

**BEAVERTON SCHOOL DISTRICT
Health Education Curriculum Map
High School
11/02/05**

Key

CC = Concepts

AI = Accessing Information

SM = Self-Management

INF = Analyzing Influences

IC = Interpersonal Communication

DM = Decision-Making

GS = Goal-Setting

AV = Advocacy

Bold* = State Performance Benchmark

Italics (bold) = Included in Health 1 & 2 AND a State Performance Benchmark

Italics (not bold) = Included in Health 1 & 2

High School

CORE OUTCOMES	HEALTH 1	HEALTH 2
Alcohol, Tobacco & Other Drugs	<p><i>Explain the different signs and symptoms of addictive behaviors (CC)*</i></p> <p>Analyze the influences and pressures teens face regarding issues of ATOD use (INF)*</p> <p>Advocate for abstaining from ATOD during pregnancy (AV)</p> <p>Set goals to avoid ATOD use (GS)</p> <p>Explain the relationship between ATOD use on vehicle crashes, injuries, violence, suicide and sexual risk behavior (CC)*</p> <p>Explain the effects of alcohol, tobacco and other drug use during pregnancy (CC)*</p> <p>Advocate for the benefits from abstaining or discontinuing tobacco use (AV)</p> <p>Identify school and community resources that support people with addictive behaviors (AI)*</p> <p><i>Differentiate between pro-social and anti-social words and actions in the media (INF)</i></p>	<p><i>Explain the different signs and symptoms of addictive behaviors (CC)*</i></p> <p>Identify how to communicate to a friend or relative you think is an addict and should get support/help (IC)*</p> <p>Explain the short-term and long-term psychological and social effects, including social, legal, economic and cosmetic consequences, of alcohol, tobacco, and other drugs. (CC)*</p> <p>Identify the dangers and legal issues related to using performance-enhancing drugs (CC)</p> <p>Describe the impact of alcohol and other drug use on sexual decision-making (CC)</p> <p>Interpret school policies and community laws related to alcohol, tobacco and illegal drug abuse, possession, and sales (CC)</p> <p>Access the appropriate resources for addiction services (AI)</p>

CORE OUTCOMES	HEALTH 1	HEALTH 2
<p>Prevention & Control of Disease</p>	<p>Explain the chain of infection (CC)</p> <p><i>Describe the strategies for preventing communicable diseases and early detection of non-communicable diseases (CC)</i></p>	<p><i>Identify screenings, including melanoma, breast and testicular self-examinations; and medical examinations, including PAP smear, HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health (CC)*</i></p> <p><i>Describe the strategies for preventing communicable diseases and early detection of non-communicable diseases (CC)</i></p> <p>Set a goal to practice strategies for preventing communicable and non-communicable diseases (GS)</p> <p><i>Differentiate between pro-social and anti-social words and actions in the media (IC)</i></p>
<p>Environmental Health</p>		<p>Analyze influences that encourage young people to abstain from protecting oneself from the sun and influences that encourage the use of tanning beds (INF)*</p> <p>Identify ways to reduce exposure to the sun, including tanning beds (CC)*</p> <p>Communicate with others about the importance of preventing exposure to UV rays and other harmful substances (IC)*</p> <p>Advocate for reducing one’s risk to air and water pollution (AV)</p>

CORE OUTCOMES	HEALTH 1	HEALTH 2
Healthy Eating		<p>Describe dietary guidelines, food groups, nutrients, and serving size for healthy eating habits (CC)*</p> <p>Explain the importance of variety and moderation in food selection and consumption (CC)</p> <p>Describe the impact nutrition has on chronic disease (CC)</p> <p>Determine the benefits of healthy weight control and identify unhealthy weight control practices (CC)</p> <p>Critique the adequacy of own diet for key nutrients and identify foods that supply the identified nutrients (SM)*</p> <p>Set a personal health goal based on a dietary analysis to enhance health (GS)*</p> <p>Analyze the impact various influences, including the environment, have on eating habits and attributes towards weight management (INF)</p> <p>Set personal goals related to a variety and moderation in food selection and consumption (GS)</p> <p>Make a decision to eat foods that optimize health and well-being (DM)</p> <p>Advocate for healthy food choices within the community (AV)</p> <p><i>Differentiate between pro-social and anti-social words and actions in the media (INF)</i></p>

CORE OUTCOMES	HEALTH 1	HEALTH 2
Mental, Social & Emotional Health	<p>Classify personal stressors at home, in school and with peers (CC)</p> <p>Analyze how personal, family, and cultural values influence behaviors (INF)</p> <p><i>Practice strategies for managing and reducing stress, anger and conflict (SM)</i></p> <p><i>Set a goal to reduce/cope with life stressors in a health-enhancing way (GS)</i></p> <p>Explain the causes, effects and symptoms of depression, including suicide (CC)</p> <p>Identify the warning signs of suicide and describe what to do if someone seems depressed or is considering suicide (CC)</p> <p>Describe what to do if someone seems depressed or is considering suicide (AI)</p> <p>Demonstrate the steps to healthy communication in problem solving, anger management, and impulse control (IC)</p> <p>Identify school and community resources that can help a person who is depressed or contemplating suicide (AI)</p> <p>Explain eating disorders and symptoms (CC)</p> <p><i>Differentiate between pro-social and anti-social words and actions in the media (INF)</i></p>	<p><i>Practice strategies for managing and reducing stress, anger and conflict (SM)</i></p> <p><i>Set a goal to reduce/cope with life stressors in a health-enhancing way (GS)</i></p>

CORE OUTCOMES	HEALTH 1	HEALTH 2
Physical Activity		<p>Explain the physical, academic, mental and social benefits of physical activity, and the relationship of a sedentary lifestyle to chronic disease (CC)*</p> <p>Describe the role of lifelong fitness in maintaining personal fitness, weight and percentage of body fat (CC)</p> <p>Access information about recommended amount and types of physical activity for adolescents (AI)*</p>

CORE OUTCOMES	HEALTH 1	HEALTH 2
Sexual Health	<p><i>Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C, and pregnancy (CC)*</i></p> <p><i>Identify the possible short- and long-term consequences of sexual activity, including increased risk with multiple partners (CC)</i></p> <p><i>Describe contraceptive methods, disease reduction measures, proper use, and their effectiveness (CC)</i></p> <p>Effectively communicate the decisions and behaviors of family, peers and others that promote healthy sexual behaviors (IC)*</p> <p>Describe the relationship between peer pressure, media influences, and sexual decision-making (INF)</p> <p><i>Use the decision making process to make healthy choices around sexual health (DM)*</i></p> <p><i>Demonstrate effective communication skills within healthy dating relationships (IC)</i></p> <p><i>Differentiate between pro-social and anti-social words and actions in the media (INF)</i></p>	<p><i>Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C, and pregnancy (CC)*</i></p> <p><i>Identify the possible short- and long-term consequences of sexual activity, including increased risk with multiple partners (CC)</i></p> <p><i>Describe contraceptive methods, disease reduction measures, proper use, and their effectiveness (CC)</i></p> <p>Compare the effectiveness for a variety of contraceptives, including abstinence and disease prevention (AI)</p> <p>Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy (AI)</p> <p>Advocate to others the importance of screenings and medical examinations to maintain reproductive health (AV)*</p> <p><i>Use the decision making process to make healthy choices around sexual health (DM)*</i></p> <p><i>Demonstrate effective communication skills within healthy dating relationships (IC)</i></p> <p>Explore the effects of gender differences and roles in healthy relationships (INF)</p>

CORE OUTCOMES	HEALTH 1	HEALTH 2
<p>Unintentional Injury Prevention</p>	<p>Explain the impact of ATOD use on unintentional injury (CC)*</p> <p>Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving (IC)*</p> <p>Set a personal goal to avoid driving when under the influence of ATOD, or riding in a vehicle when the driver is under the influence of ATOD (GS)*</p> <p>Describe procedures for emergency care and lifesaving, including CPR, First AID, and control of bleeding (CC)</p> <p>Demonstrate procedures to get help in emergency situations until help arrives (SM)</p> <p>Examine the role of extreme risk taking actions in the media and its possible effects on behavior (INF)</p> <p>Reinforce the benefits of proper helmet and seat belt use (SM)</p>	

CORE OUTCOMES	HEALTH 1	HEALTH 2
<p>Violence Prevention</p>	<p>Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes (CC)*</p> <p><i>Advocate for the promotion of respect and empathy for individual differences (AV)*</i></p> <p><i>Recognize diversity in relationships including disability, gender, race, sexuality and body size (CC)</i></p> <p>Examine how violence, aggression bullying and harassment effects health and safety (CC)</p> <p>Explain the role of problem solving, anger management and impulse control have on preventing violence (CC)</p> <p>Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations (CC)</p> <p><i>Demonstrate the ability to take on the perspective of others in a conflict situation (SM)</i></p> <p>Analyze situations that could lead to different types of violence (e.g., bullying, verbal abuse, hazing, physical assault /fighting, dating violence, acquaintance rape, sexual assault, family violence) (INF)</p> <p>Explain the relationship between alcohol and other drug use on violence, including suicide and sexual assault (CC)</p> <p>Describe how alcohol and other drug use can affect decision-making and influence violence (SM)</p>	<p>Identify public and private violence prevention resources (AI)</p> <p><i>Demonstrate the ability to take on the perspective of others in a conflict situation (SM)</i></p> <p><i>Advocate for the promotion of respect and empathy for individual differences (AV)*</i></p> <p><i>Recognize diversity in relationships including disability, gender, race, sexuality and body size (CC)</i></p> <p><i>Differentiate between pro-social and anti-social words and actions in the media (INF)</i></p>

