# Health Course Semester Plan

## Teacher: Frank R. Vitale

### Course Focus: Mental/Emotional/Social Health

<table>
<thead>
<tr>
<th>Week #</th>
<th>A Healthy Foundation</th>
<th>A Healthy Foundation</th>
<th>Mental &amp; Emotional Health</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
<td>Introduction</td>
<td>Aspects of health</td>
<td>Communication skills</td>
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<tr>
<td><strong>Topics</strong></td>
<td>Class information</td>
<td>Health messages through media</td>
<td>Signs of good mental health</td>
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<td></td>
<td>Guidelines/Groundrules</td>
<td>Health continuum</td>
<td>Recognizing needs</td>
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<td></td>
<td>Getting to know each other</td>
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<td>Analyzing learning styles</td>
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<td></td>
<td>About the school</td>
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<td>Developing Positive Identity</td>
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<td>(1st semester only)</td>
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<td>Recognizing personal strengths &amp; weaknesses</td>
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<td><strong>STANDARDS</strong></td>
<td><strong>CA STATE STANDARDS</strong></td>
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<td><strong>Primary:</strong> Standard-1</td>
<td><strong>Primary:</strong> Standard-7</td>
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<td>5.1: Interact effectively with a diverse population (including both males &amp; females, and members of different ethnic &amp; cultural groups.)</td>
<td>1.1: Explain the relationship between personal health habits and quality of life.</td>
<td>7.1: Explain how individuals experience physical, mental, emotional, and social changes at their own pace.</td>
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<td>2.2, 5.1, 5.4</td>
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<td><strong>READINGS</strong></td>
<td>The Art of Happiness: Intro</td>
<td>CHAPTER-1 (p.26)</td>
<td>CHAPTER-7 (p.186)</td>
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<td></td>
<td>CHAPTER-1 (p.2)</td>
<td>L-1: Your Hth. &amp; Wellness p.4</td>
<td>L-1: Your Mental &amp; Emotional Health p.170</td>
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<td></td>
<td>TIME: The Cutting Edge p.22</td>
<td>TIME: Making a Difference p42</td>
<td>L-4: Managing Emotions p.188</td>
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<td></td>
<td><strong>CLASS WORK/GROUP WORK</strong></td>
<td><strong>PROJECTS &amp; HOMEWORK</strong></td>
<td><strong>QUIZZES &amp; EXAMS</strong></td>
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<td>The Match Up Game Saying ‘Hi’ The Name Game</td>
<td>EA: Living a Healthy Life Poster</td>
<td>QUIZ: Peer Name/Info and Classroom Guidelines</td>
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<td></td>
<td><strong>LABS &amp; DEMOS</strong></td>
<td><strong>GUEST SPEAKERS/FIELD TRIPS</strong></td>
<td><strong>POINTS</strong></td>
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<td></td>
<td>None</td>
<td>FIELD TRIP: School Tour</td>
<td>HOMEWORK: 10 pts. PA: 50 pts.</td>
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<td></td>
<td>Does Attitude Affect the Health Triangle? p.1</td>
<td><strong>PROJECTS &amp; HOMEWORK</strong></td>
<td>PARTICIPATION: 10 pts.</td>
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<td></td>
<td>What + Character Traits do We Value in Friends? P.5</td>
<td><strong>QUIZZES &amp; EXAMS</strong></td>
<td>QUIZ: 10 pts. PA: 50 pt.</td>
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<tr>
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<td><strong>QUIZZES &amp; EXAMS</strong></td>
<td><strong>LABS &amp; DEMOS</strong></td>
<td><strong>GUEST SPEAKERS/FIELD TRIPS</strong></td>
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<td>QUIZ: About Your Teacher</td>
<td>PP: Interactive Chalkboard</td>
<td><strong>QUIZZES &amp; EXAMS</strong></td>
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<td>PP: Interactive Chalkboard</td>
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<td><strong>LABS &amp; DEMOS</strong></td>
<td><strong>GUEST SPEAKERS/FIELD TRIPS</strong></td>
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</tbody>
</table>

*CA STATE STANDARDS*

- 6.4, 6.5
- 2.1
- 2.2
- 5.1
- 5.5
- 7.6

*NATIONAL STANDARDS*

- 1, 1.2, 1.4, 1.5, 1.6, 1.7
- 3.1, 3.2, 3.3, 3.4, 3.5
- 4.1, 4.2, 4.3, 4.4, 4.5
- 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7
- 7.1, 7.2, 7.3, 7.4

*Time*

- 2:00 PM
- 2:10 PM
- 2:20 PM
- 2:30 PM
- 2:40 PM
- 2:50 PM

*Class Information*

- Guidelines/Groundrules
- Getting to know each other
- About the school (1st semester only)

*Aspects of Health*

- Communication skills
- Refusal/conflict resolution
- Self management
- Analyzing health influences
- Decision making/goal-setting
- Influences in advertising techniques

*Health Course*

- A Healthy Foundation
- Mental & Emotional Health
- Social Skills

*CA STATE STANDARDS*

- Primary: Standard-5
- 5.1: Interact effectively with a diverse population (including both males & females, and members of different ethnic & cultural groups.)

*CA STATE STANDARDS - Primary 1: Standard-1*

- 1.1: Explain the relationship between personal health habits and quality of life.

*CA STATE STANDARDS - National Standards*

- 1.1, 1.2, 1.4, 2.1, 3.1, 3.3, 3.4, 4.2, 4.3, 6.4, 7.4

*CA STATE STANDARDS - National Standards p.26*

- 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 p42

*CA STATE STANDARDS - National Standards p.188*

- L-4: Managing Emotions p.188
- TIME: 5-Ways to Boost Your Self-Confidence p.192

*CHAPTER-1 (p.2)*

- L-1: Your Hth. & Wellness p.4
- L-2: Promoting a Healthy Lifestyle p.10
- L-3: Your Behavior & Health Risks p.17
- TIME: The Cutting Edge p.22

*CHAPTER-2 (p.26)*

- 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 p42

*CHAPTER-7 (p.186)*

- 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: 5-Ways to Boost Your Self-Confidence p.192

*Time Management Poser*

- PA: Self-Talk p.7

*Influences on your Health*

- EA: Time Management Poser
- CT: Influences on your Health
- Folds./Reading/Review Quest.

*审议通过*

- 10 pts.
- 10 pts.
- 10 pts.
- 10 pts.
# Health Course

## Semester Plan

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

**Teacher:** Frank R. Vitale

### CA STATE STANDARDS

**Primary:** Standard-1

1.5: Develop appropriate strategies for dealing with stress.

**NATIONAL STANDARDS**

1.1, 1.2, 1.4, 2.6, 3.4, 3.7, 5.4, 6.1

### TOPICS

- Effects of stress on body
- Types of stressors
- Techniques for stress management
- Symptoms of anxiety & depression
- Building & maintaining healthy relationships
- Developing character in relationships
- Effective communication skills
- Demonstrating empathy
- Strategies for resolving conflicts
- Strengthening family relationships
- Coping w/family change
- Recognizing changes in family structures
- Resiliency and the family

### STANDARDS

**CA STATE STANDARDS**

**Primary:** 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.

**NATIONAL STANDARDS**

1.2, 2.1, 2.2, 2.6, 3.4, 5.3, 5.4, 6.1

### COURSE FOCUS:

**COURSE FOCUS:**

- HEALTH
- SEMESTER PLAN

### WEEK #5

**UNIT**

Mental & Emotional Health

**TOPICS**

- Effects of stress on body
- Types of stressors
- Techniques for stress management
- Symptoms of anxiety & depression

**STANDARDS**

**CA STATE STANDARDS**

L-1: Effects of Stress p.198
L-2: Managing Stress p.205
L-3: Anxiety & Teen Depression p.210
L-4: Being a Resilient Teen p.214
TIME: Battling Depression p.218

**CLASS WORK/ GROUP WORK**

- CHI: The Science of Phobias
- SA: Anx./Depr. Advice p.58
- SA: Building Resiliency p.60
- Concept Mapping
- CT: Personal Stress Buster p.11

**LABS & DEMOS**

- CT: A Heavy Load p.13
- CT: Stress Balloon p.15

**A/V & INTERNET**

- PP: Interactive Chalkboard

**GUEST SPEAKERS/ FIELD TRIPS**

- EA: Stress Relief
- CI: Resisting Stress
- PA: Stressor Assessor p.8
- Folds./Reading/Review Quest.

**PROJECTS & HOMEWORK**

- HOMEWORK: 10 pts.
- QUIZ: 10 pts.
- PA: 50 pts.
- PARTICIPATION: 10 pts

**QUIZZES & EXAMS**

- QUIZ
- UNIT TEST

**POINTS**

- HOMEWORK: 10 pts.
- QUIZ: 10 pts.
- PA: 50 pts.
- PARTICIPATION: 10 pts

**WEEK #6**

**UNIT**

Mental & Emotional Health

**TOPICS**

- Understanding mental disorders
- Types of mental disorders
- Recognizing warning signs of suicide
- Coping with emotional loss
- Coping with death
- Coping w/disasters & crises

**STANDARDS**

**CA STATE STANDARDS**

L-1: Mental Disorders p.224
L-2: Suicide Prevention p.230
L-3: Getting Help p.234
L-4: Understanding Death & Grief p.238
TIME: Fear Not p.242

**CLASS WORK/ GROUP WORK**

- CHI: What's the Diagnosis p.67
- SA: Suicide Misconception p.68
- SA: Therapy Choices p.69
- SA: All Kinds of Grief p.70
- St: Learn How to Mourn p.22
- St: Potential Suicide p.24
- St: Depression p.27
- Concept Mapping

**LABS & DEMOS**

- CT: Conflict Bandages p.10

**A/V & INTERNET**

- PP: Interactive Chalkboard
- PP: Interactive Chalkboard

**GUEST SPEAKERS/ FIELD TRIPS**

- GUEST: Dr. Seth Kadish

**PROJECTS & HOMEWORK**

- HOMEWORK: 10 pts.
- QUIZ: 10 pts.
- PA: 50 pts.
- PARTICIPATION: 10 pts

**QUIZZES & EXAMS**

- QUIZ

**POINTS**

- HOMEWORK: 10 pts.
- QUIZ: 10 pts.
- PA: 50 pts.
- PARTICIPATION: 10 pts

**WEEK #7**

**UNIT**

Promoting Safe & Healthy Relationships

**TOPICS**

- Building & maintaining healthy relationships
- Developing character in relationships
- Effective communication skills
- Demonstrating empathy
- Strategies for resolving conflicts

**STANDARDS**

**CA STATE STANDARDS**

L-1: Foundations of Healthy Relationships p.248
L-2: Communicating Effectively p.254
L-3: Resolving Conflict p.262
TIME: Friends Matter p.268

**CLASS WORK/ GROUP WORK**

- CHI: Should people take a course in relationship skills before marriage?
- PCE: Team Building p.16
- SA: What's Going On p.234
- St: Emotional Abuse p.38
- Concept Mapping
- CT: Message Cards p.19
- CT: Breaking the Cycle p.23

**LABS & DEMOS**

- CT: Conflict Bandages p.10

**A/V & INTERNET**

- PP: Interactive Chalkboard

**GUEST SPEAKERS/ FIELD TRIPS**

- GUEST: Teen Line

**PROJECTS & HOMEWORK**

- HOMEWORK: 10 pts.
- QUIZ: 10 pts.
- PA: 50 pts.
- PARTICIPATION: 10 pts

**QUIZZES & EXAMS**

- QUIZ

**POINTS**

- HOMEWORK: 10 pts.
- QUIZ: 10 pts.
- PA: 50 pts.
- PARTICIPATION: 10 pts

**WEEK #8**

**UNIT**

Promoting Safe & Healthy Relationships

**TOPICS**

- Strengthening family relationships
- Coping w/family change
- Recognizing changes in family structures
- Resiliency and the family

**STANDARDS**

**CA STATE STANDARDS**

L-1: The Role of the Family p.274
L-2: Change & the Family p.280
L-3: Dealing w/Family Crises p.286
L-4: Community Support Systems p.291
TIME: It's All Relative p.296

**CLASS WORK/ GROUP WORK**

- CHI: Does High Tech open or close communication?
- SA: Families on the Screen p.84
- SA: Dear Elnor p.85
- SA: Crises on Elm St. p.86
- SA: Help us on the Way p.87
- SI: About Divorce p.40
- Concept Mapping

**LABS & DEMOS**

- LAB: What is Your Average Amt. of Family Time? p.42

**A/V & INTERNET**

- PP: Interactive Chalkboard

**GUEST SPEAKERS/ FIELD TRIPS**

- GUEST: Social Worker (?)
# Health Course Semester Plan

**Teacher:** Frank R. Vitale

## COURSE FOCUS: MENTAL/EMOTIONAL/SOCIAL HEALTH

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<th>Week #10</th>
<th>Week #11</th>
<th>Week #12</th>
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<tbody>
<tr>
<td><strong>UNIT</strong></td>
<td>Promoting Safe &amp; Healthy Relationships</td>
<td>Promoting Safe &amp; Healthy Relationships</td>
<td>Body Systems</td>
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<tr>
<td><strong>TOPICS</strong></td>
<td>• Influence of peers on health</td>
<td>• Using self-defense strategies</td>
<td>• Structure, function, and caring of the major systems of the body:</td>
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<tr>
<td></td>
<td>• Forming healthy relationships</td>
<td>• Recognizing threats to personal safety</td>
<td>o Skeletal</td>
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<td></td>
<td>• Demonstrating refusal skills</td>
<td>• Preventing rape and date rape</td>
<td>o Muscular</td>
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<td></td>
<td>• Understanding passive, aggressive, and assertive communication</td>
<td></td>
<td>o Nervous</td>
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<td>• Practicing healthy dating behaviors</td>
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<td>o Cardiovascular</td>
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<td></td>
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<td>o Lymphatic</td>
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<td>Primary: Standard-1</td>
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<td>Primary: Standard-6</td>
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<td>1.4: Develop &amp; demonstrate effective communication &amp; coping skills.</td>
<td>3.2: Select ways that reduce the risk of becoming involved in potentially dangerous situations.</td>
<td>6.4: Evaluate the rate of growth, maturity, and development of individuals.</td>
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<td><strong>READINGS</strong></td>
<td>CHAPTER-12 (p.300)</td>
<td>CHAPTER-13 (p.328)</td>
<td>CHAPTER-15 (p.384)</td>
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<td>L-4: Abstinence; A Responsible Decision p.318</td>
<td>Prevention &amp; Overcoming Violence p.341</td>
<td>CHAPTER-16 (p.414)</td>
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<td></td>
<td>TIME: Just Friends p.324</td>
<td>Abuse p.348</td>
<td>L-12: Cardiovascular p.416/423</td>
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<td>The Emotional Dangers of Premature Sex</td>
<td>TIME: When Dating is Dangerous p.354</td>
<td>(Lymphatic) p.421*</td>
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<td></td>
<td>SA: Jackson High p.92</td>
<td>SA: Dear Sadie p.102</td>
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<td>SA: Be Assertive p.93</td>
<td>SA: In the Headlines p.103</td>
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<td>SA: Dear Sammy p.94</td>
<td>SA: Dear Diary p.104</td>
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<td>CT DEMO: Bowl of Milk p.64</td>
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<td><strong>GUEST SPEAKERS/ FIELD TRIPS</strong></td>
<td>GUEST: Break the Cycle</td>
<td>GUEST: Children’s Hospital</td>
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<td>GUEST: L.A.C.A.A.W.</td>
<td>GUEST: AIDS/HIV</td>
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<td>Folds./Reading/Review Quest.</td>
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<td><strong>QUIZZES &amp; EXAMS</strong></td>
<td>QUIZ</td>
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<td>HOMEWORK: 10 pts. QUIZ: 10 pts.</td>
<td>HOMEWORK: 10 pts. TEST: 100 pts.</td>
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<td>PA: 50 pts.</td>
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</table>
# Health Course

## Semester Plan

**Teacher:** Frank R. Vitale

<table>
<thead>
<tr>
<th>Participation</th>
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<tbody>
<tr>
<td>10 pts</td>
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# Health Course
## Semester Plan

### Teacher: Frank R. Vitale

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

<table>
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<th>Week #13</th>
<th>Week #14</th>
<th>Week #15</th>
<th>Week #16</th>
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<tr>
<td><strong>UNIT</strong></td>
<td><strong>Growth &amp; Development</strong></td>
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<td><strong>Tobacco</strong></td>
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<tr>
<td><strong>TOPICS</strong></td>
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<tr>
<td></td>
<td>• The birth cycle</td>
<td>• Adolescence and the life cycle</td>
<td>• Harmful effects of using tobacco on body systems</td>
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<td></td>
<td>• Having a healthy pregnancy</td>
<td>• Puberty</td>
<td>• Strategies for preventing tobacco use</td>
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<td>• Effects of medicines &amp; drugs</td>
<td>• Developing personal identity</td>
<td>• Peer influence on attitudes about sex</td>
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<tr>
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<td>• Miscarriages &amp; stillbirths</td>
<td>• Peer influence on attitudes about sex</td>
<td>• Role of culture, society and media on attitudes about sex</td>
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<td></td>
<td>• Genetic Disorders</td>
<td>• Abstaining from sexual activity</td>
<td>• Abstaining from sexual activity</td>
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<td>• Infancy &amp; Childhood</td>
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<td>• Abstaining from sexual activity</td>
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<td>6.2: Describe fetal development from conception through pregnancy to birth.</td>
<td>8.4: Identify influences and pressures to become sexually active.</td>
<td>3.1: Examine the influences of tobacco, alcohol, and other drug use on performing physical tasks and making judgments.</td>
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<tr>
<td>CHAPTER-19 (p.484)</td>
<td>CHAPTER-20 (p.512)</td>
<td>CHAPTER-21 (p.538)</td>
<td>CHAPTER-22 (p.560)</td>
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<td>TIME: How DNA Works p.508</td>
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<td><strong>CLASS WORK/ GROUP WORK</strong></td>
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<td>CHI: Should females be held legally resp. if using drugs during pregnancy?</td>
<td>SA: Friendship Eval. P.153</td>
<td>CHI: Should smokers be allowed to sue tobacco companies?</td>
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<td>SA: Growth/Change p.148</td>
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<td>CT: Baby Cost p.72</td>
<td>CT: Tobacco Risk Game p.37</td>
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<td>CT: Jar of Tar p.41</td>
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<td>CT: Emphysema p.42</td>
<td>CT: Keeping a Lid on the Bottle p.580</td>
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<td>EA: Parents' Effect on Children</td>
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COURSE FOCUS: MENTAL/EMOTIONAL/SOCIAL HEALTH

**OTHER**

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**TOPICS**

- Class. of meds. & drugs
- Phys. dangers of subst. abuse
- Med. use of psychoactive drugs
- Committing to a drug-free life

**CA STATE STANDARDS**

*Primary:*
- Standard-3
  - 3.1: Examine the influences of tobacco, alcohol, and other drug use on performing physical tasks and making judgments.

**NATIONAL STANDARDS**

- 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

**READINGS**

- **CHAPTER-23 (p.584)**
  - L-1: The Role of Medicines p.586
  - L-2: Drug Use – High Risk Behavior. P.592
  - L-3: Marijuana, Inhalants, & Steroids p.596
  - L-4: Psychoactive Drugs p.603
  - L-5: Living Drug Free p.611

**CLASS WORK/ GROUP WORK**

- CHI: How drugs affect the brain
  - Folds./Reading/Review Quest.
- SA: Working to Drug Free p.182
- SI: Choosing Drug Free p.36
- Concept Mapping

**PRESENTATIONS/ LABS & DEMOS**

- TND – Toward No Drug Abuse

**A/V & INTERNET**

- PP: Interactive Chalkboard

**GUEST SPEAKERS/ FIELD TRIPS**

- GUEST: N.A. Member

**PROJECTS & HOMEWORK**

- PA: Drug Abuse
  - Folds./Reading/Review Quest.

**QUIZZES & EXAMS**

- TEST

**POINTS**

- HOMEWORK: 10 pts.
- UNIT TEST: 100 pts.
- PA: 50 pts.
- PARTICIPATION: 10 pts

**TOTAL POINTS:**

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