

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Drive, Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909)628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Health
2. Transcript Title/Abbreviation:	Health
3. Transcript Course Code/Number:	5502
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Health
6. Grade Level(s):	9-12
7. Unit Value:	5 credits/semester
8. Course Previously Approved by UC:	N/A
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	N/A
11. Repeatable for Credit:	No
12. Date of Board Approval:	February 5, 2009
Date of Revision Approval:	March 5, 2020
13. Brief Course Description:	Health education is a continuum of learning experiences that enables students, as individuals and as members of society, to make informed decisions, modify behaviors, and change social conditions in ways that are health enhancing and increase health literacy. The health education standards signify the essential skills and knowledge that all students need to become health literate. The health education standards represent a strong consensus of the essential knowledge and skills that students should know in grades nine through twelve in California's public schools. The focus in the health education standards is on teaching the skills that enable students to make healthy choices and avoid high-risk behaviors.
14. Prerequisites:	None
15. Context for Course:	This course provides students an essential overview to health concepts and fulfills a CVUSD graduation requirement.
16. History of Course Development:	The most recent revision includes information and topics required by the 2016 California Healthy Youth Act (CHYA).
17. Textbooks:	Glencoe, McGraw Hill <i>Glencoe Health</i> . 2009. High School Curriculum - California Department of Education, California Department of Public Health, Federal Office of Adolescent Health, <i>Positive Prevention Plus, Sexual Health Education for California Youth</i> , Kim Robert Clark, DRPH, Christine Janet Ridley, RN, Med. 2015
18. Supplemental Instructional Materials:	N/A
C. COURSE CONTENT	
1. Course Purpose:	

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The primary goal of health education is to improve academic achievement and health literacy for all students in California. This course meets the Health Education graduation requirement for Chino Valley Unified School District.

2. Course Outline:

Standard 1 – Students understand the effects of alcohol, tobacco, and other drugs on health.

1.1 Objective: Comprehend essential concepts related to enhancing health by avoiding the abuse of alcohol, tobacco, and other drugs.

1.1.1 Performance Indicator: Students will be able to describe health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.

1.1.2 Performance Indicator: Students will be able to explain the impact of alcohol, tobacco, and other drug use on brain chemistry, functioning, and behavior.

1.1.3 Performance Indicator: Students will be able to explain the impact of alcohol and tobacco use on risk of oral cancer.

1.1.4 Performance Indicator: Students will be able to identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.

1.1.5 Performance Indicator: Students will be able to examine the use and abuse of prescription and nonprescription medicines and illegal substances.

1.1.6 Performance Indicator: Students will be able to analyze the consequences to the mother and child of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorder and other birth defects.

1.1.7 Performance Indicator: Students will be able to analyze consequences of binge drinking and its relationship to cancer, liver, pancreatic, and cardiovascular diseases, as well as a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders.

1.1.8 Performance Indicator: Students will be able to interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sales.

1.1.9 Performance Indicator: Students will be able to explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, and sexual risk behavior.

1.1.10 Performance Indicator: Students will be able to clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.

1.2 Objective: Demonstrate the ability to analyze internal and external influences of alcohol, tobacco, and other drugs that affect health.

1.2.1 Performance Indicator: Students will be able to evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.

1.2.2 Performance Indicator: Students will be able to analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.

1.2.3 Performance Indicator: Students will be able to describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.

1.3 Objective: Students will demonstrate the ability to access and analyze health information, products, and services as they relate to alcohol, tobacco, and other drugs.

1.3.1 Performance Indicator: Students will be able to access information, products, and services related to the use of alcohol, tobacco, and other drugs.

1.3.2 Performance Indicator: Students will be able to evaluate alcohol, tobacco, and other drug prevention, intervention, and treatment resources and programs.

1.4 Objective: Demonstrate the ability to use interpersonal communication skills to enhance health and resist pressures to engage in the use of alcohol, tobacco, and other drugs.

1.4.1 Performance Indicator: Students will be able to demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.

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- 1.4.2 Performance Indicator: Students will be able to use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.
- 1.5 Objective: Demonstrate the ability to use decision-making skills to enhance health in opposition to the use of alcohol, tobacco, and other drugs.
 - 1.5.1 Performance Indicator: Students will be able to use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.
 - 1.5.2 Performance Indicator: Students will be able to examine healthy alternatives to alcohol, tobacco, and other drug use.
- 1.6 Objective: Demonstrate the ability to use goal-setting skills to enhance health in opposition to alcohol, tobacco, and other drug use.
 - 1.6.1 Performance Indicator: Students will be able to predict how a drug-free lifestyle will support the achievement of short and long-terms goals.
- 1.7 Objective: Demonstrate the ability to practice behaviors that reduce risk and promote health in opposition to alcohol, tobacco, and other drug use.
 - 1.7.1 Performance Indicator: Students will be able to use effective coping strategies when faced with a variety of social situations involving the use of alcohol, tobacco, and other drugs.
- 1.8 Objective: Demonstrate the ability to promote and support personal, family, and community health in opposition to alcohol, tobacco, and other drug use.
 - 1.8.1 Performance Indicator: Students will be able to participate in activities that support other individuals in the school and community to make positive health choices regarding the use of alcohol, tobacco, and other drugs.
 - 1.8.2 Performance Indicator: Students will be able to present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youth.

Standard 2 – Students understand growth, development, and sexual health.

- 2.1 Objective: Comprehend essential concepts related to growth, development, and sexual health.
 - 2.1.1 Performance Indicator: Students will be able to describe physical, social, and emotional changes associated with being a young adult.
 - 2.1.2 Performance Indicator: Students will be able to explain how conception occurs, the stages of pregnancy, and responsibilities.
 - 2.1.3 Performance Indicator: Students will be able to discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.
 - 2.1.4 Performance Indicator: Students will be able to identify why abstinence is the most effective method for the prevention of HIV/Sexually Transmitted Infections (STI) and pregnancy.
 - 2.1.5 Performance Indicator: Students will be able to summarize fertilization, fetal development, and childbirth.
 - 2.1.6 Performance Indicator: Students will be able to examine responsible prenatal/perinatal care and parenting, including California's Safe Haven law.
 - 2.1.7 Performance Indicator: Students will be able to describe the short-and long-term effects of HIV/AIDS/STI.
 - 2.1.8 Performance Indicator: Students will be able to analyze the rates of STI among teens.
 - 2.1.9 Performance Indicator: Students will be able to explain laws related to sexual behavior and involvement of minors.
 - 2.1.10 Performance Indicator: Students will be able to recognize that there are individual differences in growth and development, body image, gender roles, and sexual orientation.
 - 2.1.11 Performance Indicator: Students will be able to evaluate the benefits to mother, father, and child of teenagers waiting until adulthood to become parents.
 - 2.1.12 Performance Indicator: Students will be able to evaluate and compare the effectiveness, safety, success, and failure rates of condoms and all FDA- approved contraceptives for preventing pregnancy and HIV/STI.

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- 2.2 Objective: Demonstrate the ability to analyze internal and external influences of growth, development, and sexual health that affect overall health.
 - 2.2.1 Performance Indicator: Students will be able to determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
 - 2.2.2 Performance Indicator: Students will be able to evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
 - 2.2.3 Performance Indicator: Students will be able to examine the discrepancy between actual and perceived social norms related to teen sexual involvement.
 - 2.2.4 Performance Indicator: Students will be able to assess situations that could lead to pressure for sexual activity and the risk of HIV/STI and pregnancy.
 - 2.2.5 Performance Indicator: Students will be able to evaluate how culture, media, and other people influence our perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.
- 2.3 Objective: Demonstrate the ability to access and analyze health information, products, and services in relation to growth, development, and sexual health.
 - 2.3.1 Performance Indicator: Students will be able to analyze the validity of health information, products, and services for reproductive and sexual health.
 - 2.3.2 Performance Indicator: Students will be able to identify local resources for reproductive and sexual health, including all FDA-approved contraceptives, HIV/STI testing, and medical care.
 - 2.3.3 Performance Indicator: Students will be able to compare the success and failure rates of condoms and all FDA-approved contraceptives in preventing pregnancy and HIV/STI.
 - 2.3.4 Performance Indicator: Students will be able to evaluate laws related to sexual involvement with minors.
- 2.4 Objective: Demonstrate the ability to use interpersonal communication skills to affect relationships.
 - 2.4.1 Performance Indicator: Students will be able to analyze how interpersonal communication affects relationships.
 - 2.4.2 Performance Indicator: Students will be able to use effective verbal and nonverbal communication skills to prevent sexual involvement, pregnancy, and HIV/STI.
 - 2.4.3 Performance Indicator: Students will be able to demonstrate effective communication skills within healthy dating relationships.
- 2.5 Objective: Demonstrate the ability to use decision-making skills to evaluate situations regarding sexual health.
 - 2.5.1 Performance Indicator: Students will be able to use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.
 - 2.5.2 Performance Indicator: Students will be able to use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.
 - 2.5.3 Performance Indicator: Students will be able to use a decision-making process to analyze when it is necessary to seek help and/or leave an unhealthy situation.
 - 2.5.4 Performance Indicator: Students will be able to evaluate the risks and consequences associated with sexual activities, including HIV/STI and pregnancy.
 - 2.5.5 Performance Indicator: Students will be able to use a decision-making process to analyze the benefits of respecting individual differences in growth and development, body image, gender roles, and sexual orientation.
 - 2.5.6 Performance Indicator: Students will be able to use a decision-making process to evaluate the social, emotional, physical, and economic impact of teen pregnancy on the child, the teen parent, the family, and society.
 - 2.5.7 Performance Indicator: Students will be able to use a decision-making process to evaluate using FDA-approved contraception and condoms for pregnancy and STI prevention.
- 2.6 Objective: Demonstrate the ability to use goal-setting skills regarding their sexual health.

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- 2.6.1 Performance Indicator: Students will be able to evaluate how HIV/AIDS/STI and/or pregnancy could impact life goals.
- 2.6.2 Performance Indicator: Students will be able to identify short- and long- term goals related to abstinence and maintaining reproductive and sexual health, including using FDA- approved contraception and condoms for pregnancy and STI prevention.
- 2.7 Objective: Demonstrate the ability to practice behaviors that reduce risk and promote health in regard to growth, development, and sexual health.
 - 2.7.1 Performance Indicator: Students will be able to examine personal actions that can be taken to protect reproductive and sexual health, including one's ability to deliver a healthy baby in adulthood.
- 2.8 Objective: Demonstrate the ability to promote and support personal, family, and community health in relation to growth, development, and sexual health.
 - 2.8.1 Performance Indicator: Students will be able to encourage and support safe, respectful, and responsible relationships.
 - 2.8.2 Performance Indicator: Students will be able to advocate for respect and dignity of persons living with HIV/AIDS.
 - 2.8.3 Performance Indicator: Students will be able to support others in making positive and healthful choices about sexual behavior.

Standard 3 – Students understand the effects of nutrition and physical activity on health.

- 3.1 Objective: Comprehend essential concepts of nutrition and physical activity as they relate to enhancing health.
 - 3.1.1 Performance Indicator: Students will be able to distinguish between facts and myths regarding nutrition practices, products, and physical performance.
 - 3.1.2 Performance Indicator: Students will be able to research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.
 - 3.1.3 Performance Indicator: Students will be able to explain the importance of variety and moderation in food selection and consumption.
 - 3.1.4 Performance Indicator: Students will be able to describe dietary guidelines, food groups, nutrients, and serving size for healthy eating habits.
 - 3.1.5 Performance Indicator: Students will be able to describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.
 - 3.1.6 Performance Indicator: Students will be able to explain how to keep food safe through proper food purchasing, preparation, and storage practices.
 - 3.1.7 Performance Indicator: Students will describe nutrition practices that are important for the health of a pregnant woman and her baby.
 - 3.1.8 Performance Indicator: Students will be able to describe the prevalence, causes, and long-term consequences of unhealthy eating.
 - 3.1.9 Performance Indicator: Students will be able to analyze the relationship between physical activity and overall health.
 - 3.1.10 Performance Indicator: Students will be able to evaluate various approaches to maintaining a healthy weight.
 - 3.1.11 Performance Indicator: Students will be able to identify the cases, symptoms, and harmful effects of eating disorders.
 - 3.1.12 Performance Indicator: Students will be able to explain why people with eating disorders need professional help.
 - 3.1.13 Performance Indicator: Students will be able to describe the amounts and types of physical activity recommended for teenagers' overall health and maintain to healthy body weight.

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- 3.1.14 Performance Indicator: Students will be able to analyze the harmful effects of using diet pills and anabolic steroids.
- 3.1.15 Performance Indicator: Students will be able to explain physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease.
- 3.2 Objective: Demonstrate the ability to analyze internal and external influence of nutrition and physical activity that affect health.
 - 3.2.1 Performance Indicator: Students will be able to evaluate internal and external influences that affect food choices.
 - 3.2.2 Performance Indicator: Students will be able to assess personal barriers to healthy eating and physical activity.
 - 3.2.3 Performance Indicator: Students will be able to distinguish between facts and myths regarding nutrition practices, products, and physical performance.
 - 3.2.4 Performance Indicator: Students will be able to examine the impact of nutritional choices on future reproductive and prenatal health.
 - 3.2.5 Performance Indicator: Students will be able to analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.
 - 3.2.6 Performance Indicator: Students will be able to examine internal and external influences that affect physical activity.
- 3.3 Objective: Demonstrate the ability to access and analyze health information, products, and services relating to nutrition and physical activity.
 - 3.3.1 Performance Indicator: Students will be able to access sources of accurate information about safe and healthy weight management.
 - 3.3.2 Performance Indicator: Students will be able to evaluate the accuracy of claims about food and dietary supplements.
 - 3.3.3 Performance Indicator: Students will be able to describe how to use nutrition on food labels to compare products.
 - 3.3.4 Performance Indicator: Students will be able to evaluate the accuracy of claims about the safety of fitness products.
 - 3.3.5 Performance Indicator: Students will be able to describe community programs and services that help people get access to affordable healthy foods.
 - 3.3.6 Performance Indicator: Students will be able to examine internal and external influences that affect physical activity.
- 3.4 Objective: Demonstrate the ability to use interpersonal communication skills to enhance nutritional and physical health.
 - 3.4.1 Performance Indicator: Students will be able to analyze positive strategies to communicate healthy eating and physical activity needs at home, school, and in the community.
 - 3.4.2 Performance Indicator: Students will be able to practice how to refuse less nutritious foods in social settings.
- 3.5 Objective: Demonstrate the ability to use decision-making skills to enhance health in relation to nutrition and physical activity.
 - 3.5.1 Performance Indicator: Students will be able to examine how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.
 - 3.5.2 Performance Indicator: Students will be able to use a decision-making process to plan nutritionally adequate meals at home and away from home.
 - 3.5.3 Performance Indicator: Students will be able to demonstrate how to prepare meals and snacks using safe food handling procedures.
- 3.6 Objective: Demonstrate the ability to use goal-setting skills to enhance health in relation to nutrition and physical activity.

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- 3.6.1 Performance Indicator: Students will be able to assess one's personal nutrition needs and level of physical activity.
 - 3.6.2 Performance Indicator: Students will be able to develop practical solutions to remove barriers to healthy eating and physical activity.
 - 3.6.3 Performance Indicator: Students will be able to create a personal nutrition and physical activity plan based on current guidelines.
 - 3.7 Objective: Demonstrate the ability to practice behaviors that reduce risk and promote healthy living in relation to nutrition and physical activity.
 - 3.7.1 Performance Indicator: Students will be able to select healthy food and beverages in a variety of settings.
 - 3.7.2 Performance Indicator: Students will be able to critique one's own personal diet for overall balance of key nutrients.
 - 3.7.3 Performance Indicator: Students will be able to identify ways an individual can eat more fruits and vegetables.
 - 3.7.4 Performance Indicator: Students will be able to describe how to take more personal responsibility for eating healthy foods.
 - 3.7.5 Performance Indicator: Students will be able to participate in school and community activities that promote fitness and health.
 - 3.8 Objective: Demonstrate the ability to promote and support personal, family, and community health in relation to nutrition and physical activity.
 - 3.8.1 Performance Indicator: Students will be able to support providing enhanced nutritional options in the school and community.
 - 3.8.2 Performance Indicator: Students will be able to educate family and peers to choose healthy foods.
- Standard 4 – Students will be able to examine, describe, and discuss concepts of mental, emotional, and social health.
- 4.1 Objective: Comprehend essential concepts related to enhancing mental, emotional and social health.
 - 4.1.1 Performance Indicator: Students will be able to examine the benefits of having positive relationships with trusted adults.
 - 4.1.2 Performance Indicator: Students will be able to analyze the qualities of healthy relationships with family and peers.
 - 4.1.3 Performance Indicator: Students will be able to describe healthy ways to express caring, friendship, affection, and love.
 - 4.1.4 Performance Indicator: Students will be able to describe qualities that contribute to a positive self-image.
 - 4.1.5 Performance Indicator: Students will be able to describe how social environments affect health and well-being.
 - 4.1.6 Performance Indicator: Students will be able to describe the importance of recognizing signs of disordered eating and other common mental health conditions.
 - 4.1.7 Performance Indicator: Students will be able to analyze signs of depression and self-destructive behaviors, including potential suicide.
 - 4.1.8 Performance Indicator: Students will be able to explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
 - 4.1.9 Performance Indicator: Students will be able to classify personal stressors at home, in school, and with peers.
 - 4.1.10 Performance Indicator: Students will be able to identify warning signs for suicide.
 - 4.1.11 Performance Indicator: Students will be able to identify loss and grief.
 - 4.2 Objective: Demonstrate the ability to analyze internal and external influences that affect health.
 - 4.2.1 Performance Indicator: Students will be able to examine the internal and external issues related to seeking mental health assistance.
 - 4.3 Objective: Demonstrate the ability to access and analyze health information, products, and services in relation to mental, emotional, and social health.

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- 4.3.1 Performance Indicator: Students will be able to access school and community resources to help with mental, emotional, and social health concerns.
- 4.3.2 Performance Indicator: Students will be able to evaluate the benefits of professional services for people with mental, emotional, or social health conditions.
- 4.4 Objective: Demonstrate the ability to use interpersonal communication skills to enhance mental, emotional, and social health.
 - 4.4.1 Performance Indicator: Students will be able to seek help from trusted adults for self or a friend with an emotional or social health problem.
 - 4.4.2 Performance Indicator: Students will be able to discuss healthful ways to respond when you or someone you know is grieving.
- 4.5 Objective: Demonstrate the ability to use decision-making skills to enhance mental, emotional, and social health.
 - 4.5.1 Performance Indicator: Students will be able to monitor personal stressors and assess techniques for managing them.
 - 4.5.2 Performance Indicator: Students will be able to compare various coping mechanisms for managing stress.
 - 4.5.3 Performance Indicator: Students will be able to analyze situations when it is important to seek help with stress, loss, unrealistic body image, and depression.
- 4.6 Objective: Demonstrate the ability to use goal-setting skills to enhance health.
 - 4.6.1 Performance Indicator: Students will be able to evaluate how preventing and managing stress and getting help for mental and social problems help achieve short and long-term goals.
 - 4.6.2 Performance Indicator: Students will be able to set a goal to reduce life stressors in a health-enhancing way.
- 4.7 Objective: Demonstrate the ability to practice behaviors that reduce risk and promote mental, emotional, and social health.
 - 4.7.1 Performance Indicator: Students will be able to self-assess personal patterns in response to stress and use of resources.
 - 4.7.2 Performance Indicator: Students will be able to practice effective coping mechanisms and strategies for managing stress.
 - 4.7.3 Performance Indicator: Students will be able to discuss suicide prevention strategies.
 - 4.7.4 Performance Indicator: Students will be able to practice respect for individual differences and diverse backgrounds.
 - 4.7.5 Performance Indicator: Students will be able to participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.
 - 4.7.6 Performance Indicator: Students will be able to practice personal boundaries in a variety of situations.
- 4.8 Objective: Demonstrate the ability to promote and support personal, family, and community health as it relates to mental, emotional, and social health.
 - 4.8.1 Performance Indicator: Students will be able to support the needs and rights of others regarding mental and social health.
 - 4.8.2 Performance Indicator: Students will be able to promote a positive and respectful environment at school and in the community.
 - 4.8.3 Performance Indicator: Students will be able to object appropriately to teasing of peers and community members based on perceived personal characteristics.

Standard 5 – Students understand the value of personal and community health.

- 5.1 Objective: Comprehend essential concepts related to enhancing personal and community health.
 - 5.1.1 Performance Indicator: Students will be able to examine the value for teenagers in actively managing their personal health behaviors (e.g., adequate sleep, ergonomics, and self-examination).
 - 5.1.2 Performance Indicator: Students will be able to evaluate the importance of routine medical and dental check-ups, vaccinations, and examinations.

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- 5.1.3 Performance Indicator: Students will be able to identify symptoms that should prompt individuals to seek health care.
- 5.1.4 Performance Indicator: Students will be able to identify types of pathogens that cause disease.
- 5.1.5 Performance Indicator: Students will be able to investigate the causes and symptoms of communicable and noncommunicable diseases.
- 5.1.6 Performance Indicator: Students will be able to describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure.
- 5.1.7 Performance Indicator: Students will be able to identify symptoms that indicate a need for an ear, eye, or dental exam.
- 5.1.8 Performance Indicator: Students will be able to examine common types and symptoms of cancer.
- 5.1.9 Performance Indicator: Students will be able to identify the importance of medical screenings, including melanoma, breast and testicular examinations, and testing necessary to maintain reproductive health.
- 5.1.10 Performance Indicator: Students will be able to explain how public health policies and government regulations influence health promotion and disease prevention.
- 5.1.11 Performance Indicator: Students will be able to examine ways to prevent and manage asthma.
- 5.1.12 Performance Indicator: Students will be able to identify global environmental issues.
- 5.1.13 Performance Indicator: Students will be able to describe the impact of air and water pollution on health.
- 5.1.14 Performance Indicator: Students will be able to identify ways to reduce pollution and harmful effects to health by using alternative methods of transportation.
- 5.2 Objective: Demonstrate the ability to analyze internal and external influences that affect personal and community health.
 - 5.2.1 Performance Indicator: Students will be able to discuss influences that affect positive health practices.
 - 5.2.2 Performance Indicator: Students will be able to evaluate influences on the selection of personal healthcare products and services.
 - 5.2.3 Performance Indicator: Students will be able to analyze how environmental conditions affect personal and community health.
 - 5.2.4 Performance Indicator: Students will be able to discuss ways to stay informed about environmental issues.
 - 5.2.5 Performance Indicator: Students will be able to analyze the social influences that encourage or discourage a person to practice sun safety.
 - 5.2.6 Performance Indicator: Students will be able to evaluate the benefits of informed health choices.
 - 5.2.7 Performance Indicator: Students will be able to evaluate the need for sleep, rest, and exercise.
- 5.3 Objective: Demonstrate the ability to access and analyze health information, products, and services pertaining to personal and community health.
 - 5.3.1 Performance Indicator: Students will be able to access valid information about personal health products and services in the community.
 - 5.3.2 Performance Indicator: Students will be able to access valid information about common diseases.
 - 5.3.3 Performance Indicator: Students will be able to evaluate current research about the health consequences of poor environmental conditions.
 - 5.3.4 Performance Indicator: Students will be able to identify government and community agencies that promote health and protect the environment.
 - 5.3.5 Performance Indicator: Students will be able to assess ways to be a responsible consumer of health products and services.
- 5.4 Objective: Demonstrate the ability to use interpersonal communication skills to enhance personal and community health.
 - 5.4.1 Performance Indicator: Students will be able to use effective communication skills to ask for assistance from parents, guardians, medical or mental health care professionals to enhance health.
- 5.5 Objective: Demonstrate the ability to use decision-making skills to enhance personal and community health.

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- 5.5.1 Performance Indicator: Students will be able to apply a decision-making process to a personal health issue or problem.
 - 5.5.2 Performance Indicator: Students will be able to explain how decisions regarding health behaviors have consequences on self and others.
 - 5.5.3 Performance Indicator: Students will be able to apply a decision-making process to a community or environmental health issue.
 - 5.5.4 Performance Indicator: Students will be able to analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.
 - 5.5.5 Performance Indicator: Students will be able to analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, piercing of body or mouth, sun exposure, and sound volume).
 - 5.6 Objective: Demonstrate the ability to use decision-making skills to enhance personal and community health.
 - 5.6.1 Performance Indicator: Students will be able to develop a plan of preventive health management.
 - 5.6.2 Performance Indicator: Students will be able to develop a plan of preventive dental health management.
 - 5.7 Objective: Demonstrate the ability to practice behaviors that reduce risk and promote personal and community health.
 - 5.7.1 Performance Indicator: Students will be able to analyze environmental barriers to adopting positive personal health practices and strategies for overcoming these barriers.
 - 5.7.2 Performance Indicator: Students will be able to execute a plan for maintaining good personal hygiene, oral hygiene and getting adequate sleep and rest.
 - 5.7.3 Performance Indicator: Students will be able to demonstrate the proper steps to protect against harm from the sun.
 - 5.7.4 Performance Indicator: Students will be able to describe steps involved in breast or testicular self-exams.
 - 5.8 Objective: Demonstrate the ability to promote and support personal, family, and community health.
 - 5.8.1 Performance Indicator: Students will be able to support personal or consumer health issues that promote community wellness.
 - 5.8.2 Performance Indicator: Students will be able to encourage societal and environmental conditions that benefit health.
- Standard 6 – Students will understand concepts and skills behind injury prevention and safety.
- 6.1 Objective: Comprehend essential concepts related to enhancing health in relation to injury prevention and safety.
 - 6.1.1 Performance Indicator: Students will be able to discuss ways to reduce risk of injuries during sporting and social activities.
 - 6.1.2 Performance Indicator: Students will be able to recognize potentially harmful or abusive relationships, including dangerous dating situations.
 - 6.1.3 Performance Indicator: Students will be able to analyze emergency preparedness plans for the home, school, and community.
 - 6.1.4 Performance Indicator: Students will be able to examine ways to reduce risk of injuries while traveling to and from school and in the community, including reckless driving.
 - 6.1.5 Performance Indicator: Students will be able to describe rules and laws intended to prevent injuries.
 - 6.1.6 Performance Indicator: Students will be able to evaluate the risks and responsibilities regarding teen driving and auto accidents.
 - 6.1.7 Performance Indicator: Students will be able to discuss the characteristics of gang members.
 - 6.1.8 Performance Indicator: Students will be able to describe California laws regarding bullying, sexual violence, and sexual harassment.
 - 6.1.9 Performance Indicator: Students will be able to explain the effects of violence on individuals, families, and communities.

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- 6.1.10 Performance Indicator: Students will be able to describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.
- 6.1.11 Performance Indicator: Students will be able to identify ways to stay safe during natural disasters and emergency situations (e.g., landslide, flood, earthquake, wildfire, electrical storm, winter storm, and terrorist attack).
- 6.1.12 Performance Indicator: Students will be able to identify ways to prevent situations that might harm vision, hearing, and dental health.
- 6.2 Objective: Demonstrate the ability to analyze internal and external influences that affect injury prevention and safety.
 - 6.2.1 Performance Indicator: Students will be able to analyze internal and external influences on personal, family, and community safety.
 - 6.2.2 Performance Indicator: Students will be able to analyze the influence of alcohol and other drug use on personal, family and community safety.
 - 6.2.3 Performance Indicator: Students will be able to explain how one's behavior, when an occupant of a vehicle, influences the behavior of others.
 - 6.2.4 Performance Indicator: Students will be able to analyze reasons why it is risky to belong to a gang.
- 6.3 Objective: Demonstrate the ability to access and analyze injury prevention and safety information, products, and services.
 - 6.3.1 Performance Indicator: Students will be able to analyze sources of information and services about safety and violence prevention.
 - 6.3.2 Performance Indicator: Students will be able to examine community resources for disaster preparedness.
- 6.4 Objective: Demonstrate the ability to use interpersonal communication skills to enhance injury prevention and safety.
 - 6.4.1 Performance Indicator: Students will be able to demonstrate effective negotiation skills to avoid dangerous and risky situations.
 - 6.4.2 Performance Indicator: Students will be able to use effective communication skills for preventing and reporting sexual assault and molestation.
- 6.5 Objective: Demonstrate the ability to use decision-making skills to enhance injury prevention and safety.
 - 6.5.1 Performance Indicator: Students will be able to apply a decision-making process to avoid potentially dangerous situations.
 - 6.5.2 Performance Indicator: Students will be able to examine the laws and detrimental effects of sexual harassment.
 - 6.5.3 Performance Indicator: Students will be able to analyze the consequences of gang involvement to self, family, and community.
 - 6.5.4 Performance Indicator: Students will be able to analyze the consequences of violence to self, family, and community.
- 6.6 Objective: Demonstrate the ability to use goal-setting skills to enhance injury prevention and safety.
 - 6.6.1 Performance Indicator: Students will be able to develop a plan to prevent injuries during emergencies and disasters.
- 6.7 Objective: Demonstrate the ability to practice behaviors that reduce risk and promote injury prevention and safety.
 - 6.7.1 Performance Indicator: Students will be able to practice injury prevention during sporting, social, and motor vehicle-related activities.
 - 6.7.2 Performance Indicator: Students will be able to demonstrate conflict resolution skills to avoid potentially violent situations.
 - 6.7.3 Performance Indicator: Students will be able to demonstrate first aid and CPR procedures.
 - 6.7.4 Performance Indicator: Students will be able to apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.

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- 6.7.5 Performance Indicator: Students will be able to assess characteristics of harmful or abusive in relationships.
- 6.8 Objective: Demonstrate the ability to promote and support personal, family, and community health.
- 6.8.1 Performance Indicator: Students will be able to identify and support changes in the home, school, or community that promote safety.
- 6.8.2 Performance Indicator: Students will be able to encourage peers to use safety equipment during physical activity.
- 6.8.3 Performance Indicator: Students will be able to encourage actions to promote safe driving experiences.

3. Key Assignments:

4. Instructional Methods and/or Strategies:

- Four corners discussions (agree, strongly agree, disagree, strongly disagree)
- Data interpretation and predictions
- Jig Saw research projects
- Computer based research projects: individual students or groups research
- Evidence based data interpretation (claim, evidence, and reasoning writing from labs or research projects)
- Student centered and created activities
- Scientific article reading, annotation and/or class report/presentation
- Using CER (claims, evidence, and reasoning) graphic organizer
- Project based learning
- Argument driven instruction
- "5 e" lessons (engage, explore, explain, elaborate, and evaluate)

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade