

# **HEALTH EDUCATION**

## **DISTRICT 4J ESSENTIAL LEARNING SKILLS PLANNING DOCUMENT GRADE 11**

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## HEALTH EDUCATION

The Oregon Board of Education adopted Health Education Content Standards in February 2005. A team of 4J health educators reviewed the Oregon Health Education Standards document and the Oregon Department of Education grade level-mapping document in health and determined specific grade level and priority ranking within the grade level to provide a comprehensive health education program including health concepts and skills. That information is included in a separate document, *Health Education, Prioritization of Oregon Health Education Standards, Grade Level Curriculum Map (grades K-3, 4-5,6-8, and 9-12)* and includes the essential skills, important skills, and condensed skills that students are to attain. It also includes resources and alignment with the district adopted health curricula. It is available on the 4J Prevention/Wellness web site.

This tool may be helpful to schools as a beginning planning guide in developing their articulated program and includes only the essential skills. This document also identifies the eight basic health skills that students will develop in order to make healthy decisions, identifies the nine major health content areas, concepts to be taught, and examples of skill based activities that may be used to teach the essential concepts. The eight skills that students will develop at each grade level are: Concepts (CC), Accessing Information (AC), Self Management (SM), Analyzing Influences (INF), Interpersonal Communication (IC), Goal Setting (GS), Decision Making (DM), and Advocacy (AV). For some grade levels, resources are listed, aligning the district adopted health curricula with the concept. Resources listed in italics are not district adopted health education curricula. They are suggested as examples of possible supplemental materials that teachers may choose to use in their instructional program. A Health Education Resource Packet, developed for each grade level, is available through the 4J print provider and provides additional resources for the classroom teacher. When schools feel they have developed a program providing the essential skills they will want to continue this process, including important and condensed skills, which are listed in the first referenced document.

## HEALTH EDUCATION

### Grades 9-12

**HEALTH SKILLS**—The study of health education prepares students to make healthy decisions and take healthy actions on matters concerning personal, family and community health. Its goal is for students to become health literate (the ability to obtain, interpret, and understand basic health information and services) and to use such information and services in health-enhancing ways.

**Common Curriculum Goals**—Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for health and safety issues.

Skills	9	10	11	12
<b>Accessing Information</b> Demonstrate ability to access valid health and safety related information. <b>Identify and access resources at home, at school, and in the community for health and safety information.</b>	E	E	E	E
<b>Self-Management</b> Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks. <b>Demonstrate management skills to prevent unsafe situations and promote behaviors that enhance health and safety.</b>	E	E	E	E
<b>Analyzing Influences</b> Demonstrate ability to analyze influences of culture, media, technology and other factors on health. <b>Identify influences on health and well being (e.g., culture, family, media, technology, peers, body image, emotions, and physical environment).</b>	E	E	E	E
<b>Interpersonal Communication</b> Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety. <b>Use communication skills to help self and others avoid unsafe situations and promote healthy behaviors.</b>	E	E	E	E
<b>Goal Setting</b> Demonstrate ability to use goal-setting skills to enhance health and safety. <b>Use a goal setting model to set goals that enhance health and safety</b>	E	E	E	E
<b>Decision Making</b> Demonstrate ability to use decision-making skills to enhance health and safety. <b>Use a decision making model to make positive health and safety decisions.</b>	E	E	E	E
<b>Advocacy</b> Demonstrate the ability to advocate for personal, family and community health and safety. <b>Advocate for the benefits of safe and healthy actions and environments at home, at school and in the community</b>	E	E	E	E

**Grade 11**  
**ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION – Acquire knowledge and skills to understand the physical, social and emotional effects of alcohol, tobacco and other drugs and their use.**  
**Common Curriculum Goals: Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.**

Essential Skills	Resources	Week or Date	Person Responsible/ Completed
Describe health benefits of abstaining from or discontinuing tobacco and/or drug use. <b>SKILL: GS</b> (Set goals to avoid alcohol, tobacco and other drug use) <b>SKILL: AV</b> (Advocate for the benefits of abstaining from or discontinuing tobacco and/or drug use)	Michigan Model, Grade 9-12, Teen Voice Solutions to Alcohol, Tobacco, and other drugs, Lesson 4 <i>Pamphlets on Drugs and Alcohol</i>		
Describe the short-and long-term psychological, and social effects, including social, legal, economic and cosmetic consequences of alcohol, tobacco, and other drugs.	Michigan Model, Grade 9-12, Teen Voice Solutions to Alcohol, Tobacco, and other drugs, lesson 3, Conduct a Investigation Health Teacher.com, Alcohol, Tobacco and other Drugs, The Consequences of Drug Use		
Interpret family rules, school policies, and community laws related to alcohol, tobacco and illegal drug use, possession, and sales. <b>SKILL: IC</b> (Communicate to others the school policies and state laws towards student’s non-use of alcohol, tobacco and other drug use)	Michigan Model, Grade 9-12, Teens Campaign Against Tobacco, Lesson 5 Michigan Model, Grade 9-12, Teen Voice Solutions to Alcohol, Tobacco, and other drugs, lesson 3 <i>4J Rules pamphlet</i>		
<b>Describe the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.</b> <b>SKILL: INF</b> <b>(Analyze the influences and pressures teenagers face regarding issues of alcohol, tobacco and other drug use)</b> <b>SKILL: IC</b> <b>(Demonstrate refusal skills toward</b>	Teenage Health Teaching Modules, Protecting oneself and others: Tobacco, Alcohol, and other drugs Michigan Model, Grade 9-12, Teen Voice Solutions to Alcohol, Tobacco, and other drugs, lesson 3 <i>DVD: Teaching Kids about Prom Safety</i>		

<b>drinking and driving or being a passenger when the driver has been drinking and driving)</b>			
Explain the effects of alcohol, tobacco and other drug use during pregnancy. SKILL: AV (Advocate for abstaining from alcohol, tobacco and other drugs during pregnancy)	Michigan Model, Grade 9-12, Teens Campaign Against Tobacco, Lesson 5 Michigan Model, Grade 9-12, Teen Voice Solutions to Alcohol, Tobacco, and other drugs, lesson 5, Conducting a Investigation		

**Grade 11**  
**PREVENTION AND CONTROL OF DISEASE – Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease.**  
**Common Curriculum Goals: Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.**

<b>Essential Skills</b>	<b>Resources</b>	<b>Week or Date</b>	<b>Person Responsible/ Completed</b>
Describe strategies for preventing communicable diseases and early detection of non-communicable diseases. SKILL: GS (Set a goal to practice strategies for preventing communicable and non-communicable diseases)	4J Human Growth and Development/HIV Education, Session Lesson 23, 24, pgs 60-80 Teenage Health Teaching Modules, Respecting Healthy Sexuality, Session 1 pgs. 168-178 Michigan Model, Healthy an Responsible Relationships, Lesson 1, pg. 1-9  <b>Preventing Aids, Session 2, HS 47</b>		
<b>Identify screenings, including melanoma, breast and testicular self-examinations, including pap smear HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health.</b> SKILL: AV (Advocate to others the importance of screenings and medical examinations to maintain reproductive health)	<i>Planned Parenthood Guest Speaker</i> <i>Department of Education, Prevention and Disease Control</i> <i>Poster on Screenings</i> Michigan Model, Healthy an Responsible Relationships, Lesson 15		

**Grade 11**

**PROMOTION OF ENVIRONMENTAL HEALTH – Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society.**

**Common Curriculum Goals: Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.**

Essential Skills	Resources	Week or Date	Person Responsible/ Completed
<p><b>Identify ways to prevent exposure to the sun, including tanning beds.</b>  <b>SKILL: INF</b>  <b>(Analyze influences that encourage young people to abstain from protecting oneself from the sun and influences that encourage the use of tanning beds)</b>  <b>SKILL: IC</b>  <b>(Communicate to others the importance in preventing exposure to UV rays and other harmful substances)</b></p>	<p>Michigan Model                      Look Young and stay Healthy-your choice Sun Safety, What's the Big Deal? A-10, A-12, Slip! Stop!Slap!D-35   <i>Project S.A.F.E.T.Y. University of Texas M.D. Anderson Career Center</i></p>		

**Grade 11**

**PROMOTION OF HEALTHY EATING – Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases.**

**Common Curriculum Goals: Demonstrate self-management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.**

Essential Skills	Resources	Week or Date	Person Responsible/ Completed
<p><b>Describe dietary guidelines, food groups, nutrients and serving size for healthy eating habits.</b>  <b>SKILL: SM</b>  <b>(Evaluate adequacy of student diet for key nutrients and identify foods that supply the identified nutrients)</b>  <b>SKILL: GS</b>  <b>(Set a personal goal based on a dietary analysis to enhance health)</b></p>	<p><i>Food Pyramid Poster and handouts from USDA</i>                       Michigan Model, Grade 9-12, Help yourself to good nutrition, Lesson 1</p>		

Describe the impact nutrition has on chronic disease. SKILL: DM (Make a decision to eat foods that optimize health and well-being)			
Describe the importance of variety and moderation in food selection and consumption. SKILL: GS (Set personal goals related to variety and moderation in food selection and consumption) SKILL: AV (Advocate for healthy food choices within the community)	<b>Michigan Model, Grade 9-12, Help yourself to good nutrition, Lesson 3</b>		
Determine the benefits of healthy weight control and identify unhealthy weight control practices. SKILL: INF (Analyze the impact various influences, including environment have on eating habits and attitudes toward weight management)	Michigan Model, Grade 9-12, Help yourself to good nutrition, Lesson 3  <i>FUEL Series of 4 videos, Comprehensive Health Education Foundation</i>		
<b>Explain different signs and symptoms of addictive behaviors.</b> SKILL: AC (Identify school and community resources for support of addictive behaviors) SKILL: IC (Identify how to communicate to a friend or relative whom you think is an addict and should get support/help)	<b>Michigan Model, Grade 9-12, Help yourself to good nutrition, Lesson 4</b>		

**Grade 11**  
**PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH – Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal and intrapersonal relationships.**  
**Common Curriculum Goals: Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health.**

Essential Skills	Resources	Week or Date	Person Responsible/ Completed
<p>Explain how to build and maintain healthy family and peer relationships and analyze the qualities of a healthy relationship.  <b>SKILL: AC</b>            (Identify resources at home, school, and in the community for managing family and relationship problems)  <b>SKILL: INF</b>            (Analyze how personal, family, and cultural values influence behaviors)</p>	<p>Teenage Health Teaching Modules, Strengthening Relationships with family and friends, Session 1, 3, 5</p>		
<p>Describe qualities that contribute to positive self-image.  <b>SKILL: INF</b>            (Identify influences that contribute to positive and negative self-image)  <b>SKILL: AV</b>            (Advocate for healthy communication skills within relationships)</p>	<p><b>Teenage Health Teaching Modules, Strengthening Relationships with family and friends, Session 4</b></p>		
<p>Classify personal stressors at home, in school and with peers.  <b>SKILL: SM</b>            (Practice strategies for managing and reducing stress, anger, and conflict)  <b>SKILL: GS</b>            (Set a goal to reduce/cope with life stressors in a health enhancing way)</p>	<p><b>Teenage Health Teaching Modules, Living with feelings and handling stress, session 7</b></p>		
<p>Explain the causes, effects and symptoms of depression, including suicide and psychosis.  <b>SKILL: AC</b>            (Identify school and community resources that can help a person who is depressed or contemplating suicide)</p>	<p>Teenage Health Teaching Modules, Living with Feelings and Handling Stress, Session 6            Suicide Prevention (**will receive later)  <i>Healthteacher.com, The relationship between depression and suicide</i></p>		
<p>Explain disordered eating habits and symptoms.  <b>SKILL: INF</b>            (Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions)</p>	<p><b>Michigan Model, Help yourself to Good Nutrition, lesson 4</b></p>		

**Grade 11**  
**PROMOTION OF PHYSICAL ACTIVITY -- Acquire knowledge and skills to understand the role physical activity has in promoting health.**  
**Common Curriculum Goals: Demonstrate accessing information skills while understanding the components of physical activity.**

Essential Skills	Resources	Week or Date	Person responsible/ Completed
<b>Describe physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease.</b> <b>SKILL: AC</b> <b>(Access the recommended amount and types of physical activity for adolescents)</b>	Michigan Model 9-12, Physical Activity Module  <b>Teenage Health Teaching Module, Preventing Injury</b> <b>Session2, pg 32</b>		
Describe the role of lifelong fitness activity in maintaining personal fitness, blood pressure, weight and percentage of body fat. <b>SKILL: SM</b> (Keep a physical activity log and evaluate the results)	<b>Michigan Model 9-12, Physical Activity Module</b>		

**Grade 11**  
**PROMOTION OF SEXUAL HEALTH – Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health.**  
**Common Curriculum Goals: Demonstrate accessing information, interpersonal communication and decision-making skills while understanding the components of sexual health.**

Essential Skills	Resources	Week or Date	Person Responsible/ Completed
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<p>Understand how conception occurs, the stages of pregnancy, and responsibility of parenting.  <b>SKILL: AC</b>  (Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy)</p>	<p><b>Teenage Health Teaching Modules, Growing into Healthy Sexuality, Sessions 1-3, (6-8 grade)</b></p>		
<p><b>Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy.</b>  <b>SKILL:</b>  <b>(Effectively communicate the decisions and behaviors of family, peers and others that promote healthy sexual behaviors)</b>  <b>SKILL: DM</b>  <b>(Use the decision making process to make healthy choices around sexual health)</b></p>	<p><i>Video: Abstinence: Deciding to Wait, Alfred Higgins Production</i></p> <p>Michigan Model for Health, Healthy Responsible Relationships, Lesson 4, pg. 47-60</p>		
<p>Describe contraceptive methods, disease reduction measures, proper use, and their effectiveness.  <b>SKILL: AC</b>  (Compare the effectiveness for a variety of contraceptives, including abstinence and disease reduction)  <b>SKILL: GS</b>  (Develop short and long term goals that will maintain sexual health and avoid unintended pregnancy and STD's)</p>	<p>Teenage Health Teaching Modules, Respecting Healthy Sexuality</p>		
<p>Recognize possible short and long-term consequences of sexual activity, including increased risk with multiple partners.  <b>SKILL: INF</b>  (Describe the relationship between peer pressure, media influences and sexual decision-making)</p>	<p><b>Michigan Model for Health, Healthy Responsible Relationships, Lesson 13, 14, 15,</b></p>		

**Grade 11**  
**UNINTENTIONAL INJURY PREVENTION** – Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury.  
**Common Curriculum Goals:** Demonstrate accessing information, self-management, interpersonal communication, goal setting and decision making skills while understanding the components of injury prevention.

Essential Skills	Resources	Week or Date	Person Responsible/ Completed
<p><b>Examine the impact of alcohol, tobacco and other drug use on unintentional injury.</b>  <b>SKILL: GS</b>            (Set a personal goal to avoid driving or riding in a vehicle when the driver is under the influence of alcohol or other drugs)</p>	<p>Teenage Health Teaching Modules, Preventing, “It Was the Alcohol”</p>		

**Grade 11**  
**VIOLENCE AND SUICIDE PREVENTION** – Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors.  
**Common Curriculum Goals:** Demonstrate self-management, analyzing influences and advocacy skills while understanding individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.

Essential Skills	Resources	Week or Date	Person Responsible/ Completed
<p>Describe pro-social behaviors and explain how they may prevent violence (e.g., helping others, being respectful of others, cooperation, consideration).  <b>SKILL: SM</b>            (Demonstrate the ability to take the perspective of others in a conflict situation)  <b>SKILL IC</b>            (Demonstrate pro-social communication skills)</p>	<p><i>Violence Prevention, curriculum for Adolescents, Session 5,6</i>            Teenage Health Teaching Module, Violence Prevention, Session 4</p>		
<p>Describe pro-social behaviors and explain how they may prevent violence (e.g., helping others, being respectful of others, cooperation, consideration).</p>	<p><i>Violence Prevention, curriculum for Adolescents, Session 5,6</i>            Teenage Health Teaching Module, Violence Prevention, Session 4</p>		

<p>SKILL: SM (Demonstrate the ability to take the perspective of others in a conflict situation)</p> <p>SKILL IC (Demonstrate pro-social communication skills)</p>			
<p><b>Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.</b></p> <p><b>SKILL: AV</b> (Advocate for the promotion of respect and empathy for individual differences)</p>	<p><b>Violence Prevention, curriculum for Adolescents, Session 2</b></p>		