrss.shtml>).

Health education is the content area that enables students to acquire the knowledge, skills and attitudes to achieve optimum health. Students who have good health knowledge, skills and attitudes have better health status and as adults will be better prepared to contribute to the nation’s economic competitiveness (Joint Committee on National Health Education Standards, 1997).

Background:

In the 2010 Regular Legislative session, Section 22-13-1.1.(J) NMSA 1978 was amended to include health education as a requirement for graduation beginning with students entering the eighth grade in the 2012-2013 school year. Specifically:

Beginning with students entering the eighth grade in the 2012-2013 school year, a course in health education is required prior to graduation. Health education may be required in either middle school or high school, as determined by the school district. Each school district shall submit to the department by the beginning of the 2011-2012 school year a health education implementation plan for the 2012-2013 and subsequent school years, including in which grade



health education will be required and how the course aligns with the department content and performance standards.

Please note:

1. In State statute and Public Education Department (PED) rule, the current requirements for meeting the New Mexico Health Education Content Standards with Benchmarks and Performance Standards have **not** changed and are mandated for students in grades 1-12. As well as ensuring all students have a health education course for graduation, districts/charter schools **must** continue to teach health education (<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.029.0001.htm>):
 - a. All first, second and third grade classes shall provide instruction that meets content standards, benchmarks and performance standards in health education;
 - b. In fourth through eighth grades, the provision of instruction that meets academic content and performance standards shall be provided in health education; and
 - c. In ninth through twelfth grades, the provision of instruction that meets academic content and performance standards shall be provided in health education.
 2. The New Mexico Health Education Content Standards with Benchmarks were adopted in March 1997 as part of the Standards for Excellence (then codified at 6.30.2 NMAC now found at 6.29.6 NMAC); the Performance Standards were added in June 2007 (<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.029.0006.htm>). New Mexico Health Education Content Standards with Benchmarks and Performance Standards were adapted from the national standards for health education.
 3. Each school district must develop and implement a policy that will ensure that parents have the option to request that their child be exempted from any parts of the health education curriculum that addresses the sexuality performance standards. The policy must include: 1) the process for parents to request an exemption from any parts of the health education curriculum that address the sexuality performance standards; and 2) how alternative lessons are established for the exempted parts of the curriculum (see track guidance).
 4. The correct STARS number to be utilized for the Health Education Course Requirement is 1401.
 5. The textbook adoption cycle for purchase of health education instructional materials is 2011-2012 (<http://www.ped.state.nm.us/InstructionalMaterial/dl08/adopted/AdoptedMultipleList-HealthPE.pdf>).
-



Compliance Requirements:

Please see Appendix A: Compliance Rubric for details on all required components in the Health Education Implementation Plan.

The Health Education Graduation Course must be taught by a teacher with a PED K-12 or secondary licensed with an endorsement in health education.

- For information concerning adding a health education endorsement see: <http://www.ped.state.nm.us/licensure/2010/endorsements/HEALTH.pdf>
- For information concerning alternative licensure see: 6.60.3 NMAC Alternative Licensure: <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.060.0003.htm>

The Health Education Graduation Course Requirement Implementation Plan must be submitted to Dr. Kristine M. Meurer, **on CD by August 5, 2011**, for implementation for the 2012-13 and subsequent school years.

**Send Health Education Graduation Course Requirement
Implementation Plan
on CD only
by August 5, 2011 to:**

**Dr. Kristine M. Meurer, Director
School and Family Support Bureau
New Mexico Public Education Department
120 S. Federal Place, #206
Santa Fe, NM 87501**

Technical Assistance Contact Information:

The School and Family Support Bureau (SFSB), PED is prepared to provide support and technical assistance as you develop your Health Education Graduation Course Requirement Implementation Plan (for SFSB contact information go to: <http://www.ped.state.nm.us/sfsb/contact/>).



Navigating the Health Education Graduation Course Requirement Implementation Plan Guidance Document:

Three processing tracks exist depending on the current status of health education in your district/charter high school. To determine which track process you should follow, answer the following question(s):

Question #1: Does your district / charter high school currently have a local health education graduation course requirement for ALL students?

YES – Go to **Track I** – page 5.

NO – Go to Question #2.

Question #2: At what level (middle/high school) are you planning to implement the new health education graduation course requirement for **ALL** students?

HIGH SCHOOL - Go to **Track II** – page 7.

MIDDLE SCHOOL – Go to **Track III** – page 9.



TRACK I
CURRENTLY REQUIRE
HEALTH EDUCATION FOR GRADUATION
STEPS:

Health Education Graduation Course Requirement Implementation Plan for district/charter high school currently has a local health education graduation course requirement for ALL students.

Step 1: Complete Appendix B: TRACK I: Currently Require Health Education for Graduation – Health Education Graduation Course Requirement Plan.

Step 2: Develop/update, as needed, the Health Education Course Curriculum Alignment Document.

The curriculum for the health education graduation course requirement **must** be aligned to the New Mexico Health Education Content Standards with the **9-12 Benchmarks and Performance Standards regardless of what grade level the course is taught** (<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.029.0006.htm>). The alignment document must be submitted on the CD as part the implementation plan.

Note: If the district/charter high school does not have a curriculum alignment document in place **Appendix C: Sample Health Education Course for Graduation Curriculum Alignment Tool** may be used and submitted for this purpose.

Step 3: Develop/update, as needed, opt-out policy for submission (see Appendix D: Sample Opt-Policy).

Make sure the opt-out policy meets all requirements of: **6.29.6.11 NMAC: Sexuality Performance Standards Exemption** which requires each school district or charter school to implement a policy that will ensure that parents have the ability to request that their child be exempted from the parts of the health education curriculum that address the sexuality performance standards. The policy shall include, but is not limited to: 1) the process for parents to request an exemption from the parts of the health education curriculum that address the sexuality performance standards; and 2) how alternative lessons are established for the exempted parts of the curriculum. In addition, each local board of education or governing body of a charter school shall ensure the involvement of parents, staff and students in the development of the policy.

Step 4: Ensure the School Board/Governing Body has adopted the opt-out policy.

The opt-out policy with documented board/governing body approval date must be submitted as part the **Health Education Requirement Implementation Plan.**



Step 5: The School Board/Governing Body of the charter school adopts the Health Education Graduation Course Requirement Implementation Plan.

Step 6: The district/charter high school submits, on CD, the School Board/Governing Body approved Health Education Implementation Plan by August 5, 2011 for implementation for the 2012-13 and subsequent school year.

**Send Health Education Graduation Course Requirement
Implementation
Plan on CD only
by August 5, 2011 to:**

**Dr. Kristine M. Meurer, Director
School and Family Support Bureau
New Mexico Public Education Department
120 S. Federal Place, #206
Santa Fe, NM 87501**



TRACK II
HIGH SCHOOL
HEALTH EDUCATION GRADUATION COURSE
REQUIREMENT
(NOT CURRENTLY REQUIRED)
STEPS:

Health Education Graduation Course Requirement Implementation Plan for district/charter school(s) that will be implementing the health education graduation course requirement for ALL students in HIGH SCHOOL no later than 2012-2013 school year.

Step 1: Complete Appendix E: TRACK II: High School Health Education Graduation Course Requirement Plan (not currently required).

Step 2: Develop/update, as needed, the Health Education Course Curriculum Alignment Document.

The curriculum for the health education graduation course requirement **must** be aligned to the New Mexico Health Education Content Standards with the **9-12 Benchmarks and Performance Standards regardless of what grade level the course is taught** (<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.029.0006.htm>). The alignment document must be submitted on the CD as part the implementation plan.

Note: If the district/charter high school does not have a curriculum alignment document in place **Appendix C: Sample Health Education Course for Graduation Curriculum Alignment Tool** may be used and submitted for this purpose.

Step 3: Develop/update, as needed, opt-out policy for submission (see Appendix D: Sample District/Charter School Opt-Policy).

Make sure the opt-out policy meets all requirements of: **6.29.6.11 NMAC: Sexuality Performance Standards Exemption** which requires each school district or charter school to implement a policy that will ensure that parents have the ability to request that their child be exempted from the parts of the health education curriculum that address the sexuality performance standards. The policy shall include, but is not limited to: 1) the process for parents to request an exemption from the parts of the health education curriculum that address the sexuality performance standards; and 2) how alternative lessons are established for the exempted parts of the curriculum. In addition, each local board of education or governing body of a charter school shall ensure the involvement of parents, staff and students in the development of the policy.

Step 4: Ensure the School Board/Governing Body has adopted the opt-out policy.

The opt-out policy with documented board/governing body approval date must be submitted as part the **Health Education Requirement Implementation Plan**.



Step 5: The School Board/Governing Body of the charter school adopts the Health Education Graduation Course Requirement Implementation Plan.

Step 6: The district/charter high school submits, on CD, the School Board/Governing Body approved Health Education Implementation Plan by August 5, 2011 for implementation for the 2012-13 and subsequent school year.

**Send Health Education Graduation Course Requirement
Implementation
Plan on CD only
by August 5, 2011
to:**

**Dr. Kristine M. Meurer, Director
School and Family Support Bureau
New Mexico Public Education Department
120 S. Federal Place, #206
Santa Fe, NM 87501**



TRACK III
MIDDLE SCHOOL
COURSE TO MEET
HEALTH EDUCATION GRADUATION REQUIREMENT
STEPS:

Health Education Graduation Course Requirement Implementation Plan for district/charter school(s) that will be implementing a health education Graduation Course Requirement for ALL students in MIDDLE SCHOOL. Note: The curriculum for the health education graduation course requirement **must** be aligned to the New Mexico Health Education Content Standards with the **9-12 Benchmarks and Performance Standards regardless of what grade level the course is taught** (<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.029.0006.htm>).

Step 1: Complete Appendix F: TRACK III: Middle School Course to Meet Health Education Requirement – Health Education Graduation Course Requirement Plan

Step 2: Develop/update, as needed, the Health Education Course Curriculum Alignment Document.

The curriculum for the health education graduation course requirement **must** be aligned to the New Mexico Health Education Content Standards with the **9-12 Benchmarks and Performance Standards regardless of what grade level the course is taught** (<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.029.0006.htm>). The alignment document must be submitted on the CD as part the implementation plan.

Note: If the district/charter high school does not have a curriculum alignment document in place Appendix C: Sample Health Education Course for Graduation Curriculum Alignment Tool may be used and submitted for this purpose.

Step 3: Develop/update, as needed, opt-out policy for submission (see Appendix D: Sample Opt-Policy).

Make sure the opt-out policy meets all requirements of: **6.29.6.11 NMAC: Sexuality Performance Standards Exemption** which requires each school district or charter school to implement a policy that will ensure that parents have the ability to request that their child be exempted from the parts of the health education curriculum that address the sexuality performance standards. The policy shall include, but is not limited to: 1) the process for parents to request an exemption from the parts of the health education curriculum that address the sexuality performance standards; and 2) how alternative lessons are established for the exempted parts of the curriculum. In addition, each local board of education or governing body of a charter school shall ensure the involvement of parents, staff and students in the development of the policy.



Step 4: Ensure the school board has adopted the opt-out policy.

The opt-out policy with documented board approval date must be submitted as part the **Health Education Requirement Implementation Plan**.

Step 5: The school board adopts the Health Education Graduation Course Requirement Implementation Plan.

Step 6: The district submits, on CD, the school board approved Health Education Implementation Plan by August 5, 2011 for implementation for the 2012-13 and subsequent school year.

**Send Health Education Graduation Course Requirement
Implementation
Plan on CD only
by August 5, 2011
to:**

**Dr. Kristine M. Meurer, Director
School and Family Support Bureau
New Mexico Public Education Department
120 S. Federal Place, #206
Santa Fe, NM 87501**



Appendices

- A: Compliance Rubric
- B: TRACK I: Currently Require Health Education for Graduation – Health Education Graduation Course Requirement Plan
- C: Sample Health Education Course for Graduation Curriculum Alignment Tool
- D: Sample School/District Opt-Out Policy
- E: TRACK II: High School Health Education Graduation Course Requirement Plan (not currently required)
- F: TRACK III: Middle School Course to Meet Health Education Requirement – Health Education Graduation Course Requirement Plan



Appendix A
Compliance Rubric

State statute requires that a Health Education Implementation Plan be submitted to the Public Education Department (Section 22-13-1.1.(J) NMSA 1978). **Appendix A: Compliance Rubric** outlines the criteria in which the implementation plans will be approved.

District/Charter High School Name:	Gadsden High School
Superintendent/Director of Charter High School	Dr Cynthia Nava Chaparral High School Gadsden High School Santa Teresa High School
E-mail:	cnava@gisd.k12.nm.us
Date:	July 12, 2011

TRACK I: CURRENTLY REQUIRE HEALTH EDUCATION FOR GRADUATION

Health Education Graduation Requirements	Met	Not Met	Recommendations
Indicated grade level(s) course is being offered.			
Indicated amount of credit for course.			
Submitted name(s) and license number(s) of health education teacher(s).			
Course curriculum is aligned to the Health Education Content Standards with Benchmarks with Performance Standards.			
Plan for transfer/failing students is included.			
Opt-out policy :			
1. Process for parents to request an exemption is included.			
2. Process for alternative lessons is established.			
3. Minutes of School Board/Governing Body approval of the opt-out policy is included.			
Minutes of School Board/Governing Body approval of the Health Education Graduation Course Requirement Implementation Plan is included.			





TRACK II: HIGH SCHOOL REQUIREMENT (NOT CURRENTLY REQUIRED)

Health Education Graduation Requirements	Met	Not Met	Recommendations
Indicated grade level(s) course will being offered.			
Indicated amount of credit for course.			
Submitted name(s) and license number(s) of health education teacher(s) or a plan to ensure that the course will be taught by a PED licensed teacher.			
Course curriculum is aligned to the Health Education Content Standards with Benchmarks with Performance Standards.			
Plan for transfer/failing students is included.			
Opt-out policy :			
1. Process for parents to request an exemption is included.			
2. Process for alternative lessons is established.			
3. Minutes of School Board/Governing Body approval of the opt-out policy is included.			
Minutes of School Board/Governing Body approval of the Health Education Graduation Course Requirement Implementation Plan is included.			



TRACK III: MIDDLE SCHOOL COURSE TO MEET HEALTH EDUCATION GRADUATION REQUIREMENT

Health Education Graduation Requirements	Met	Not Met	N/A	Recommendations
Indicated grade level(s) course will being offered.				
If the district chooses to provide the course in health education for graduation at the 6 th grade level, plan is included indicating how the district will ensure that the 7 th and 8 th grade students in the 2012-2013 school year will obtain the graduation requirement.				
If the district chooses to provide the course in health education for graduation at the 7 th grade level, plan is included indicating how the district will ensure that the 8 th grade students in the 2012-2013 school year will obtain the graduation requirement.				
Indicated amount of credit for course.				
Submitted name(s) and license number(s) of health education teacher(s) or a plan to ensure that the course will be taught by a PED licensed teacher.				
Course curriculum is aligned to the Health Education Content Standards with Benchmarks with Performance Standards.				
Plan for transfer/failing students is included.				
Opt-out policy :				
1. Process for parents to request an exemption is included.				
2. Process for alternative lessons is established.				
3. Minutes of School Board/Governing Body approval of the opt-out policy is included				
Minutes of School Board/Governing Body approval of the Health Education Graduation Course Requirement Implementation Plan is included.				



Appendix B
TRACK I:
CURRENTLY REQUIRE HEALTH EDUCATION FOR GRADUATION
Health Education Graduation Course Requirement Plan

District/Charter High School Name: Gadsden Independent School District

Superintendent/Director of Charter High School: Dr Cynthia Nava

Address: P.O.Box Drawer 70 Anthony, NM 88063

Email: cnav@gisd.k12.nm.us

Phone (include area code): 575-882-6203

Fax (include area code): 575-882-6229

The above named district/charter high school has a required course in health education for graduation. We will continue to offer this course to meet the requirements for health education.

Grade-level(s) course is being offered

- 9th
- 10th
- 11th
- 12th

Amount of Credits for Health Education Course Completion

- .5 unit
- 1.0 unit

The above named district/charter high school has Public Education Department licensed teacher(s) with an endorsement in Health Education teaching the required course. **Submit the name(s) and license number(s) of these teacher(s) as part of the implementation plan.**

Teacher Name	Licensure number (hit tab key to expand)
Guerrero- Alba, Erika	340943
Hernandez, Fernando	329284
Turner, David Edmund	275398
Ulibarri, Luz Mireya	259987



Teacher Name	Licensure number (hit tab key to expand)
Garcia, Socorro V.	304068
Butler, Richard Alan	341290
Hite, James Harvill	035653
Mora, Joe Inez	271944
Perea, Antonio	316443
Rosen, Albert	316400
Camacho, John	277440
Del Toro, Frank	305587
Dotson, Donald J.	094621
Haack, Robert A.	303411
Munoz, Francisco	237634
Panther, Patricia	203252
Phelps, Elizabeth E.	314624
Solis, Epifanio	243498
Stout, Stan F.	335944

- The above named district/charter high school has aligned the health education course to the New Mexico Health Education Content Standards with the 9-12 Benchmarks and Performance Standards (6.29.6.10 NMAC <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.029.0006.pdf>). **The alignment document must be submitted on the CD as part the implementation plan.**

Note: If the district/charter high school does not have a curriculum alignment document in place **Appendix C: Sample Health Education Course for Graduation Curriculum Alignment Tool** may be used and submitted for this purpose.

The above named district/charter high school will review transfer student transcripts for health education credit and ensure transfer students and/or students failing the course meet the graduation requirement by (check all that apply):

- enrolling students in the districts/charter high school course during the regular school year
- offering health education in summer school
- offering enrollment in the health education IDEAL-NM course
- other (please describe)
- Benchmarks and Performance Standards (6.29.6.10 NMAC <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.029.0006.pdf>). **The alignment document must be submitted on the CD as part the implementation plan.** Note: If the district / charter high school does not have a curriculum alignment document in place,



Appendix C: Sample Health Education Course for Graduation Curriculum Alignment Tool may be used and submitted for this purpose.

- ☒ The above named district/charter high school has an opt-out policy that meets all requirements of **6.29.6.11 NMAC: Sexuality Performance Standards Exemption** which requires each school district or charter school to implement a policy that will ensure that parents have the ability to request that their child be exempted from the parts of the health education curriculum that address sexuality performance standards. The policy shall include, but is not limited to: 1) the process for parents to request an exemption from the parts of the health education curriculum that address the sexuality performance standards; and 2) how alternative lessons are established for the exempted parts of the curriculum. In addition, each local board of education or governing body of a charter school shall ensure the involvement of parents, staff and students in the development of the policy. **The opt-out policy with minutes of School Board/Governing Body approval must be submitted on the CD as part the implementation plan.**



Check list for CD submission:

- Appendix B: TRACK I: CURRENTLY REQUIRE HEALTH EDUCATION FOR GRADUATION**
- The name(s) and license number(s) of health education teacher(s)**
- Health education course curriculum alignment document**
- Opt-out policy**
- Minutes of School Board/Governing Body approval of Opt-out policy**
- Minutes of School Board/Governing Body approving the Health Education Graduation Requirement Implementation Plan**

The district/charter high school submits, on CD, the School Board/Governing Body approved Health Education Graduation Requirement Implementation Plan by August 5, 2011 for implementation for the 2012-13 and subsequent school years.

**Send Health Education Graduation Course Requirement
Implementation Plan
on CD only
by August 5, 2011
to:**

**Dr. Kristine M. Meurer, Director
School and Family Support Bureau
New Mexico Public Education Department
120 S. Federal Place, #206
Santa Fe, NM 87501**



Appendix C

Sample Health Education Course for Graduation Curriculum Alignment

The curriculum alignment for the health education course for graduation must assure that the material taught in the school matches the New Mexico Health Education Content Standards with 9-12 Benchmarks and Performance Standards. Curriculum alignment is a way of “mapping” the curriculum onto the standards and to ensure that the school is teaching the content that is expected.

Aligned curriculum is a balanced school program that accommodates a wide variety of developmental levels and is designed to increase the intellectual, personal, physical, social and career development of all students. Curriculum must be rigorous and challenging, aligned to state standards with benchmarks and performance standards, and vertically and horizontally articulated across all levels.

Administrators and teachers should use the guiding questions below to analyze their health education curriculum alignment.

- Is there a formalized, written curriculum for health education?
- Is the curriculum reflective of
 - District’s vision and mission?
 - Local board policies?
 - A consensus process (to use the health education curriculum) by teachers who are experienced with the content area and age groups of students involved?
- Is the curriculum
 - Reviewed and revised at regular intervals?
 - Based on data, research, and best practices?
 - Comprehensive and sequential?
 - A framework for facilitating teaching and learning?
 - Reflective of a commitment to equity and an appreciation of diversity?
- Does the curriculum
 - Challenge each student to excel?
 - Provide for differentiated levels of instruction?
 - Include a system for implementing interventions to help students in need?-
 - Shift the staff from using the textbook only to textbook as a resource?
- Are the staff
 - Familiar with the horizontal and vertical alignment of their specific content area(s) to the district’s curriculum?
 - Given dedicated time to work with peers on alignment?
- Have families and community partners
 - Been invited to provide input?

The curriculum for the health education graduation course requirement **must** be aligned to the New Mexico Health Education Content Standards with the **9-12 Benchmarks and Performance Standards regardless of what grade level the course is taught** <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.029.0006.htm>.

If the district/charter school does not have a curriculum alignment document, the following alignment tool may be used and submitted for this purpose.



Health Education Course for Graduation Sample Curriculum Alignment Tool

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.			
9-12 Benchmark 1: analyze how behavior can impact health maintenance and disease prevention			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) differentiate between risks and benefits regarding choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</i>	Analyze the benefits of healthy choices Discuss the consequences of risk taking..	Textbook Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Wellness Checklist Anatomical Identification Worksheets Maintain a journal of food intake Class Discussion Lecture Small Group Activities Discussion Research Instructional Handouts Role Play Reflective Assessment
<i>(b) identify alternatives to health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, “natural highs,” etc.).</i>	Evaluate the choices related to risky behaviors.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Wellness Checklist Anatomical Identification Worksheets Maintain a journal of food intake

<p><i>(c) identify ways to avoid health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; discuss and analyze the difference(s) between healthy and unhealthy relationship.</i></p>	<p>Describe healthy ways to avoid risky behaviors.</p>	<p>Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org</p>	<p>Wellness Checklist Anatomical Identification Worksheets Maintain a journal of food intake</p>
<p><i>(d) explain how attitude(s) and behavior(s) affect health of self and others.</i></p>	<p>Analyze the affect attitude and behavior to self and others.</p>	<p>Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org</p>	<p>Wellness Checklist Anatomical Identification Worksheets Maintain a journal of food intake</p>

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

9-12 Benchmark 2: describe the interrelationships of mental, emotional, social and physical health throughout life.

Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) identify and analyze how social systems, peer pressure and family history relate to mental, emotional, social and physical health throughout life.</i>	Describe the interrelationship of mental, emotional, social, and physical health throughout adulthood.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Wellness Checklist Worksheets Maintain a journal
<i>(b) describe the relationship between actions and consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and the impact on mental, emotional, social and physical health throughout life (i.e., unintended pregnancy, STI/HIV, chronic diseases, addiction, intentional and unintentional injuries, depression, suicide, etc.).</i>	Identify consequences as to how they relate to relationships and actions.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Wellness Checklist Worksheets
<i>(c) explain relationship between risk behaviors and health behaviors in the areas related to</i>	Analyze the difference between risky behaviors and healthy behaviors.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs,	Wellness Checklist Worksheets Maintain a journal

<p><i>sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., drinking and sexual behavior, lack of physical activity/nutrition choices and chronic diseases, etc.).</i></p>		<p>HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org</p>	
<p><i>(d) describe how emotions affect health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., attraction, love, lust, infatuation, jealousy, anger, etc.).</i></p>	<p>Brainstorm ways emotions affect health behaviors.</p>	<p>Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org</p>	<p>Wellness Checklist Worksheets Maintain a journal</p>
<p><i>(e) describe ways to manage stress (i.e., physical activity, relaxation, etc.).</i></p>	<p>.List different ways to release stress.</p>	<p>Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org</p>	<p>Wellness Checklist Worksheets Maintain a journal</p>

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.			
9-12 Benchmark 3: explain the impact of personal health behaviors on the functioning of body systems.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) identify and analyze health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being on the functioning of body systems (i.e., physical activity and the respiratory system, contracting a sexually-transmitted disease and the reproductive system, etc.).</i>	Describe how personal health behavior affect one's body.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Wellness Checklist Worksheets Maintain a journal
<i>(b) identify emotional and physical changes that occur during puberty; identify the impact of health screenings on personal health and wellness; identify ways in which diseases are transmitted (i.e., HIV, bacterial diseases, viral diseases, etc.).</i>	Analyze the steps of puberty. List the benefits of health screenings and wellness checks	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Wellness Checklist Worksheets Maintain a journal
<i>(c) describe how untreated health conditions can affect the functioning of body systems (i.e., an untreated sexually-transmitted infection on the reproductive system, untreated</i>	Describe how untreated health conditions that effect the daily functioning of the body system.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov	Wellness Checklist Worksheets Maintain a journal

<i>asthma on the respiratory system, etc.); explain the benefits of healthy food choices and physical activity on body systems (i.e., weight gain/loss, heart disease, diabetes, etc.).</i>		www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	
---	--	---	--

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.			
9-12 Benchmark 4: analyze how the family, peers and community influence the health of individuals.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) identify and analyze how family, peers and community can be helpful or a hindrance to healthy behaviors (i.e., family choices for meals, community norms for sexual behavior, etc.).</i>	Describe how untreated health conditions that effect the daily functioning of the body system.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Wellness Checklist Worksheets Maintain a journal
<i>(b) describe how family, peers and community influence the ability to apply refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</i>	List the rewards of family, peer and community working together.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Wellness Checklist Worksheets Maintain a journal
<i>(c) analyze how inappropriate behavior such as bullying, harassment and intentional injury influence the health of individuals.</i>	Evaluate the negatives of bullying, harassment and intentional injury on ones health.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com	Wellness Checklist Worksheets Maintain a journal

		www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	
<p><i>(d) identify how family, peer and community factors influence personal health choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., religion, culture, family values, budget, etc.).</i></p>	<p>Discuss affects of the community, family and peer on personal health choices.</p>	<p>Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org</p>	<p>Wellness Checklist Worksheets Maintain a journal</p>

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.			
9-12 Benchmark 5: analyze how the environment influences the health of the community.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) identify and analyze how environmental influences can be helpful or a hindrance to healthy behaviors (i.e., cultural, family history, socio-economic status and social norms on choices for meals, relationships, physical activity, etc.).</i>	Analyze environmental, cultural, socio-economic , family history and social norms to healthy behaviors.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Wellness Checklist Worksheets Maintain a journal
<i>(b) analyze how environmental influences affect behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., riding a bike vs. driving a car, personal relationships, etc.).</i>	Describe how the environment drives our behaviors.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Wellness Checklist Worksheets Maintain a journal

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.			
9-12 Benchmark 6: describe how to delay onset and reduce risks of potential health problems during adulthood.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) describe and analyze how behaviors practiced early in life can potentially affect health problems during adulthood in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., smoking as a teenager and lung disease, poor nutritional choice and lack of physical activity and chronic diseases, sexual activity/unprotected sex and teen pregnancy/STI/HIV, etc.).</i>	List healthy behaviors during ones youth that can prevent issues later in life.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Wellness Checklist Worksheets Maintain a journal
<i>(b) demonstrate knowledge of pregnancy prevention and prevention of sexually transmitted infections. understand human reproduction and how pregnancy can be prevented through the use of various methods of contraception, including barrier and hormonal methods.</i>	List strategies to improve knowledge of pregnancy prevention and STD.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Wellness Checklist Worksheets Maintain a journal
<i>(c) understand the concept of sexually transmitted infections</i>	Discuss STD's and proper use of condoms.	Current Health Current event periodicals (Newsweek, Time,	Wellness Checklist Worksheets Maintain a journal

<p><i>and recognize prevention strategies including abstinence, the proper use of condoms and immunizations.</i></p>		<p>Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org</p>	
--	--	---	--

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.			
9-12 Benchmark 7: analyze how public health policies and government regulations influence health promotion and disease prevention.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) research local, state and national regulations and policies that influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</i>	Analyze local, state and national regulations that influence health promotions and disease prevention.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Wellness Checklist Worksheets Maintain a journal
<i>(b) identify how policies are developed that influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</i>	Evaluate how health policies are developed.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Wellness Checklist Worksheets Maintain a journal

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.			
9-12 Benchmark 8: analyze how the prevention and control of health problems are influenced by research and medical advances.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) identify scientific journals, agencies and organizations that contribute to research and medical advances in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</i>	Research scientific journals, agencies and organizations that contribute to research and medical advances.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Wellness Checklist Worksheets Maintain a journal
<i>(b) analyze how research and medical advances can influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., new treatment in diabetes control, etc.).</i>	Evaluate research material related to medical advances	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Wellness Checklist Worksheets Maintain a journal

Content Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.			
9-12 Benchmark 1: evaluate the availability and validity of health information, products and services.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) explain and evaluate the functions and effectiveness of school and community health information, products and services (i.e., school nurse, school-based health center, public health office, private health care provider, etc.).</i>	Analyze the effectiveness of the school and community health resources.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org Current Health	Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety... Media Influence Project Worksheets
<i>(b) evaluate health information products and services advertised by media. demonstrate the ability to evaluate health information in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</i>	Discuss media bias and advertisement as it relates to health information	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety... Media Influence Project Worksheets

Content Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.			
9-12 Benchmark 2: demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) evaluate how community resources can be accessed and utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., school-based health centers, primary care clinics, school nurse, etc.).</i>	Analyze information gathered from intern, television, community health centers.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org	Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety... Media Influence Project Worksheets
<i>(b) compare and contrast valid resources in the community in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</i>	Evaluate resources truthfulness.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety... Media Influence Project Worksheets
<i>(c) identify and devise solutions to barriers for health care (i.e., costs, transportation, culture, accessibility, etc.).</i>	Brainstorm solutions	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov	Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety... Media Influence

		www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	Project Worksheets
<p><i>(d) explain how community resources can be accessed and utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</i></p>	Demonstrate how to recognize and use community resources.	<p>Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com</p>	<p>Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety... Media Influence Project Worksheets</p>
<p><i>(e) compare and contrast valid resources in the community in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</i></p>	List and verify all valid community resources.	<p>Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com</p>	<p>Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety... Media Influence Project Worksheets</p>

Content Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.			
9-12 Benchmark 3: evaluate factors that influence personal selection of health products and services.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>a) evaluate the characteristics that media uses to influence the selection of health products and services.</i>	Describe how media influences the selection of health product and services.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety... Media Influence Project Worksheets
<i>(b) describe influences of cultural beliefs and how they influence personal selection of health products and services.</i>	Discussion on cultural beliefs	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety... Media Influence Project Worksheets
<i>(c) explain factors in the community that influence health choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social</i>	List factors in the community that influence health choices.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov	Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety... Media Influence

<p><i>and emotional well-being (i.e., religion, values, habits, budget, etc.).</i></p>		<p>www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.</p>	<p>Project Worksheets</p>
<p><i>(d) demonstrate and discuss ways to avoid risky behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</i></p>	<p>Role play with small group discussion.</p>	<p>Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.</p>	<p>Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety... Media Influence Project Worksheets</p>

Content Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.			
9-12 Benchmark 4: demonstrate the ability to access school and community health services for self and others.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) demonstrate the ability to access local health resources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., school-based health centers, primary care clinics, local health facilities, walking trails, etc.).</i>	Local health official as guest speakers	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety... Media Influence Project Worksheets
<i>(b) demonstrate how to determine the appropriate school and community health services in the areas related sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., where to go for immunizations, wellness check-up, pregnancy/STI/HIV testing, help for depression, treatment for diabetes, etc.).</i>	Brainstorm needs of the school, community as they relate to health.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety... Media Influence Project Worksheets

Content Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.			
9-12 Benchmark 5: analyze the cost and accessibility of health care services.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) demonstrate the ability to compare cost and accessibility of health care services in the community and benefits of those that are more affordable (i.e., walking vs. joining a club for exercise, public health clinic vs. private doctor, sexual activity/unprotected sex vs. teen pregnancy/STI/HIV, etc.).</i>	Evaluate the factors that influence the accessibility of health care cost and services in the community.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety... Media Influence Project Worksheets
<i>(b) analyze the availability and costs of health care services utilized in the areas related sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the availability and cost of smoking cessation class, nutrition education programs, prenatal care. etc.).</i>	Evaluate area health care cost.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety... Media Influence Project Worksheets

Content Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.			
9-12 Benchmark 6: analyze situations requiring professional health services.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) prepare a plan of action for risk behaviors in situations that may lead to negative physical, social or emotional health consequences (i.e., abuse, bullying, sexual assault, mental health, depression, suicide, domestic violence, teen pregnancy, STI/HIV, etc.).</i>	Evaluate area health care cost.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety... Media Influence Project Worksheets
<i>(b) analyze situations related to health crises and formulate solutions to intervene or prevent the crisis (i.e., a friend tells you he is thinking about suicide. a friend tells you he is smoking, a friend tells you she is pregnant, etc.).</i>	Develop intervention plan.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety... Media Influence Project Worksheet Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors
<i>(c) demonstrate how to access professional health services in your community.</i>	Role play different scenario.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov	Design a child-proof home Create posters concerning safety issues: seat belt use, fire safety, sun safety...

		<p> www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com </p>	<p>Media Influence Project Worksheet</p> <p>Review and evaluate health-enhancing behaviors Worksheets</p> <p>Identify risky behaviors and list consequences of those behaviors</p> <p>Review and evaluate health-enhancing behaviors Worksheets</p> <p>Identify risky behaviors and list consequences of those behaviors</p>
--	--	---	--

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.			
9-12 Benchmark 1: analyze the role of individual responsibility for enhancing health.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) analyze the significance of personal responsibility and consequences for healthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</i>	Describe how healthy behaviors related to drug use can affect social well being.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors
<i>(b) demonstrate decision-making skills to determine personal health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</i>	Analyze personal health goals as related to alcohol, tobacco and other drugs.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.			
9-12 Benchmark 2: evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) differentiate among health behaviors and health outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the relationship between physical activity, nutrition and chronic disease. the relationship between sexual activity and teen pregnancy, etc.).</i>	Describe how the behaviors related to personal safety; mental, social and emotional well-being affect daily living	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors
<i>(b) chart and analyze individual health assessment data that can help determine health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., physical fitness data, nutrition logs, youth reported data for risk and resiliency factors, etc.).</i>	Outline health goals in the areas related to sexuality and nutrition.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.			
9-12 Benchmark 3: analyze the short-term and long-term consequences of safe, risky and harmful behaviors.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) demonstrate skills to avoid risky or harmful behaviors in relationships (i.e., abstinence or birth control methods to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.).</i>	Outline the benefits of birth control in comparison to not using any method of birth control.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com .	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors
<i>(b) recognize and analyze negative or harmful behaviors in relationships and identify strategies to resolve the situation.</i>	Explore harmful behaviors in relationships and how they can be resolved.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com .	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors
<i>(c) identify consequences of risky and harmful behaviors on self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety;</i>	Chart risky behaviors as related to alcohol, tobacco and other drug use, social and emotional well-being	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors

<i>mental, social and emotional well-being .</i>		www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	
--	--	---	--

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.			
9-12 Benchmark 4: develop management strategies to improve or maintain personal, family, peer and community health.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) describe personal, family, peer, community and cultural strengths in maintaining or improving healthy behaviors (i.e., eating patterns and physical activity related to healthy behaviors. tobacco, alcohol or other drug use. how families deal with conflict. etc.).</i>	List strengths in maintaining or improving healthy behaviors	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors
<i>(b) develop personal, family, community and cultural health goals and management strategies for achieving the goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Describe how , social and emotional well-being benefits personal, family, community	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.			
9-12 Benchmark 5: develop injury prevention strategies for personal, family, peer and community health.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) analyze personal, family, peer and community factors that contribute to intentional and unintentional injuries (i.e., use of alcohol or other drugs, steroid use, food safety, etc.).</i>	Compare , family, peer and community factors use of alcohol or other drugs	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors
<i>(b) describe prevention strategies to avoid intentional and unintentional injuries.</i>	Identify risky behaviors to avoid intentional and unintentional injuries.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Review and evaluate health-enhancing behaviors Worksheets
<i>(c) demonstrate refusal skills related to personal safety in the areas of physical, emotional or sexual abuse.</i>	Explain the concepts related to personal safety	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov	Review and evaluate health-enhancing behaviors Worksheets

		www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	
<p><i>(d) demonstrate effective negotiation and risk avoidance strategies for avoiding unwanted sexual activity.</i></p>	<p>Discuss negotiation strategies for avoiding unwanted sexual activity.</p>	<p>Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com</p>	<p>Review and evaluate health-enhancing behaviors Worksheets</p> <p>Identify risky behaviors and list consequences of those behaviors</p>

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.			
9-12 Benchmark 6: demonstrate ways to avoid and reduce threatening situations.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) recognize threatening situations and formulate strategies to reduce them in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Distinguish threatening health risks, situations related to nutrition	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors
<i>(b) demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, date rape, etc.).</i>	Class discussion related to date rape	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors
<i>(c) reflect on the possible outcomes of being in dangerous situations and explain different options that could have been chosen (i.e., riding a motorcycle without a helmet, driving a car while intoxicated,</i>	Describe dangerous situations ., riding a motorcycle without a helmet	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors

<p><i>having unprotected sex, etc.).</i></p>		<p>www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.</p>	
<p><i>(d) demonstrate effective negotiation and risk avoidance strategies for avoiding unwanted sexual activity.</i></p>	<p>Identify risky behaviors for avoiding unwanted sexual activity.</p>	<p>Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.</p>	<p>Review and evaluate health-enhancing behaviors Worksheets</p>

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.			
9-12 Benchmark 7: evaluate strategies to manage stress.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) evaluate stressors and strategies to reduce their harmful effects.</i>	Describe stressors and their harmful effects	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors
<i>(b) explain the immediate and long-term effects of stress on the body.</i>	Evaluate health risks of stress on the body	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Review and evaluate health-enhancing behaviors Worksheets
<i>(c) demonstrate ways to manage stress.</i>	Class discussion on How to manage stress	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of

		www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	those behaviors
--	--	---	-----------------

Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.			
9-12 Benchmark 1: analyze how cultural practices can enrich or challenge health behaviors.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) explain how cultural practices (both positive and negative) in the school and community contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Evaluate negative practices that contribute to health, safety and personal choices related to sexuality influences by peers	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Review and evaluate health-enhancing behaviors Worksheets
<i>(b) analyze how the media and culture portray gender roles (i.e., aggressive behavior for boys vs. submissive behavior for girls, media portrayal of sexual behavior for each gender, etc.).</i>	Describe media influence on portrayal of sexual behavior for each gender	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors
<i>(c) analyze cultural values and beliefs compared with personal values and beliefs in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal</i>	Describe how cultural values and beliefs compared effect personal values related to nutrition	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors

<i>safety; mental, social and emotional well-being .</i>		www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	
--	--	---	--

Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.			
9-12 Benchmark 2: evaluate the effect of media and other factors on personal, family, peer and community health.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) analyze health-related advertisements and their influences on health behaviors (i.e., messages around sexual behavior, STI/HIV, condom use, exercise, nutrition, violence, alcohol, etc.).</i>	Compare and contrast the benefits of sexual behavior, STI/HIV, condom use	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Review and evaluate health-enhancing behaviors Worksheets Identify risky behaviors and list consequences of those behaviors
<i>(b) explain positive and negative health messages from media and other sources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., condom use vs. unprotected sex, smoking vs. non-smoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.).</i>	Describe the effects of unprotected sex	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Review and evaluate health-enhancing behaviors Worksheets
<i>(c) analyze sources that can help to determine if media messages are true or false. demonstrate refusal skills in choices related to media messages.</i>	Evaluate media message; true or false	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov	Review and evaluate health-enhancing behaviors Worksheets

		www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	
--	--	--	--

Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.			
9-12 Benchmark 3: evaluate the impact of technology on personal, family, peer and community health.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) analyze the purposes for technology and its impact on personal, family, peer and community health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., internet, medical, conveniences, communication, etc.).</i>	Describe the benefits of technology and its impact on personal safety	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Identify cultural differences and how they affect your health Identify local influences on your health Worksheets
<i>(b) compare and contrast how advances in technology positively or negatively impact personal, family, peer and community health (i.e., use of computers and television vs. physical activity time, effects on communication skills, access to medical care, etc.).</i>	Describe the advances of technology and their impact on youth	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Identify cultural differences and how they affect your health Identify local influences on your health Worksheets

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.			
9-12 Benchmark 1: demonstrate skills for communicating effectively with family, peers and others.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) role play and analyze effective verbal and non-verbal communication skills with family, peers and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Describe different way to communicate with family, peer and others.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Class presentations Worksheets Design posters Wellness Checklist Worksheets Maintain a journal
<i>(b) compare and contrast effective and ineffective verbal and non-verbal communication skills with family, peers and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Describe the impact of effective and ineffective verbal and non-verbal communication skills.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Class presentations Worksheets Design posters Wellness Checklist Worksheets Maintain a journal

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.			
9-12 Benchmark 2: analyze how interpersonal communication affects relationships.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) analyze how cultural diversity influences verbal and non-verbal communication.</i>	Classroom discussion cultural diversity.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Class presentations Worksheets Design posters Wellness Checklist Worksheets Maintain a journal
<i>(b) role play and analyze interpersonal communications skills that affect relationships in the areas related to sexuality. nutrition. alcohol tobacco, and other drug use. physical activity. personal safety. mental, social and emotional well-being.</i>	Small group discussion along with role play.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Class presentations Worksheets Design posters Wellness Checklist Worksheets Maintain a journal

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.			
9-12 Benchmark 3: demonstrate positive ways to express needs, wants and feelings.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) analyze feelings associated with different situations (i.e., conflict - frustration/satisfaction. birthday - happy/excited, etc.).</i>	Classroom discussion	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Class presentations Worksheets Design posters Wellness Checklist Worksheets Maintain a journal
<i>(b) role play and analyze how to express feelings in a positive way.</i>	Classroom discussion	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Class presentations Worksheets Design posters Wellness Checklist Worksheets Maintain a journal
<i>(c) role play and analyze how to respond appropriately to other people's needs, wants and feelings.</i>	Classroom discussion	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov	Class presentations Worksheets Design posters Wellness Checklist Worksheets Maintain a journal

		www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	
--	--	---	--

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.			
9-12 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) role play and analyze both verbal and non-verbal ways to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Brainstorm way to show respect and consideration for self and other.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	Class presentations Worksheets Design posters Wellness Checklist Worksheets Maintain a journal

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.			
9-12 Benchmark 5: demonstrate strategies for solving interpersonal conflicts without harming self or others.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) demonstrate skills used in conflict resolution in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Evaluate pro's and con's of the conflict	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Class presentations Worksheets Design posters Wellness Checklist Worksheets Maintain a journal
<i>(b) describe and analyze aggressive, passive and assertive ways to respond to conflict.</i>	Student role play/classroom discussions.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Class presentations Worksheets Design posters Wellness Checklist Worksheets Maintain a journal
<i>(c) explain and demonstrate means to use a variety of conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal</i>	List solutions to best remove conflict	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov	Class presentations Worksheets Design posters Wellness Checklist Worksheets Maintain a journal

<i>safety; mental, social and emotional well-being .</i>		www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	
--	--	---	--

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.			
9-12 Benchmark 6: demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) describe and analyze risky situations in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and identify appropriate responses.</i>	List risky situations and evaluate	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Class presentations Worksheets Design posters Wellness Checklist Worksheets Maintain a journal
<i>(b) role play and analyze refusal and negotiation skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Describe skills needed for negoatiation.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Class presentations Worksheets Design posters Wellness Checklist Worksheets Maintain a journal
<i>(c) demonstrate effective negations and risk avoidance strategies (i.e., avoiding unwanted pregnancy, alcohol tobacco and other drug use, bullying behavior, poor</i>	Analyze the positives of effective negations and risk avoidance.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov	Class presentations Worksheets Design posters Wellness Checklist Worksheets Maintain a journal

<i>nutritional choices, physical inactivity, etc.).</i>		www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	
---	--	---	--

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.			
9-12 Benchmark 7: analyze the possible causes of conflict in schools, families and communities.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) discuss and analyze possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Describe things that may cause conflict in student and communities.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Class presentations Worksheets Design posters Wellness Checklist Worksheets Maintain a journal
<i>(b) design possible solutions to resolving conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Brainstorm ideas to combat conflict among student in schools and communities.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Class presentations Worksheets Design posters Wellness Checklist Worksheets Maintain a journal

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.			
9-12 Benchmark 8: demonstrate strategies to prevent conflict.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) demonstrate and analyze conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Role play and classroom discussion.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	Class presentations Worksheets Design posters Wellness Checklist Worksheets Maintain a journal

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.			
9-12 Benchmark 1: demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) analyze and demonstrate strategies used to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Identify and analyze how healthy decisions in the areas related to sexuality social systems and peer pressure	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	Small group decision-making project Worksheets Design a plan for longevity Compile a list of consequences for various health decisions

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.			
9-12 Benchmark 2: analyze health concerns that require collaborative decision-making.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) describe health issues that require decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Describe the relationship between actions and consequences in the areas related to sexuality; nutrition; alcohol, tobacco	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Small group decision-making project Worksheets Design a plan for longevity Compile a list of consequences for various health decisions
<i>(b) role play and analyze the difference between making an individual decision or collaborating with others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Explain relationship between risk behaviors and health behaviors in the areas related to sexuality and nutrition; alcohol.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Small group decision-making project Worksheets Design a plan for longevity Compile a list of consequences for various health decisions

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.			
9-12 Benchmark 3: predict the immediate and long-term impact of health decisions on the individual, family, peers and community			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) predict how specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the decision to use a condom if sexually active will help prevent an unwanted pregnancy or sexually transmitted infection, the decision not to drink at the party will help prevent making other risk-taking decisions while intoxicated, etc.).</i>	Describe how emotions affect health behaviors in the areas related to tobacco, and other drug use; physical activity; personal safety	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Worksheets Design a plan for longevity Compile a list of consequences for various health decisions
<i>(b) predict and analyze how impulsive actions relate to consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., having sex without protection can lead to unwanted pregnancy or sexually transmitted infections. taking drugs can lead to addictive behavior, etc.).</i>	Describe and define the impulsive actions as related to areas of sexuality; nutrition; alcohol, tobacco and mental, social and emotional well-being	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Small group decision-making project Worksheets Design a plan for longevity Compile a list of consequences for various health decisions
<i>(c) predict and analyze how personal</i>	Explain the effects of alcohol and tobacco	Current Health	Small group decision-

<p><i>decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being contribute to the well-being of self, family, peers and communities.</i></p>	<p>on an individual, how they contribute the well-being of self, family, peers and communities.</p>	<p>Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com</p>	<p>making project Worksheets Design a plan for longevity Compile a list of consequences for various health decisions</p>
---	---	--	--

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.			
9-12 Benchmark 4: implement a plan for attaining a personal health goal.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) analyze the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Compare relationship between health behaviors and personal outcomes	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Small group decision-making project Worksheets Design a plan for longevity Compile a list of consequences for various health decisions
<i>(b) create strategies and implement a plan to attain a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Describe a realistic health goal for drug use	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Small group decision-making project Worksheets Design a plan for longevity Compile a list of consequences for various health decisions

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.			
9-12 Benchmark 5: evaluate progress toward achieving personal health goals.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) create strategies and implement an evaluation plan in attaining a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Evaluate personal health goal as related to nutrition	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	Small group decision-making project Worksheets Design a plan for longevity Compile a list of consequences for various health decisions

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.			
9-12 Benchmark 6: formulate an effective plan for lifelong health.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) develop and implement a personal wellness plan that includes both short and long term goals and describe how that plan can be effective for lifelong health and wellness.</i>	Create a plan of implementation for effective health and wellness.	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	Small group decision-making project Worksheets Design a plan for longevity Compile a list of consequences for various health decisions

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health.			
9-12 Benchmark 1: evaluate the effectiveness of communication methods for accurately expressing health information and ideas.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) role play and evaluate different ways to communicate health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Compare role play and evaluate different ways to communicate health issues in the areas ; alcohol, tobacco	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	Small group decision-making project Worksheets Design a plan for longevity Compile a list of consequences for various health decisions

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health.

9-12 Benchmark 2: express information and opinions about health issues.

Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<p><i>(a) define and analyze information and opinions about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i></p>	<p>Outline health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use</p>	<p>Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com</p>	<p>Create a plan for educating others on health issues Worksheets</p>

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health.			
9-12 Benchmark 3: utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about health issues.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) : analyze barriers to effective communication about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and illustrate ways to overcome those barriers.</i>	Describe barriers encountered in the areas of sexuality; nutrition; alcohol, tobacco and other drug use	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	Create a plan for educating others on health issues Worksheets

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health.			
9-12 Benchmark 4: demonstrate the ability to influence and support others in making health-enhancing choices.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) role play and analyze how to help others make healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Describe the value of making healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	Create a plan for educating others on health issues Worksheets

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health.			
9-12 Benchmark 5: demonstrate the ability to work cooperatively when advocating for healthy communities.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) role play and analyze how to work cooperatively when advocating for healthy individuals, families and schools in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being .</i>	Describe how healthy individuals, families and schools can work physical activity; personal safety; mental, social and emotional well-being .	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.com	Create a plan for educating others on health issues Worksheets

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health.			
9-12 Benchmark 6: demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.			
Performance Standard	Content/Instructional Strategies (Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts)	Resources (Textbook, other instructional materials, etc)	Formative/Summative Assessments
<i>(a) identify how healthy messages and communication techniques can target different audiences.</i>	Develop an approach to target different audiences; healthy messages and communication techniques	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Create a plan for educating others on health issues Worksheets
<i>(b) create positive health messages in the areas related to sexuality. nutrition. alcohol. tobacco and other drug use. physical activity. personal safety. mental, social and emotional well-being.</i>	Describe an approach to creating positive health messages in area mental, social and emotional well-being related to drug use	Current Health Current event periodicals (Newsweek, Time, Newspaper) RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior Book List Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.	Create a plan for educating others on health issues Worksheets

Appendix D

Make sure the opt-out policy meets all requirements of: **6.29.6.11 NMAC: Sexuality Performance Standards Exemption** which requires each school district or charter school to implement a policy that will ensure that parents have the ability to request that their child be exempted from the parts of the health education curriculum that address the sexuality performance standards. The policy shall include, but is not limited to: 1) the process for parents to request an exemption from the parts of the health education curriculum that address the sexuality performance standards; and 2) how alternative lessons are established for the exempted parts of the curriculum. In addition, each local board of education or governing body of a charter school shall ensure the involvement of parents, staff and students in the development of the policy. Below is a sample policy.

Sample District/Charter School Opt-Out Policy

<<<<name>>>> Public School/Charter School Policy for allowing Sexuality Performance Standards Exemption for Health Education.

Parents have the ability to request that their child be exempted from the parts of the required health education curriculum that address the sexuality performance standards. Students should not be exempted from the entire class only the lessons addressing the sexuality performance standards. The following procedure must be followed in order to request and exemption from the parts of the health education curriculum that addresses the sexuality performance standards. This procedure should be looked upon as a partnership between the parents and the school, designed to best meet the needs of each student and family. The following steps must be taken.

- A. The parent must contact the teacher and request a meeting.
- B. The parent and teachers (and administrator if deemed necessary) should review the entire curriculum and come to an agreement to identify specifically what areas of the sexuality performance standards to exempt the student.
- C. The teacher should supply the parents with the state standards that are met by the requested exempt lessons and agree upon an alternative assignment(s) that will meet these standards.
- D. A written agreement should be drawn up that includes the following:
 1. Specific dates the student will be out of class.
 2. Where and to whom the student is to report on these days.
 3. The assignment that has been agreed upon by both teacher and parent(s).
 4. The standards that are being met.
 5. How the student will be evaluated for this assignment.
 6. Principal's approval.

The teacher should make available any resources (lesson plans, books, and videos) that are ordinarily used in the class or are available as alternative materials. However, the parent may use alternative materials that meet the state standards.

Local School Board President

Date

Appendix E
TRACK TWO:
HIGH SCHOOL REQUIREMENT
(not currently required)
Health Education Graduation Course Requirement Plan

District/Charter High School Name: **Gadsden Independent School District**

Superintendent/Director of Charter High School: **Dr Cynthia Nava**

Address: **P.O. Box Drawer 70 Anthony, NM 88063**

Email: **cnava@gisd.k12.nm.us**

Phone (include area code): **575-882-6203**

Fax (include area code): **575-882-6229**

The above named district/charter high school will fulfill the health education graduation requirement by providing a course in health education in high school.

School year course will be implemented 2012-2013

Note: For students entering the eighth grade in the 2012-2013 school year and subsequent years a course in health education is required for graduation.

Grade-level(s) course will be offered

9th

10th

11th

12th

Amount of Credits for Health Education Course Completion

.5 unit

1.0 unit

Select one:

- The above named district/charter high school **has** Public Education Department licensed teacher(s) with an endorsement in Health Education will be teaching the required course. **Submit the name(s) and license number(s) of these teacher(s) as part of the implementation plan.**

Teacher Name	Licensure number (hit tab key to expand)
Guerrero- Alba, Erika	340943
Hernandez, Fernando	329284
Turner, David Edmund	275398
Ulibarri, Luz Mireya	259987
Butler, Richard Alan	341290
Hite, James Harvill	035653
Mora, Joe Inez	271944
Perea, Antonio	316443
Rosen, Albert	316400
Camacho, John	277440
Del Toro, Frank	305587
Dotson, Donald J.	094621
Haack, Robert A.	303411
Munoz, Francisco	237634
Panther, Patricia	203252
Phelps, Elizabeth E.	314624
Solis, Epifanio	243498
Stout, Stan F.	335944
Garcia, Socorro V.	304068

- The above named district/charter high school currently **does not** have Public Education Department licensed teacher(s) with an endorsement in Health Education who will be teaching the required course. **Describe the plan to ensure that the course is taught by a PED licensed teacher with an endorsement in Health Education. Highly qualified secondary certified teachers will be providing instruction for this course. Students will have the opportunity to enroll in Health/Wellness education coursework starting in the 9th grade.**

The Health Education Graduation Course must be taught by a teacher with a PED K-12 or secondary licensed with an endorsement in health education.

For information concerning adding a health education endorsement see:
<http://www.ped.state.nm.us/licensure/2010/endorsements/HEALTH.pdf>

For information concerning alternative licensure see: 6.60.3 NMAC Alternative Licensure:
<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.060.0003.htm>

- The above named district / charter high school has aligned the health education course to the New Mexico Health Education Content Standards with the 9-12 Benchmarks and Performance Standards (6.29.6.10 NMAC <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.029.0006.pdf>). **The alignment document must be submitted on the CD as part the implementation plan.**

Note: If the district/charter high school does not have a curriculum alignment document in place **Appendix C: Sample Health Education Course for Graduation Curriculum Alignment Tool** may be used and submitted for this purpose.

The above named district/charter high school will review transfer student transcripts for health education credit and ensure transfer students and/or students failing the course meet the graduation requirement by (check all that apply):

- enrolling students in the districts/charter high school course during the regular school year
- offering health education in summer school
- offering enrollment in the health education IDEAL-NM course
- other (please describe)
- The above named district / charter high school has an opt-out policy that meets all requirements of **6.29.6.11 NMAC: Sexuality Performance Standards Exemption** which requires each school district or charter school to implement a policy that will ensure that parents have the ability to request that their child be exempted from the parts of the health education curriculum that address sexuality performance standards. The policy shall include, but is not limited to: 1) the process for parents to request an exemption from the parts of the health education curriculum that address the sexuality performance standards; and 2) how alternative lessons are established for the exempted parts of the curriculum. In addition, each local board of education or governing body of a charter school shall ensure the involvement of parents, staff and students in the development of the policy. **The opt-out policy with minutes of School Board/Governing Body approval must be submitted on the CD as part the implementation plan.**

Check list for CD submission:

- Appendix E: TRACK II: HIGH SCHOOL REQUIREMENT**
- The name(s) and license number(s) of health education teacher(s) or plan for securing the appropriate PED licensed/endorsed teacher(s)**
- Health education course curriculum alignment document**
- Opt-out policy**
- Minutes of School Board/Governing Body approval of Opt-out policy**
- Minutes of School Board/Governing Body approving the Health Education Graduation Requirement Implementation Plan**

The district/charter high school submits, on CD, the School Board/Governing Body approved Health Education Graduation Requirement Implementation Plan by August 5, 2011 for implementation for the 2012-13 and subsequent school years.

**Send Health Education Graduation Course Requirement
Implementation Plan
on CD only
by August 5, 2011
to:**

**Dr. Kristine M. Meurer, Director
School and Family Support Bureau
New Mexico Public Education Department
120 S. Federal Place, #206
Santa Fe, NM 87501**

Appendix F
TRACK III:
MIDDLE SCHOOL COURSE TO
MEET HEALTH EDUCATION GRADUATION REQUIREMENT
Health Education Graduation Course Requirement Plan

District Name:

Superintendent:

Address:

Email:

Phone (include area code):

Fax (include area code):

- The above named district will fulfill the health education graduation requirement by providing a course in health education in middle school aligned to the 9-12 Health Education Benchmarks and Performance Standards.
- The above named district will implement the health education graduation requirement in the 2012-2013 school year and subsequent years.

Grade-level(s) course will be offered

- 6th*
- 7th**
- 8th

*If the district chooses to provide the course in health education for graduation at the 6th grade level, indicate below how the district will ensure that the 7th and 8th grade students in the 2012-2013 school year will obtain the graduation requirement.

** If the district chooses to provide the course in health education for graduation at the 7th grade level, indicate below how the district will ensure that the 8th grade students in the 2012-2013 school year will obtain the graduation requirement.

Amount of Credits for Health Education Course Completion

- .5 unit
- 1.0 unit

Select one:

- The above named district **has** Public Education Department licensed teacher(s) with an endorsement in Health Education who will be teaching the required course. **Submit the name(s) and license number(s) of these teacher(s) as part of the implementation plan.**

Teacher Name	Licensure number (hit tab key to expand)

- The above named district/charter high school currently **does not** have Public Education Department licensed teacher(s) with an endorsement in Health Education who will be teaching the required course. **Describe the plan to ensure that the course is taught by a PED licensed teacher with an endorsement in Health Education.**

The Health Education Graduation Course must be taught by a teacher with a PED K-12 or secondary licensed with an endorsement in health education.

For information concerning adding a health education endorsement see:
<http://www.ped.state.nm.us/licensure/2010/endorsements/HEALTH.pdf>

For information concerning alternative licensure see: 6.60.3 NMAC Alternative Licensure:
<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.060.0003.htm>

- The above named district/charter high school has aligned the health education course to the New Mexico Health Education Content Standards with the 9-12 Benchmarks and Performance Standards (6.29.6.10 NMAC <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.029.0006.pdf>). **The alignment document must be submitted on the CD as part the implementation plan.**

Note: If the district/charter high school does not have a curriculum alignment document in place **Appendix C: Sample Health Education Course for Graduation Curriculum Alignment Tool** may be used and submitted for this purpose.

The above named district/charter high school will review transfer student transcripts for health education credit and ensure transfer students and/or students failing the course meet the graduation requirement by (check all that apply):

- enrolling students in the districts/charter high school course during the regular school year
 - offering health education in summer school
 - offering enrollment in the health education IDEAL-NM course
 - other (please describe)
-
- The above named district has an opt-out policy that meets all requirements of **6.29.6.11 NMAC: Sexuality Performance Standards Exemption** which requires each school district or charter school to implement a policy that will ensure that parents have the ability to request that their child be exempted from the parts of the health education curriculum that address sexuality performance standards. The policy shall include, but is not limited to: 1) the process for parents to request an exemption from the parts of the health education curriculum that address the sexuality performance standards; and 2) how alternative lessons are established for the exempted parts of the curriculum. In addition, each local board of education or governing body of a charter school shall ensure the involvement of parents, staff and students in the development of the policy. **The opt-out policy with minutes of School Board/Governing Body approval must be submitted on the CD as part the implementation plan.**

Check list for CD submission:

- Appendix F: TRACK III: MIDDLE SCHOOL COURSE TO MEET HEALTH EDUCATION GRADUATION REQUIREMENT**
- The name(s) and license number(s) of health education teacher(s) or plan for securing the appropriate PED licensed/endorsed teacher(s)**
- Health education course curriculum alignment document**
- Opt-out policy**
- Minutes of School Board/Governing Body approval of Opt-out policy**
- Minutes of School Board/Governing Body approving the Health Education Graduation Requirement Implementation Plan**

The district/charter high school submits, on CD, the School Board/Governing Body approved Health Education Graduation Requirement Implementation Plan by August 5, 2011 for implementation for the 2012-13 and subsequent school years.

**Send Health Education Graduation Course Requirement
Implementation Plan
on CD only
by August 5, 2011
to:**

**Dr. Kristine M. Meurer, Director
School and Family Support Bureau
New Mexico Public Education Department
120 S. Federal Place, #206
Santa Fe, NM 87501**