

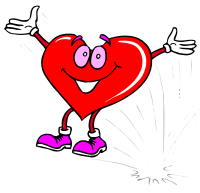
# Health Course

## Semester Plan

Teacher: Frank R. Vitale

### **COURSE FOCUS: MENTAL/EMOTIONAL/SOCIAL HEALTH**

	<b>Week #1</b>	<b>Week #2</b>	<b>Week #3</b>	<b>Week #4</b>
<b>UNIT</b>	<b>Introduction</b>	<b>A Healthy Foundation</b>	<b>A Healthy Foundation</b>	<b>Mental &amp; Emotional Health</b>
<b>TOPICS</b>	<ul style="list-style-type: none"> <li>▪ Class information</li> <li>▪ Guidelines/Groundrules</li> <li>▪ Getting to know each other</li> <li>▪ About the school <i>(1<sup>st</sup> semester only)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Aspects of health</li> <li>▪ Influences on health</li> <li>▪ Health messages through media</li> <li>▪ Health continuum</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communication skills</li> <li>▪ Refusal/conflict resolution</li> <li>▪ Self management</li> <li>▪ Analyzing health influences</li> <li>▪ Decision making/goal-setting</li> <li>▪ Influences in advertising techniques</li> </ul>	<ul style="list-style-type: none"> <li>▪ Signs of good mental health</li> <li>▪ Recognizing needs</li> <li>▪ Analyzing learning styles</li> <li>▪ Developing Positive Identity</li> <li>▪ Recognizing personal strengths &amp; weaknesses</li> <li>▪ Role of emotions</li> </ul>
<b>STANDARDS</b>	<p><b>CA STATE STANDARDS</b> <i>Primary:</i> Standard-5 5.1: Interact effectively with a diverse population (including both males &amp; females, and members of different ethnic &amp; cultural groups.</p> <p><b>NATIONAL STANDARDS</b> 2.2 ,5.1,5.4</p>	<p><b>CA STATE STANDARDS</b> <i>Primary:</i> Standard-1 1.1: Explain the relationship between personal health habits and quality of life.</p> <p><b>NATIONAL STANDARDS</b> 1.1, 1.2, 1.4, 2.1, 3.1, 3.3, 3.4, 4.2, 4.3, 6.4, 7.4</p>	<p><b>CA STATE STANDARDS</b> <i>Primary:</i> Standard-3 3.5: Understand that assertiveness &amp; decision-making skills are useful in resolving conflicts.</p> <p><b>NATIONAL STANDARDS</b> 1.4, 2.1, 2.2, 2.3, 3.7, 5.1, 5.5, 6.1, 6.4, 6.5, 7.2, 7.3, 7.6</p>	<p><b>CA STATE STANDARDS</b> <i>Primary:</i> Standard-7 7.1: Explain how individuals experience physical, mental, emotional, and social changes at their own pace.</p> <p><b>NATIONAL STANDARDS</b> 1.1, 1.2, 1.4, 3.1, 3.4, 4.2, 5.1, 5.3, 5.5</p>
<b>READINGS</b>	The Art of Happiness: Intro	<b>CHAPTER-1 (p.2)</b> L-1: Your Hlth. & Wellness p. 4 L-2: Promoting a Healthy Lifestyle p.10 L-3: Your Behavior & Health Risks p.17 TIME: <i>The Cutting Edge</i> p.22	<b>CHAPTER-2 (p.26)</b> L-1: Building Health Skills p.28 L-2: Making Resp. Decisions & Setting Goals p.33 L-3: Building Character p.37 TIME: Making a Difference p.42 <b>CHAPTER-3 (p.46)</b> L-1: Making Consumer Choices p.48 TIME: <i>The Trouble w/Fat-Burner Pills</i> p.68	<b>CHAPTER-7 (p.168)</b> L-1: Your Mental & Emotional Health p.170 L-2: Developing a Positive Identity p.178 L-3: Understanding Emotions p.184 L-4: Managing Emotions p.188 TIME: <i>5-Ways to Boost Your Self-Confidence</i> p.192
<b>CLASS WORK/ GROUP WORK</b>	The Match Up Game Saying "Hi" The Name Game PCE: Interview Peers p.13 PCE: Caring Bags p.14 CT: Three Wishes p.4	Aspects of Health CHI: Should schools start later? Concept Mapping CT: Risk Top-10 p.54 CT: Fish Hook p.96 CT: Why Did I Buy This p.104	CHI: Should internet sites be rated? Concept Mapping	CHI: Emotional Intelligence SA: Teen in the News p.49 SA: Guilt Trip p.50 SA: On the Defensive p.51 SI: Enhance Self Worth p.21 Concept mapping CT: Coat of Arms p.17 CT: Pat on the Back p.21
<b>LABS &amp; DEMOS</b>	None	Does Attitude Affect the Health Triangle? p.1	What + Character Traits do We Value in Friends? P.5	What Affects Your Mood? P.25
<b>A/V &amp; INTERNET</b>	PP: About Your Teacher	PP: Interactive Chalkboard	PP: Interactive Chalkboard	PP: Interactive Chalkboard
<b>GUEST SPEAKERS/ FIELD TRIPS</b>	FIELD TRIP: School Tour			
<b>PROJECTS &amp; HOMEWORK</b>	Something that Represents Me	EA: Living a Healthy Life Poster CI: Interview an Adult Puzzle-Maker Word Search Folds./Reading/Review Quest.	EA: Time Management Poser CI: Influences on your Health PA: Effect. Comm. Skills p.2 Folds./Reading/Review Quest.	EA: Anger Mgmt. Scenario Folds./Reading/Review Quest. PA: Self-Talk p.7
<b>QUIZZES &amp; EXAMS</b>	QUIZ: Peer Name/Info and Classroom Guidelines	QUIZ	UNIT TEST	QUIZ
<b>POINTS</b>	HOMEWORK: IAAPW - 10pts. QUIZ: 10 pts. PARTICIPATION: 10 pts	HOMEWORK: 10 pts. QUIZ: 10 pts. PARTICIPATION: 10 pts.	HOMEWORK: 10 pts. PA: 50 pts. TEST: 100 pts. PARTICIPATION: 10 pts	QUIZ: 10 pts. PA: 50 pt. PARTICIPATION: 10 pts



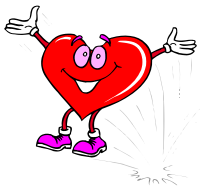
# Health Course

## Semester Plan

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### **COURSE FOCUS: MENTAL/EMOTIONAL/SOCIAL HEALTH**

	<b>Week #5</b>	<b>Week #6</b>	<b>Week #7</b>	<b>Week #8</b>
<b>UNIT</b>	<b>Mental &amp; Emotional Health</b>	<b>Mental &amp; Emotional Health</b>	<b>Promoting Safe &amp; Healthy Relationships</b>	<b>Promoting Safe &amp; Healthy Relationships</b>
<b>TOPICS</b>	<ul style="list-style-type: none"> <li>▪ Effects of stress on body</li> <li>▪ Types of stressors</li> <li>▪ Techniques for stress management</li> <li>▪ Symptoms of anxiety &amp; depression</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding mental disorders</li> <li>▪ Types of mental disorders</li> <li>▪ Recognizing warning signs of suicide</li> <li>▪ Coping with emotional loss</li> <li>▪ Coping with death</li> <li>▪ Coping w/disasters &amp; crises</li> </ul>	<ul style="list-style-type: none"> <li>▪ Building &amp; maintaining healthy relationships</li> <li>▪ Developing character in relationships</li> <li>▪ Effective communication skills</li> <li>▪ Demonstrating empathy</li> <li>▪ Strategies for resolving conflicts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strengthening family relationships</li> <li>▪ Coping w/family change</li> <li>▪ Recognizing changes in family structures</li> <li>▪ Resiliency and the family</li> </ul>
<b>STANDARDS</b>	<p><b>CA STATE STANDARDS</b> <i>Primary:</i> Standard-1 1.5: Develop appropriate strategies for dealing with stress.</p> <p><b>NATIONAL STANDARDS</b> 1.1, 1.2, 1.4, 2.6, 3.4, 3.7, 5.4, 6.1</p>	<p><b>CA STATE STANDARDS</b> <i>Primary:</i> Standard-6 6.5 Analyze how skills such as the ability to cope, adjust, make decisions, communicate feelings, make and keep friends, care for others, and show concern for the community influence individuals through various stages of life.</p> <p><b>NATIONAL STANDARDS</b> 1.2, 2.1, 2.2, 2.6, 3.4, 5.3, 5.4, 6.1</p>	<p><b>CA STATE STANDARDS</b> <i>Primary:</i> Standard-5 5.2 Demonstrate respect for all people.</p> <p><b>NATIONAL STANDARDS</b> 1.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8</p>	<p><b>CA STATE STANDARDS</b> <i>Primary:</i> Standard-4 4.1 Describe the importance of family communication.</p> <p><b>NATIONAL STANDARDS</b> 1.4, 2.4, 2.6, 3.1, 3.4, 3.6, 3.7, 5.1, 5.3, 5.4, 5.7, 6.2</p>
<b>READINGS</b>	<p><b>CHAPTER-8 (p.196)</b> L-1: Effects of Stress p.198 L-2: Managing Stress p.205 L-3: Anxiety &amp; Teen Depression p.210 L-4: Being a Resilient Teen p.214 TIME: <i>Battling Depression</i> p.218</p>	<p><b>CHAPTER-9 (p.222)</b> L-1: Mental Disorders p.224 L-2: Suicide Prevention p.230 L-3: Getting Help p.234 L-4: Understanding Death &amp; Grief p.238 TIME: <i>Fear Not</i> p.242</p>	<p><b>CHAPTER-10 (p.246)</b> L-1: Foundations of Healthy Relationships p.248 L-2: Communicating Effectively p.254 L-3: Resolving Conflict p.262 TIME: <i>Friends Matter</i> p.268</p>	<p><b>CHAPTER-11 (p.273)</b> L-1: The Role of the Family p.274 L-2: Change &amp; the Family p.280 L-3: Dealing w/Family Crises p.286 L-4: Community Support Systems p.291 TIME: <i>It's All Relative</i> p.296</p>
<b>CLASS WORK/ GROUP WORK</b>	<p>CHI: The Science of Phobias SA: Anx./Depr. Advice p.58 SA: Building Resiliency p.60 Concept Mapping CT: Personal Stress Buster p.11</p>	<p>SA: What's the Diagnosis p.67 SA: Suicide Misconception p.68 SA: Therapy Choices p.69 SA: All Kinds of Grief p.70 SI: Learn How to Mourn p.22 SI: Potential Suicide p.24 SI: Depression p.27 Concept Mapping</p>	<p>CHI: Should people take a course in relationship skills before marriage? PCE: Team Building p.16 SA: What's Going On p.74 SA: What's Your Style? p.76 SI: Emotional Abuse p.38 Concept Mapping CT: I Message Cards p.19 CT: Breaking the Cycle p.23</p>	<p>CHI: Does High Tech open or close communication? SA: Families on the Screen p.84 SA: Dear Elinor p.85 SA: Crises on Elm St. p.86 SA: Help is on the Way p.87 SI: About Divorce p.40 Concept Mapping</p>
<b>LABS &amp; DEMOS</b>	<p>LAB: How Does Stress Impact Blood Pressure? p.30 CT: A Heavy Load p.13 CT: Stress Balloon p.15</p>		<p>LAB: What Mess. is Our Body Lang. Conveying? P.36 CT: Conflict Bandages p.10</p>	<p>LAB: What is Your Average Amt. of Family Time? p.42</p>
<b>A/V &amp; INTERNET</b>	PP: Interactive Chalkboard	PP: Interactive Chalkboard	PP: Interactive Chalkboard The Truth About Hate	PP: Interactive Chalkboard
<b>GUEST SPEAKERS/ FIELD TRIPS</b>		GUEST: Dr. Seth Kadish	GUEST: Teen Line	GUEST: Social Worker (?)
<b>PROJECTS &amp; HOMEWORK</b>	EA: Stress Relief CI: Resisting Stress PA: Stressor Assessor p.8 Folds./Reading/Review Quest.	EA: Suicide Prevention CI: Mental Health Help PA: Phobias p.9 Folds./Reading/Review Quest.	EA: Non-Verbal Communication CI: The Art of Empathy CI: Talking it out – Comm. Skills PA: Volunteers Folds./Reading/Review Quest.	EA: Family Memory Book CI: Family Violence PA: Family Cartoon Folds./Reading/Review Quest.
<b>QUIZZES &amp; EXAMS</b>	QUIZ	UNIT TEST	QUIZ	QUIZ
<b>POINTS</b>	HOMEWORK: 10 pts. QUIZ: 10 pts. PA: 50 pts. PARTICIPATION: 10 pts	HOMEWORK: 10 pts. TEST: 100 pts. PA: 50 pts. PARTICIPATION: 10 pts	HOMEWORK: 10 pts. QUIZ: 10 pts. PA: 50 pts. PARTICIPATION: 10 pts	HOMEWORK: 10 pts. QUIZ: 10 pts. PA: 50pts PARTICIPATION: 10 pts



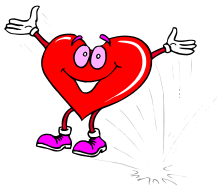
# Health Course

## Semester Plan

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### COURSE FOCUS: MENTAL/EMOTIONAL/SOCIAL HEALTH

	Week #9	Week #10	Week #11	Week #12
<b>UNIT</b>	<b>Promoting Safe &amp; Healthy Relationships</b>	<b>Promoting Safe &amp; Healthy Relationships</b>	<b>Body Systems</b>	<b>Growth &amp; Development (Sexual Education)</b>
<b>TOPICS</b>	<ul style="list-style-type: none"> <li>▪ Influence of peers on health</li> <li>▪ Forming healthy relationships</li> <li>▪ Demonstrating refusal skills</li> <li>▪ Understanding passive, aggressive, and assertive communication</li> <li>▪ Practicing healthful dating behaviors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using self-defense strategies</li> <li>▪ Recognizing threats to personal safety</li> <li>▪ Preventing rape and date rape</li> </ul>	<ul style="list-style-type: none"> <li>▪ Structure, function, and caring of the major systems of the body:               <ul style="list-style-type: none"> <li>○ Skeletal</li> <li>○ Muscular</li> <li>○ Nervous</li> <li>○ Cardiovascular</li> <li>○ Lymphatic</li> <li>○ Respiratory</li> <li>○ Digestive</li> <li>○ Urinary</li> <li>○ Endocrine</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Structure and function of the male/female reproductive systems</li> <li>▪ Care for the male/female reproductive systems</li> <li>▪ Infertility, sterility, hernias</li> <li>▪ Menstruation</li> <li>▪ Circumcision</li> <li>▪ Sexually Transmitted Diseases</li> </ul>
<b>STANDARDS</b>	<p><b>CA STATE STANDARDS</b> <i>Primary:</i> Standard-1 1.4: Develop &amp; demonstrate effective communication &amp; coping skills.</p> <p><b>NATIONAL STANDARDS</b> 1.1, 1.4, 3.4, 3.6, 5.1, 5.3, 5.6, 6.1, 6.3</p>	<p><b>CA STATE STANDARDS</b> <i>Primary:</i> Standard-3 3.2: Select ways that reduce the risk of becoming involved in potentially dangerous situations.</p> <p><b>NATIONAL STANDARDS</b> 1.4, 2.6, 3.1, 3.3, 3.4, 3.5, 3.6, 4.2, 5.6, 5.7, 7.2</p>	<p><b>CA STATE STANDARDS</b> <i>Primary:</i> Standard-6 6.4: Evaluate the rate of growth, maturity, and development of individuals.</p> <p><b>NATIONAL STANDARDS</b> 1.1, 1.2, 1.3, 2.6, 3.1, 3.2, 3.3, 3.6, 4.3, 5.1, 6.1, 6.3, 6.4, 6.6, 7.4</p>	<p><b>CA STATE STANDARDS</b> <i>Primary:</i> Standard-8 8.3: Explain human sexuality and analyze the effects of social and cultural influences.</p> <p><b>NATIONAL STANDARDS</b> 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 2.2, 2.5, 3.1, 3.2, 3.3, 3.4, 4.3, 4.4, 5.6, 6.1, 6.3, 6.4, 7.1, 7.2, 7</p>
<b>READINGS</b>	<p><b>CHAPTER-12 (p.300)</b> L-1: Safe &amp; Healthy Relationships p.302 L-2: Peer Pressure &amp; Refusal Skills p.307 L-3: Dating/Setting Limits p.313 L-4: Abstinence: A Responsible Decision p/318 TIME: <i>Just Friends</i> p.324  <i>The Emotional Dangers of Premature Sex</i></p>	<p><b>CHAPTER-13 (p.328)</b> L-1: Personal Safety p.330 L-2: Keeping Schools Safe p.335 L-3: Protecting Yourself f/Violence p.341 L-4: Preventing &amp; Overcoming Abuse p.348 TIME: <i>When Dating is Dangerous</i> p.354</p>	<p><b>CHAPTER-15 (p.384)</b> L-1/2: Skeletal p.386 L-3: Muscular p.394 L-4: Nervous p.399 <b>CHAPTER-16 (p.414)</b> L-1/2: Cardiovascular p.416/423 (Lymphatic) p.421* L-3/4: Respiratory p.428/432 TIME: A Hrt. to Last a Life p.436 <b>CHAPTER-17 (p.440)</b> L-1/2: Digestive p.442/447 L-3: Urinary p.453 TIME: <i>Think Drink</i> p.458 <b>CHAPTER-18 (p.462)</b> L-1: Endocrine (p.464) TIME: <i>Bodies on t/Move</i> p.480</p>	<p><b>CHAPTER-18 (p.462)</b> L-2: Male Rep. Sys. p.468 L-3: Female Rep. Sys. P.474 <b>CHAPTER-24 (p.620)</b> L-1: What are Communicable Diseases? P.622 L-2: Preventing Communicable Diseases? p.627 <b>CHAPTER-25 (p.646)</b> L-1: The Risks of STIs p.648 L-2: Common STIs p.652 L-3: HIV/AIDS p.658 L-4: Treatment for HIV/AIDS p.662 TIME: <i>Changing t/World</i> p.668</p>
<b>CLASS WORK/ GROUP WORK</b>	CHI: Bully & Teasing – to far? SA: Study Guide p.91 SA: Jackson High p.92 SA: Be Assertive p.93 SA: Dear Sammy p.94 SA: Abstinence p. 95	CHI: School Violence – are we doing enough? SA: Staying Safe p.101 SA: Dear Sadie p. 102 SA: In the Headlines p.103 SA: Dear Diary p.104	Traveler/Talker – Explaining the systems of the body. Concept Mapping	SA: Fem. Rep. Problems p.140 SA: Comm. Disease p.190 SA: Peer Pressure p.194 SAL Disease Detective p.197 Concept Mapping CT: Who's Who p.66 CT: Dice Game/Sexo p.79-81
<b>LABS &amp; DEMOS</b>	LAB: What are Teens' Views on Peer Pressure? P.45 CT DEMO: Bowl of Milk p.64	LAB: How Much Viol. Occurs in Children's Videos? p.50	Human Body Model	LAB: Spread of Disease p.91 LAB: The Spread of STDs CT: HIV/STD Pyramid p.86 CT: The \$250K Question p.70
<b>A/V &amp; INTERNET</b>	PP: Interactive Chalkboard	PP: Interactive Chalkboard	PP: Interactive Chalkboard	PP: Interactive Chalkboard
<b>GUEST SPEAKERS/ FIELD TRIPS</b>		GUEST: Break the Cycle GUEST: L.A.C.A.A.W.		GUEST: Children's Hospital GUEST: AIDS/HIV
<b>PROJECTS &amp; HOMEWORK</b>	EA: Peer Advice – Ask Aaron CI: Reaching out to Community CI: Commitment Questionnaire PA: Friend Qualities p.12 Folds./Reading/Review Quest.	EA: Internet Safety CI: Campus Conflict PA: Peer Mediation p.13 Folds./Reading/Review Quest.	EA: Fight or Flight Poster Folds./Reading/Review Quest. PA: True/False Test	Folds./Reading/Review Quest. PA: Knowledge is Power p.25
<b>QUIZZES &amp; EXAMS</b>	QUIZ	QUIZ	UNIT TEST	QUIZ
<b>POINTS</b>	HOMEWORK: 10 pts. QUIZ: 10 pts. PA: 50 pts.	HOMEWORK: 10 pts. TEST: 100 pts. PA: 50 pts.	HOMEWORK: 10 pts. TEST: 100 pts. PA: 50 pts.	HOMEWORK: 10 pts. QUIZ: 10 pts. PA: 50 pts.

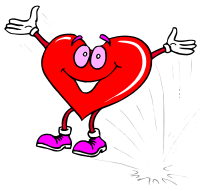


# *Health Course*

## *Semester Plan*

***Teacher: Frank R. Vitale***

	PARTICIPATION: 10 pts	PARTICIPATION: 10 pts	PARTICIPATION: 10 pts	PARTICIPATION: 10 pts
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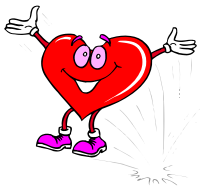
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## Semester Plan

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### **COURSE FOCUS: MENTAL/EMOTIONAL/SOCIAL HEALTH**

UNIT	<b>Week #13</b>	<b>Week #14</b>	<b>Week #15</b>	<b>Week #16</b>
<b>TOPICS</b>	<ul style="list-style-type: none"> <li>▪ The birth cycle</li> <li>▪ Having a healthy pregnancy</li> <li>▪ Effects of medicines &amp; drugs</li> <li>▪ Miscarriages &amp; stillbirths</li> <li>▪ Genetic Disorders</li> <li>▪ Infancy &amp; Childhood</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adolescence and the life cycle</li> <li>▪ Puberty</li> <li>▪ Developing personal identity</li> <li>▪ Peer influence on attitudes about sex</li> <li>▪ Role of culture, society and media on attitudes about sex</li> <li>▪ Abstaining from sexual activity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Harmful effects of using tobacco on body systems</li> <li>▪ Strategies for preventing tobacco use</li> <li>▪ Health benefits of quitting smoking</li> <li>▪ Steps of Addiction</li> <li>▪ Effects of tobacco on non-smokers</li> <li>▪ Advertising &amp; peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>▪ Factors that influence alcohol use</li> <li>▪ Understanding tolerance &amp; withdrawal</li> <li>▪ Recognizing the traits of alcoholism</li> <li>▪ Sexual activity &amp; alcohol consumption</li> <li>▪ Alcohol &amp; the family</li> </ul>
<b>STANDARDS</b>	<p><b>CA STATE STANDARDS</b> <i>Primary:</i> Standard-6 6.2: Describe fetal development from conception through pregnancy to birth.</p> <p><b>NATIONAL STANDARDS</b> 1.1, 1.3, 1.4, 1.6, 2.3, 2.4, 2.6, 3.2, 3.4, 5.2, 6.2, 6.3, 7.1, 7.6</p>	<p><b>CA STATE STANDARDS</b> <i>Primary:</i> Standard-8 8.4: Identify influences and pressures to become sexually active.</p> <p><b>NATIONAL STANDARDS</b> 1.2, 1.4, 1.6, 3.2, 3.4, 4.1, 5.2, 5.3, 5.4, 6.5, 6.6, 7.5</p>	<p><b>CA STATE STANDARDS</b> <i>Primary:</i> Standard-3 3.1: Examine the influences of tobacco, alcohol, and other drug use on performing physical tasks and making judgments.</p> <p><b>NATIONAL STANDARDS</b> 1.1, 1.3, 1.7, 2.1, 3.1, 3.3, 6.1, 7.2, 7.4</p>	<p><b>CA STATE STANDARDS</b> <i>Primary:</i> Standard-3 3.1: Examine the influences of tobacco, alcohol, and other drug use on performing physical tasks and making judgments.</p> <p><b>NATIONAL STANDARDS</b> 1.2, 1.3, 1.4, 1.7, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 4.2, 5.6, 6.3</p>
<b>READINGS</b>	<p><b>CHAPTER-19 (p.484)</b> L-1: The Beginning of the Life Cycle p.486 L-2: Prenatal Care (p.492) L-3: Heredity &amp; Genetics p.498 L-4: Infancy &amp; Childhood p.504 TIME: <i>How DNA Works</i> p.508</p>	<p><b>CHAPTER-20 (p.512)</b> L-1: Adolescence-Growth &amp; Change p.514 L-2: Moving Toward Adulthood p.520 L-3: Marriage &amp; Parenting p.524 L-4: Health t/the Lifespan p.534 TIME: <i>Choosing Abstinence</i> p.534</p>	<p><b>CHAPTER-21 (p.538)</b> L-1: The Effects of Tobacco Use p.540 L-2: Choosing to Live Tobacco Free p.546 L-3: Promoting a Smoke-Free Environment p.551 TIME: <i>Clearing the Air</i> p.556</p>	<p><b>CHAPTER-22 (p.560)</b> L-1: Choosing to be Alcohol Free p.568 L-2: Harmful Effects of Alcohol Use p.568 L-3: Alcohol, the Individual and Society p.574 TIME: <i>Keeping a Lid on the Bottle</i> p.580</p>
<b>CLASS WORK/ GROUP WORK</b>	<p>CHI: Should females be held legally resp. if using drugs during pregnancy SA: It Happens bf Birth p.144 SA: Ask the Doctor p.145 SA: Growth/Change p.148 Concept Mapping CT: Baby Cost p.72</p>	<p>SA: Friendship Eval. P.153 SA: Marriage/Choice p.155 SA: Transitions p.156 Concept Mapping</p>	<p>CHI: Should smokers be allowed to sue tobacco companies? SA: Smoke Gets Eyes p.161 SA: Study Guide p.165 Concept Mapping CT: Tobacco Risk Game p.37</p>	<p>CHI: Should alcohol ads be banned on TV? SA: good Advice p.169 SA: At the Movies p.170 SA: Drinking o/t Job p. 172 Concept Mapping CT: Alcohol Risk Game p.44 CT: Ranking Risks p.48 CT: What if... p.51</p>
<b>LABS &amp; DEMOS</b>			<p>TND (Toward No Drug Abuse) LAB: How Much Chemical Residue f/Smoking? P.79 CT: Jar of Tar p.41 CT/LAB: Emphysema p.42</p>	<p>TND (Toward No Drug Abuse) LAB: How Does Alcohol Affect a Developing Fetus? P.82</p>
<b>A/V &amp; INTERNET</b>	<p>PP: Interactive Chalkboard The Miracle of Life The Miracle of Birth</p>	<p>PP: Interactive Chalkboard A Walk to Remember</p>	<p>PP: Interactive Chalkboard Smoking: Truth or Dare Smoking: The X-Files</p>	<p>PP: Interactive Chalkboard Movie: 28-Days</p>
<b>GUEST SPEAKERS/ FIELD TRIPS</b>				GUEST: A.A. Member
<b>PROJECTS &amp; HOMEWORK</b>	<p>EA: Parents' Effect on Children CI: What I Learned in KG. Folds./Reading/Review Quest.</p>	<p>EA: Resume Folds./Reading/Review Quest. PA: The Journey Ahead p.20</p>	<p>EA: Ad Discouraging Tobacco Folds./Reading/Review Quest. PA: Implied Messages p.21</p>	<p>EA: Skit or Video discour. Alc. PA: Commercial Script p.22 Folds./Reading/Review Quest.</p>
<b>QUIZZES &amp; EXAMS</b>	QUIZ	UNIT TEST	QUIZ	QUIZ
<b>POINTS</b>	<p>HOMEWORK: 10 pts. QUIZ: 10 pts. PARTICIPATION: 10 pts</p>	<p>HOMEWORK: 10 pts. TEST 100 pts. PA: 50 pts. PARTICIPATION: 10 pts</p>	<p>HOMEWORK: 10 pts. QUIZ: 10 pts. PA: 50 pts. PARTICIPATION: 10 pts</p>	<p>HOMEWORK: 10 pts. QUIZ: 10 pts. PA: 50 pts. PARTICIPATION: 10 pts</p>



# Health Course

## Semester Plan

Teacher: Frank R. Vitale

### **COURSE FOCUS: MENTAL/EMOTIONAL/SOCIAL HEALTH**

UNIT	<b>OTHER</b>
<b>UNIT</b>	<b>Medicines &amp; Drugs</b>
<b>TOPICS</b>	<ul style="list-style-type: none"> <li>▪ Class. of meds. &amp; drugs</li> <li>▪ Phys. dangers of subst. abuse</li> <li>▪ Med. use of psychoactive drugs</li> <li>▪ Committing to a drug-free life</li> </ul>
<b>STANDARDS</b>	<p><b>CA STATE STANDARDS</b>  <i>Primary:</i> Standard-3            3.1: Examine the influences of tobacco, alcohol, and other drug use on performing physical tasks and making judgments.</p> <p><b>NATIONAL STANDARDS</b>            1.1, 1.2, 1.3, 2.3, 3.1, 3.2, 3.3, 3.6, 3.7, 4.2, 4.4, 5.4, 5.6, 6.3, 7.4, 7.6</p>
<b>READINGS</b>	<p><b>CHAPTER-23 (p.584)</b>            L-1: The Role of Medicines p.586            L-2: Drug Use – High Risk Behavior. P.592            L-3: Marijuana, Inhalants, &amp; Steroids p.598            L-4: Psychoactive Drugs p.603            L-5: Living Drug Free p.611</p>
<b>CLASS WORK/ GROUP WORK</b>	CHI: How drugs affect the brain Folds./Reading/Review Quest. SA: Working t/b Drug Free p.182 SI: Choosing Drug Free p.36 Concept Mapping
<b>PRESENTATIONS/ LABS &amp; DEMOS</b>	TND – Toward No Drug Abuse
<b>A/V &amp; INTERNET</b>	PP: Interactive Chalkboard
<b>GUEST SPEAKERS/ FIELD TRIPS</b>	GUEST: N.A. Member
<b>PROJECTS &amp; HOMEWORK</b>	PA: Drug Abuse Folds./Reading/Review Quest.
<b>QUIZZES &amp; EXAMS</b>	TEST
<b>POINTS</b>	HOMEWORK: 10 pts. UNIT TEST: 100 pts. PA: 50 pts. PARTICIPATION: 10 pts

**TOTAL POINTS:**