

# Grade Ten

Students in grade 10 demonstrate comprehensive health knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.

## Knowledge and Skills

### Standard of Learning

- 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and well-being of self and others throughout life. Key concepts/skills include:
- a) the impact of poor dietary choices;

### Understanding the Standard

The student will understand the impact of poor dietary choices on mental and physical health.

### Essential Knowledge and Skills:

The student will:

- define weight management, underweight, overweight, and obesity.
- explain the health risks associated with underweight, overweight, and obesity.
- determine body mass index (BMI).
- explore weight management strategies for weight loss or weight gain.
- investigate common fad diets and their impact on mental and physical health.
- define eating disorders.
- define sports nutrition.
- identify types of vegetarianism.
- identify types of nutrient supplements.
- list and explain types of food-borne illnesses and how to minimize risks of food-borne illnesses.
- explain food allergies or intolerance.
- identify dietary changes to improve mental and physical health. (reduce consumption of caffeine, refined sugars, common allergens, or problem foods, etc.)

## Instructional Resources

### Body Weight and Body Image Lessons for Adolescents

Grades 9-12

Multidisciplinary, interactive lessons:

- Normal Eating and Exercise
- Eating Volumetrically – Eating More for Less
- Portions are Out of Proportion
- Food-Mood Connection
- It's the Little Things That Count
- Barbie, Ken, and Action Toys
- Body Image Distortion

Sponsor: Pennsylvania Department of Education

[http://www.pde.state.pa.us/food\\_nutrition](http://www.pde.state.pa.us/food_nutrition)

### **Go Girls!**

Grades 7-12

Enhances girls' self-esteem; empowers media advocacy; explores body image issues; and discusses eating disorders.

<http://www.nationaleatingdisorders.org>

+Cost

### **Feeding Minds, Fighting Hunger**

Grades 9-12

International classroom for exploring the problems of hunger, malnutrition, and food insecurity.

- What are Hunger and Malnutrition?
- Who are the Hungry?
- Why are People Hungry and Malnourished?
- What Can We Do to Help End Hunger?

Three or more class periods

Contact: <http://www.feedingminds.org>

Free

### **Secondary-Level Interdisciplinary Curriculum**

Grades 9-12

Critical nutrition needs of adolescents.

- Special Nutrition Problems of Adolescence
- Alternative Eating in the 1990s
- Prevention of Disordered Eating
- Increasing Physical Activity
- Food Safety

Sponsor: Pennsylvania Department of Education

[http://www.pde.state.pa.us/food\\_nutrition](http://www.pde.state.pa.us/food_nutrition)

### **Thin is In**

Grades 6-8

Learn to be smart and healthy consumers, to make wise health decisions, and to create original commercials that promote healthy living.

Sponsor: PBS and Children's Hospital

Two-four class periods

<http://www.pbs.org/teachersource>

Free

### **You Are What You Eat**

Explore how social class might affect personal health, understanding of nutritional needs, and policy related to Healthy People 2010.

Sponsor: PBS

Two-four class periods

<http://www.pbs.org/peoplelikeus/resources/lessonplans/health.html>

Free

### **Virginia Technical Assistance Guide to Nutrition Education for Teachers**

Grade 10

Addresses a wide variety of topics including fad diets, weight, nutrition, physical activity, body image, and food security. Designed to meet Virginia SOL objectives. Contains background information for teachers

Sponsor: Virginia Action for Healthy Kids

Five class periods

<http://www.ext.vt.edu/actionforhealthykids>

Free

## **Instructional Lessons**

### **About All You Can Eat: Feast or Famine**

Design an experiment to test if Pima Indians develop diabetes because of genetics or diet.

Sponsor: PBS

One class period

<http://www.pbs.org/teachersource>

Free

### **A ‘Hearty’-y Look at Diet**

Grades 9-12

Explores how diet is related to heart disease.

Sponsor: PBS

Two-four class periods

<http://www.pbs.org/healaheart/classroom/diet.html>

Free

### **Eating Disorders – Five-Day Lesson Plan**

Grades 7-12

Cultural basis for body dissatisfaction, drive for thinness, prejudice, and dieting.

Sponsor: National Eating Disorders Association

[http://www.nationaleatingdisorders.org/p.asp?webpage\\_id=365&profile\\_id=46](http://www.nationaleatingdisorders.org/p.asp?webpage_id=365&profile_id=46)

+Cost

### **Eating Forever**

Grades 6-12

Importance of healthy diet and regular exercise.

Sponsor: PBS

One-two class periods

<http://www.pbs.org/stealingtime/resources/lesson2print.htm>

Free

### **Fat: Ideal Weight, Cultural Stereotypes, and Eating Disorders**

Explore societal prejudices against people who are overweight; research “ideal weight”; identify how body image may lead to eating disorders.

Sponsor: PBS

One class period

<http://www.pbs.org/wgbh/pages/frontline/teach/fat/lesson1.html>

Free

### **Fat: Obesity, Eating Habits, and Weight Loss**

Discuss current guideline for a healthy diet; compare them with their own diet; and learn safe ways to lose weight.

Sponsor: PBS

One class period

<http://www.pbs.org/wgbh/pages/frontline/teach/fat/lesson2.html>

Free

### **Genes or Jeans?**

Grades 9-10

Evaluates how one's genetics and health choices contribute to disease and proposes strategies to reduce risk.

Sponsor: Georgia State University

Individual lesson plan

<http://www.gsu.edu/~wwwche/hlessons.htm>

Free

### **Healthy for Life**

Grades 9-10

Evaluates how one's genetics and health choices contribute to disease and proposes strategies to reduce risk. Analyzes causes, treatments, and prevention for cancers.

Sponsor: Georgia State University

Individual lesson plan

<http://www.gsu.edu/~wwwche/hlessons.htm>

Free

### **The Heart of Reading Labels**

Grades 9-10

Students use food labels to make educated decisions about choosing proper nutrient rich foods.

Sponsor: Georgia State University

Individual lesson plan

<http://www.gsu.edu/~wwwche/hlessons.htm>

Free

### **LOAFS – Learning on a Full Stomach**

Grades 5-12

Students look at hunger problems within their own communities and are encouraged to implement a LOAFS program.

Sponsor: Ask ERIC Lesson Plan

Three classes

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **New Moves**

Grades 9-12

\*Evaluated program

Targets females to increase healthy eating and physical activity. Places emphasis on feeling good about the self. Provides nutrition guidance, non-competitive physical activity, and social support.

Sponsor: University of Minnesota

E-mail: [neumark@epi.umn.edu](mailto:neumark@epi.umn.edu)

### **Soft Drink Sales in Schools**

Grades 9-12

Analyzes sugar content in soda and physical activity needed to burn these calories. Students formulate position on soft drink sales in school.

Sponsor: PBS – NOW with Bill Moyers

Two-four class periods

[http://www.pbs.org/now/printable/classroom\\_diet\\_print.html](http://www.pbs.org/now/printable/classroom_diet_print.html)

Free

### **Additional Instructional Resources**

- Beyond Vegetarianism – <http://www.beyondveg.com>
- BMI Calculator and Factors that Affect BMI (calculates BMI) – <http://www.cdc.gov/nccdphp/dnpa/bmi/bmi-for-age.htm>
- BMI Calculator of Body Mass Index (child and adult) – <http://www.halls.md/body-mass-index/av.htm>
- Calorie Control Council – <http://www.caloriecontrol.org>
- Compulsive Overeating Information – <http://www.somethingfishy.org/whatarethey/coe.php>
- Eating Disorders – <http://www.somethingfishy.org/whatarethey/bulimia.php>
- Eating Disorders Association – <http://www.edauk.com>
- Eating Disorders for People of Color – <http://www.somethingfishy.org/cultural/roles.php>
- Foodborne Illnesses – <http://www.cdc.gov/health/foodill.htm>
- Food Guide Pyramid – <http://www.cnpp.usda.gov>
- National Eating Disorders Association – [http://www.nationaleatingdisorders.org/p.asp?webpage\\_id=373&profile\\_id=43](http://www.nationaleatingdisorders.org/p.asp?webpage_id=373&profile_id=43)
- National Heart, Lung, and Blood Institute: BMI Calculator (adult) – <http://www.nhlbisupport.com/bmi/bmicalc.htm>
- National Women’s Health Information Center: Eating Disorders Adolescents – <http://www.4women.gov/bodyimage/>
- Nutrition: Calorie Control – <http://www.caloriecontrol.org>
- Partnership for Healthy Weight Management – <http://www.consumer.gov/weightloss>

### **Assessment Ideas**

The student will:

- identify the impact of obesity on overall health.
- discuss harmful weight loss and weight gain strategies.
- create a plan that meets their dietary needs.
- calculate their daily calorie expenditure.
- determine their BMI and develop strategies, if necessary, for improvement.

# Knowledge and Skills Tenth Grade

## Standard of Learning

- 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and well-being of self and others throughout life. Key concepts/skills include:
- b) the effects of sedentary lifestyle;

## Understanding the Standard

The student will understand the health risks associated with a sedentary lifestyle.

## Essential Knowledge and Skills

The student will:

- define sedentary lifestyle.
- describe health risks associated with a sedentary lifestyle. (premature death, disease/illness, mental illness, chronic diseases, unintentional injuries, etc.)
- identify the economic impact of a sedentary lifestyle in the U.S. (\$79.6 billion in 2000)
- describe behaviors that lead to a sedentary lifestyle.
- list strategies for developing an active lifestyle.
- list the physical, mental, and emotional benefits of exercise.

## Instructional Resources

### Sports Nutrition for Adolescents

Grades 9-12

Promotes healthful nutrition to students participating in school or community-based athletics.

- Sports Drinks
- Sports Bars & Energy Foods
- Sports Diet
- Protein Power
- Recovery Carbs

Sponsor: Pennsylvania Department of Education

[http://www.pde.state.pa.us/food\\_nutrition](http://www.pde.state.pa.us/food_nutrition)

## Instructional Lessons

### Motivating Youth to Get More Exercise

Grades 9-12

Discusses consequences of being overweight. Develop strategies to be more physically active

Sponsor: PBS – NOW with Bill Moyers

Two-four class periods

[http://www.pbs.org/now/printable/classroom\\_verb\\_print.html](http://www.pbs.org/now/printable/classroom_verb_print.html)

Free

### New Moves

Grades 9-12

\*Evaluated program

Targets females to increase healthy eating and physical activity. Places emphasis on feeling good about the self. Provides nutrition guidance, non-competitive physical activity, and social support.

Sponsor: University of Minnesota

E-mail: [neumark@epi.umn.edu](mailto:neumark@epi.umn.edu)

### **Additional Instructional Resources**

- American Cancer Society – “Generation Fit” – e-mail: [rita.w.miller@cancer.org](mailto:rita.w.miller@cancer.org)
- American College of Sports Medicine – <http://www.acsm.org>
- American Council on Fitness – <http://www.acefitness.org>
- Local Fitness Center Personnel
- Poor Nutrition and Sedentary Lifestyle – <http://www.sdchip.org/pdfs/G-nutrition%20edited.pdf>
- SUA Fitness Center Assessment – <http://www.shapeup.org>
- Tips to Avoid a Sedentary Lifestyle – <http://www.applesforhealth.com/sedenlife1.html>

### **Assessment Ideas**

The student will:

- interview five peers and five adults and compare their activity levels at the present time to three years ago and as a child, respectively. What conclusions, if any, can be drawn?
- compare and contrast activity levels based on age, economic status, and geographic setting.
- compare and contrast activity levels of teenagers today with those of their parents and grandparent's generations.
- explain how a sedentary lifestyle can be hazardous to one's health.
- keep a daily log of how much television they watch, time on the computer, etc. In the same log, record activity levels. Determine necessary changes to improve health.
- design a brochure entitled, “Tips to Avoid a Sedentary Lifestyle.”

# Knowledge and Skills Tenth Grade

## Standard of Learning

- 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and well-being of self and others throughout life. Key concepts/skills include:
- c) the effects of tobacco, alcohol, inhalants, and other drug use;

## Understanding the Standard

The student will analyze the effects of tobacco, alcohol, inhalants, and other drug use on mental, physical, and social health.

## Essential Knowledge and Skills

The student will:

- define substance abuse.
- explain why people misuse drugs or other chemicals:
  - see others using drugs;
  - are pressured by friends or siblings to use drugs;
  - want to fit in;
  - thrill seeking or experimenting;
  - see drugs glamorized on television, movies, or in song lyrics; and
  - are bored or trying to escape from problems.
- describe side effects and the synergistic effects of drugs.
- describe symptoms of drug overdose.
- differentiate between physical and psychological dependence and addiction.
- identify the cost of substance abuse.
- identify harmful substances and health problems associated with tobacco use.
- describe the long-term physical, mental, and social effects of alcohol abuse.
- explain the physical, mental, and social effects of inhalant abuse.
- list illegal drugs used by adolescents.
- describe strategies for preventing substance abuse.

## Instructional Resources

- Review 9.3e
- School Resource Officer or Local Police Department
- Al-Anon and Alateen – <http://al-anon.alateen.org>
- Drugs and Teen Substance Abuse – <http://www.focusas.com/SubstanceAbuse.html>
- Growing Up in Smoke – <http://smoke-free.eire.org/contents.htm>
- CDC Office on Smoking and Health – <http://www.cdc.gov/nccdphp/osh>
- Drug Enforcement Administration – <http://www.dea.gov>
- Alcoholism and Drug Dependence – <http://www.ncadd.org/facts/problems.html>
- National Clearinghouse for Alcohol and Drug Information – <http://nsawi.health.org>
- National Drug Control Policy and Anti-Drug Media Campaign – <http://www.mediacampaign.org>
- Council on Alcoholism – <http://www.councilonalcoholism.net/DWI.htm>
- Drug and Violence Prevention – <http://dave.esc4.net/>

## Assessment Ideas

The student will:

- develop a poster about the effect of alcohol, tobacco, and drug use on the body.
- explain five reasons teens may use drugs.
- describe the physical, mental, and social consequences of drug use and abuse.
- brainstorm ways to create a video/skit to show middle school students the benefits of living drug-free.



- design an ad to warn students about tobacco, alcohol, inhalants, and other drug use.

## Knowledge and Skills Tenth Grade

### Standard of Learning

- 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and well-being of self and others throughout life. Key concepts/skills include:
- d) behaviors that result in intentional and unintentional injury.

### Understanding the Standard

The student will identify behaviors that result in intentional and unintentional injuries.

### Essential Knowledge and Skills

The student will:

- give examples of intentional and unintentional injuries.
- explain how to prevent unintentional injuries:
  - motor vehicle safety – wear safety belts and observe traffic laws;
  - exercise safety – take precautions to minimize sports injuries;
  - sports safety – wear appropriate protective equipment;
  - water safety – check for depth or obstacles before diving, do not swim alone;
  - prevent poisoning – read medicine labels, avoid toxic vapors; and
  - fire safety – handle chemicals with care, check smoke alarms, etc.
- explain how to prevent intentional injuries:
  - avoid guns and alcohol and other drugs;
  - avoid gangs and gang-related activities;
  - develop conflict mediation skills;
  - develop healthy ways to control anger;
  - build self-esteem; and
  - limit exposure to events, activities, etc., that glamorize violence.

### Instructional Resources

- Review 9.3a-c
- Mental Health Agencies
- School Nurse
- Guidance Counselor
- Virginia Department of Health – <http://vdh.state.va.us>
- Centers for Disease Control – <http://www.cdc.gov>
- Insurance Institute for Highway Safety – <http://www.hwysafety.org>
- Center for Prevention of Violence – <http://www.Colorado.EDU/cspv/index.html>
- Injury Prevention Web – <http://www.injurypreventionweb.org>
- National Center for Injury Prevention and Control – <http://www.cdc.gov/ncipc>

### Assessment Ideas

The student will:

- prepare a poster presentation on the rise of random violence in society today.
- identify causes of teen violence.
- identify the five leading causes of injury death for teenagers.
- list and provide prevention for injuries common to five different sports.

## Knowledge and Skills Tenth Grade

### Standard of Learning

- 10.2 The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include:
- power of assertiveness;
  - value of exercising self-control;
  - merits of goal setting;

### Understanding the Standard

The student will identify and understand the positive benefits of assertiveness, goal setting, and exercising self-control.

### Essential Knowledge and Skills

The student will:

- compare and contrast assertive and aggressive behavior. (assertive behavior is bold and confident behavior – speaks with conviction, leaving no doubt of feelings or intentions, while aggressive behavior attacks the situation in an overly forceful, hostile, bullying way)
- explain the power of assertiveness. (the ability to express thoughts, feelings, and beliefs in a direct, honest, and appropriate way – often the best way to deal with negative peer influence)
- compose a scenario providing exemplars of assertive and aggressive behavior.
- recommend ways to be assertive in a variety of situations.
- define self-control and explain how it is a protective factor. (the person’s ability to choose responsible behavior rather than eliciting an impulsive emotional response)
- establish a health goal:
  - select a measurable, realistic health goal to work on – make sure the selected goal will not harm your health; (Note: Be very careful that the chosen goal does not offend parents, guardians, etc. The teacher may want to have parents sign the “goal sheet.”)
  - list what you need to do to reach the goal;
  - identify sources of support;
  - set a reasonable time frame to reach your goal;
  - evaluate your progress; and
  - reward yourself after reaching the goal.

### Instructional Resources

- Life Skills Programs
- Assertiveness – <http://www.councs.uiuc.edu/Brochures/assertiv>.
- Assertiveness Training – <http://mentalhelp.net/psychhelp/chap13/chap13e>
- Behavior, Motivation, and Self-Control – <http://mentalhelp.net/psychhelp/chap4>
- Self-Control – <http://www.coping.org/control/selfcont.htm>
- PE Central – <http://www.pecentral.org/lessonideas/health/healthlp.asp>
- Powerful Written Goals – <http://www.topachievement.com/goalsetting.html>
- Goal Setting Worksheet – <http://www.coun.uvic.ca/learn/program/hndouts>
- Ten Steps to Getting What You Want in Life with Goals – <http://www.gems4friends.com/goals/>

### Assessment Ideas

The student will:

- create and implement an action plan to accomplish a health goal.
- describe how aggressiveness differs from assertiveness.
- develop an assertiveness tip sheet.
- role-play a situation in which exercising self-control was a protective factor.
- provide examples of assertive behavior and benefits of self-control.

## Knowledge and Skills Tenth Grade

### Standard of Learning

10.2 The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include:

- b) impact of involvement in school and community activities;

### Understanding the Standard

The student will analyze how involvement in community and school activities promotes a sense of belonging.

### Essential Knowledge and Skills

The student will:

- explain the benefits of relationships. (meets the need to be loved, feel safe, secure, valued, and recognized)
- analyze communication skills. (speaking, listening, and body language)
- describe friendships. (involve caring, consideration, and trust)
- compare and contrast types of friendships.
- explain community health partnerships. (citizens work together for safety and to provide healthful environment that meets the needs of all community members)
- list examples of school-community activities. (school-to-work transition programs, mentoring, community service, project-based learning, family-school connections, etc.)
- infer how involvement in school activities promotes mental and physical health. (self-esteem, self-concept, team membership, etc.)
- recommend types of community activities that help to develop a sense of belonging and increase one's mental and physical health.
- create a profile of a good citizen.

### Instructional Resources

- School and Community Calendars, Newspapers, and Advertisements
- Non-Profit Groups
- Service Learning Activities
- School, Family, and Community Connections – <http://www.sedl.org/pubs/fam32/6.html>
- Kids Care Clubs – [http://www.kidscare.org/kidscare/facts\\_stats](http://www.kidscare.org/kidscare/facts_stats)
- Volunteer Activities for Young People – [http://www.ymca.net/get\\_involved/youngvol.htm](http://www.ymca.net/get_involved/youngvol.htm)
- Volunteerism in the United States – <http://usinfo.state.gov/usa/volunteer>
- Service Leader – <http://www.serviceleader.org>
- Virginia Volunteerism – <http://www.dss.state.va.us/community/volunteer.html>
- Volunteerism and Service Learning – <http://www.nonprofits.org/npofaq/04>

### Assessment Ideas

The student will:

- classify types of community volunteer activities.
- explain how participation in school clubs, teams, etc., promote a sense of belonging and help maintain a sound mind and healthy body.
- select a school and/or community service learning activity that promotes a sense of belonging.

## Knowledge and Skills Tenth Grade

### Standard of Learning

- 10.2 The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include:
- e) impact of emotions and peer approval on personal decision-making;

### Understanding the Standard

The student will analyze the impact that emotions and peer approval have on personal decision-making.

### Essential Knowledge and Skills

The student will:

- classify types of emotions.
- evaluate the impact peer approval has on teenagers.
- describe how to make choices based on a decision-making model:
  - examine the situation;
  - list possible options;
  - weigh possible outcomes;
  - factor in your personal, family, and community values;
  - make a decision and take action; and
  - evaluate your decision.
- explain how emotions impact decisions. (emotions often magnify a problem and one needs to have strong decision-making skills to make responsible choices)
- evaluate the effects peer pressure has on teen decision making. (usually has a strong influence that can positively or negatively impact teen decision-making)
- explain manipulation. (teasing someone, making threats, using blackmail, bribing or promising something, using guilt, or using flattery)

### Instructional Resources

- Review 8.2b
- Guidance Counselors
- Peer Influence – <http://www.sylviarimm.com/peer.htm>
- Power of Positive Peer Influence – <http://www.princetonleadership.org/peerinflue>
- Decision-Making Skills – <http://www.hooah4health.com/spirit/decisions>
- Decision-Making and Problem-Solving – <http://www.mentalhelp.net/psyhelp/chap13/chap13o>
- Adolescent Decision Making – <http://www.nap.edu/html/adolescent>
- Emotions and Emotional Intelligence – <http://trochim.human.cornell.edu/gallery/young/emotion.htm>

### Assessment Ideas

The student will:

- identify a health problem common to teenagers and young adults and apply the decision-making model to resolve the problem.
- give examples or both positive and negative peer pressure and their impact on decision-making.
- generate a list of risk behaviors that may be the result of peer pressure.
- role play situations in which positive or negative peer pressure affects decision-making.
- role play situations in which manipulation affects decision-making.

# Knowledge and Skills Tenth Grade

## Standard of Learning

- 10.2 The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include:
- f) effects of an individual's environment;
  - g) family health habits and behaviors as they relate to health promotion;
  - h) the importance of support and encouragement from positive role models.

## Understanding the Standard

The student will analyze the effects the environment has on health, the relationship between family health habits and health promotion, and the importance of support and encouragement from positive role models.

## Essential Knowledge and Skills

The student will:

- rank environmental health risks. (air quality, high crime rate, unclean or contaminated water or land, health hazards, etc.)
- explain how the environment affects health.
- evaluate positive and negative factors in the environment.
- recommend ways to improve the environment.
- formulate a list of family health habits. (nutrition, exercise, sleep, driving, hygiene, etc.)
- summarize the effects of family health habits on family wellness.
- identify effects of family health habits on physical activity.
- analyze effects of family health habits on nutrition.
- compare and contrast characteristics of positive and negative role models. (someone that inspires you to choose healthful or harmful behaviors)
- explain how positive role models encourage/support healthy behaviors.

## Instructional Resources

- Local, State, and National Environmental Health Agencies
- Environmental Protection Agency – <http://www.epa.gov>
- Environment and Human Health – <http://health.usgs.gov>
- The Children are Watching – [http://www.pbs.org/teachersource/whats\\_new/he](http://www.pbs.org/teachersource/whats_new/he)
- Sports, Business, and Media Role Models

## Assessment Ideas

The student will:

- write a two-page scenario on the effect positive role models have on teenagers.
- design and implement an environmental clean-up project for the school or community.
- design a pamphlet that advocates support for an environmental issue.

## Knowledge and Skills Tenth Grade

### Standard of Learning

- 10.3 The student will implement personal injury prevention and self-management strategies that promote personal, family, and community health throughout life. Key concepts/skills include:
- a) strategies to reduce and prevent violence;
  - b) peaceful resolution of conflicts;

### Understanding the Standard

The student will develop strategies for peaceful resolution of conflicts, and reduce and prevent violence to promote personal, family, and community health.

### Essential Knowledge and Skills

The student will:

- define personal violence. (use of physical force to injure or abuse self or others)
- develop strategies to reduce or prevent teen violence. (avoid guns and other weapons, alcohol and other drug use, build self esteem, etc.)
- explain how violence affects personal, family, and community health. (fear, stress, injury, financial loss, etc.)
- select methods for peaceful conflict resolution. (cooperating, problem solving, showing respect for differences, etc.)
- infer the mental and physical benefits of resolving conflicts peacefully. (reduces emotional distress, prevents injuries, etc.)
- compare and contrast conflicts experienced by middle school students, high school students, and adults.

### Instructional Resources

- Review 9.1i
- Resource Officers
- Guidance Counselors
- Health Textbooks
- Life Skills Programs
- Conflict Mediation Models
- Strategies to Prevent Youth Violence – <http://www.cdc.gov/ncipc/dvp/bestpractices/chapter2b.pdf>
- Conflict Resolution – <http://www.ed.gov/offices/OESE/SDFS/actguid/conflet.html>
- National Youth Violence Prevention Resource Center – <http://www.safeyouth.org/teens/topics/conflicts.htm>
- Stopping School Violence – <http://www.ncpc.org/2schvio.htm>
- 12 Conflict Resolution Skills – <http://www.crnhq.org/twelveskills.html>
- Building Peaceable Classrooms – <http://www.gigglepotz.com/peace/htm>
- Drug and Violence Prevention – <http://dave.esc4.net>

### Assessment Ideas

The student will:

- brainstorm and rank peaceful solutions to common high school conflicts.
- write a short story about a conflict between two or more people that was resolved peacefully.
- explain why academic failure is a risk factor for violent behavior.
- evaluate violence prevention measures being taken by their school or in their community.
- design a conflict resolution pamphlet appropriate for middle school students.

# Knowledge and Skills Tenth Grade

## Standard of Learning

- 10.3 The student will implement personal injury prevention and self-management strategies that promote personal, family, and community health throughout life. Key concepts/skills include:
- c) administration of emergency care;
  - e) recognition of life-threatening situations;
  - f) crisis-management strategies;

## Understanding the Standard

The student will recognize life-threatening situations, utilize crisis-management strategies, and demonstrate emergency care skills.

## Essential Knowledge and Skills

The student will:

- explain crisis management. (remain calm, calm others, quick evaluation and action, etc.)
- evaluate life-threatening situations. (situations that may cause death, such as poisoning, respiratory obstruction, severe bleeding, elevated body temperature, heart attack, stroke, burns, etc.)
- demonstrate first aid treatment for someone who:
  - is experiencing a respiratory or cardiac emergency;
  - has an open or closed wound;
  - is burned;
  - is suffering from an environmental emergency;
  - has an injury to bones, joints, or muscles;
  - faints;
  - has been bitten by an animal;
  - has a head, neck, or back injury;
  - is in shock;
  - has symptoms of a stroke; and
  - has been poisoned. (swallowed, absorbed, injected, or inhaled)

## Instructional Resources

- Review 9.3d
- Local Fire Department (EMTs, Rescue Personnel, etc.)
- American Red Cross
- School Nurse
- Athletic Trainer
- First Aid Page – <http://www.expage.com/page/lacieking>
- Emergency and First Aid – <http://www.healthy.net/clinic/firstaid>
- First Aid/Emergencies – <http://www.nlm.nih.gov/medlineplus/firstaidemergencies.html>

## Assessment Ideas

The student will:

- demonstrate CPR and rescue breathing.
- demonstrate basic first aid for choking, bleeding, splinting, etc.
- create simulated crisis situations and crisis management strategies.
- become certified in first aid or CPR.
- provide a written response to situations requiring emergency care.



## Knowledge and Skills Tenth Grade

### Standard of Learning

- 10.3 The student will implement personal injury prevention and self-management strategies that promote personal, family, and community health throughout life. Key concepts/skills include:
- d) recognition of tendencies toward self-harm;

### Understanding the Standard

The student will identify the risk factors and warning signs associated with someone who may harm themselves.

### Essential Knowledge and Skills

The student will:

- define mental disorders. (an emotional, psychological, physical, or biochemical disorder that interferes with the demands of daily life)
- describe an organic mental disorder. (a physical illness or injury that affects the brain)
- describe a functional mental disorder. (results from stress, trauma, poor coping skills, emotional conflict, etc.)
- describe depression. (feelings of hopelessness, helplessness, and sadness)
- explain warning signs that indicate someone may cause harm to themselves:
  - seems depressed, lacks energy, and enthusiasm;
  - withdraws from family and friends;
  - shows no interest in doing well at school;
  - gives away possessions;
  - neglects personal hygiene and has an unkempt appearance;
  - becomes extremely sensitivity to what others say and do;
  - makes comments or writes songs or poetry about not wanting to live any more;
  - increases risk-taking behaviors – drives recklessly, behaves violently; and
  - shows self-destructive behaviors such as abusing drugs and alcohol.
- decide what actions can be taken when friends show tendencies toward self-harm:
  - listen, show concern, talk directly to them, and make sure they know you care;
  - stress to them that this is temporary and there are people who can help them;
  - make sure they understand that harming themselves is not the best solution; and
  - have them talk to a trusted adult.
- recognize options for professional help. (school counselor, psychiatrist, neurologist, school psychologist, psychiatric social worker, etc.)

### Instructional Resources

- Review 10.1d
- Health Textbooks
- Suicide Hotline
- Mental Health Agencies
- Guidance Counselors
- Self Harm – <http://www.selfharm.com>
- American Self Harm Information Clearinghouse – <http://www.selfinjury.org>
- Prevent Suicide Virginia – <http://www.vahealth.org/civp/preventsuicideva/index.htm>

### Assessment Ideas

The student will:

- design a brochure on signs and symptoms of self harm.
- keep a journal of their daily experiences with stress, anxiety, fear, and feelings of sadness.
- write a short story about a teenager whose life became overwhelming.
- list three short-term and three long-term benefits of seeking help for depressive feelings.
- rewrite a case study so that there is a positive result.

# Knowledge and Skills Tenth Grade

## Standard of Learning

- 10.3 The student will implement personal injury prevention and self-management strategies that promote personal, family, and community health throughout life. Key concepts/skills include:
- g) methods of avoiding gang-related activity and the use of weapons to commit violent acts of aggression.

## Understanding the Standard

The student will identify methods of avoiding gang-related activities and the use of weapons to commit violent acts of aggression.

## Essential Knowledge and Skills

The student will:

- identify gang-related behaviors.
- recognize and explain risks associated with gang-related activities.
- select methods to avoid violence. (choose friends wisely, if a situation feels unsafe it probably is, etc.)
- explain the effects of negative peer pressure. (someone encourages you to do something wrong)
- explain and employ resistance skills. (strategies that help you say NO)
- explain how anger contributes to weapons and violent behaviors. (heart beats faster, blood rushes to your face, muscles tense up, etc., so your body is ready to defend itself – without your brain channeling this energy into something positive, the situation can easily escalate into a serious conflict)
- show the relationship between alcohol and other drug use and injury and violent crimes. (lose ability to control anger, make poor judgments and decisions, susceptible to negative group pressures, engage in drunk driving, fall, etc.)

## Instructional Resources

- Review 8.2a
- Review 9.3b
- Resource Officer or Local Police Department
- Center for Disease Control – <http://www.cdc.gov>
- Gangs – <http://www.ci.joliet.il/JPDGangs.htm>
- Youth Violence – <http://www.safeyouth.org/teens/topics/conflicts.htm>
- Bodyteen Violence – <http://www231.pair.com/grpulse/bt/gaal.html>
- Violence Prevention – <http://www.evergreenhouse.org/ecommc.htm>
- Gangs or Us – <http://www.gangsorus.com>
- Drug and Violence Prevention – <http://dave.esc4.net>

## Assessment Ideas

The student will:

- create an advertisement promoting the benefits of a safe community.
- list causes of violence, particularly among teens.
- describe ways to make the school a safer place.
- role-play demonstrating strategies to diffuse potentially violent situations.
- create a pamphlet for elementary or middle school students on the dangers of gang-related activities.

## Information Access and Use Tenth Grade

### Standard of Learning

- 10.4 The student will synthesize and evaluate available health information, products, and services for the value and potential impact on his/her well being throughout life. Key concepts/skills include;
- marketing and advertising techniques to promote health;

### Understanding the Standard

The student will evaluate marketing techniques that promote health.

### Essential Knowledge and Skills

The student will:

- identify marketing and advertising techniques.
- define social marketing.
- explain how advertisers use direct and indirect methods to influence the public.
- summarize how decoding false advertising methods provides individuals with a sense of control and enhances personal safety.
- identify federal agencies responsible for monitoring false advertising about drug and health products. (Food and Drug Administration, Federal Trade Commission, and the United States Postal Service)
- develop a system for screening certain products without yielding to marketing and advertising techniques.
- identify organizations or agencies that use marketing techniques to promote health.

### Instructional Resources

- Marketing Specialists
- Social Marketing – <http://www.socialmarketing-nutrition.ucdavis.edu/somark.htm>
- Types of Web Advertising – <http://www.pr2.com/webads3.htm>
- Six Types of Advertising – <http://www.smalltownmarketing.com/sixads.html>
- Food and Drug Administration Center for Drug Evaluation – <http://www.fda.gov/cder>
- Federal Trade Commission – <http://www.ftc.gov>
- United States Postal Service – <http://www.usps.gov>
- Where to Complain or Seek Help – <http://www.quackwatch.com/02ConsumerProtection>

### Assessment Ideas

The student will:

- use two products and distinguish between advertising claims and actual benefits.
- compare advertising techniques and methods between the 1960s and the present.
- identify three advertisements that use the persuasion method to sell a product.
- have small groups of students role-play the persuasion method of advertising.
- analyze the effectiveness of social marketing techniques to promote health.
- create a jingle that contains false information about a health product.
- develop a fictitious product and try to sell it to their peers using their version of one of the marketing strategies.
- identify products that have been restricted to certain consumers because of their potentially harmful effects.
- plan and implement a study which documents the appeal of a product based on its advertisement rather than its taste or appeal.
- analyze the economic gains realized by effective advertising.
- discriminate between honest advertising and quackery.

# Information Access and Use

## Tenth Grade

### Standard of Learning

- 10.4 The student will synthesize and evaluate available health information, products, and services for the value and potential impact on his/her well being throughout life. Key concepts/skills include:
- b) the use of current technological tools to analyze health products and services;

### Understanding the Standard

The student will apply technology tools, such as the Internet, to analyze health products and services.

### Essential Knowledge and Skills

The student will :

- identify and describe the functions of technological tools.
- discuss the impact technological tools have on health products or services:
  - provides a large volume of easily accessible health information;
  - efficient;
  - increases speed of product or service delivery;
  - provides an avenue to research and compare available health products and services;
  - and
  - provide expanded and expedited care to patients through the World Wide Web.

### Instructional Resources

- Community Access to Technology, Bill and Melinda Gates Foundation – <http://www.gatesfoundation.org>
- Health and Science – NASA – <http://www.infoplease.com/sci.html>
- Food and Drug Administration Center for Drug Evaluation – <http://www.fda.gov/cder>
- International Network of Agencies for Health Technology Assessment – <http://www.inahta.org>
- Organ Donation – <http://www.organdonor.gov>
- Health and Nutrition Product Testing – <http://www.consumerlab.com>

### Assessment Ideas

The student will:

- compare and contrast methods of disseminating health information: analyze speed, efficiency, and availability from the early 1800s to the present day.
- discuss how improvements and advances in technology may save lives in the 21<sup>st</sup> century.
- describe international, cooperative efforts in a health crisis which relied on technology.
- evaluate the technology tools that may be used to combat a nuclear, biological, or environmental threat.
- compare and contrast the application of technology in the space industry and medical professions.
- write a report on the impact of technology on children's health over the past 100 years.

## Information Access and Use Tenth Grade

### Standard of Learning

- 10.4 The student will synthesize and evaluate available health information, products, and services for the value and potential impact on his/her well being throughout life. Key concepts/skills include:
- c) involvement of local, state, and federal agencies in health-related issues;

### Understanding the Standard

The student will evaluate how health-related issues require local, state, and federal cooperation to provide effective health-care delivery, efficient health-care management, and increased safety and security for individuals and communities.

### Essential Knowledge and Skills

The student will:

- explain the role of local health agencies in providing accessible health services.
- discuss how state health agencies coordinate services between local and regional agencies to provide resources for improved local health care delivery.
- explain the role of federal agencies in addressing the health goals and services of the larger national community.

### Instructional Resources

- Virginia Department of Health – <http://www.vdh.state.va.us>
- Virginia Department of Social Services – <http://www.dss.state.va.us>
- Centers for Disease Control and Prevention – <http://www.cdc.gov>
- Food and Drug Administration – <http://www.fda.gov>
- National Institute of Health – <http://www.nih.gov/icd>
- U.S. Environmental Protection Agency – <http://www.epa.gov>
- Federal Emergency Management Agency – <http://www.fema.gov>

### Assessment Ideas

The student will:

- identify local, state, and federal health agencies and describe their function.
- explain the role of a health-care agency that has the responsibility of responding to a community health condition which, if not contained, could escalate into a national health epidemic or threat.
- summarize the evolution of various health agencies during the past 100 years, and describe their impact on the health status of communities.
- create a local map, identifying the location of health-care agencies in the community.
- describe a movie which involved a health agency for a significant part of the plot. Rewrite the ending of the movie assuming that the health agency did not exist.
- categorize health-care agencies according to their functions and whether they are a for-profit or non-profit agency.

## Information Access and Use Tenth Grade

### Standard of Learning

- 10.4 The student will synthesize and evaluate available health information, products, and services for the value and potential impact on his/her well being throughout life. Key concepts/skills include:
- d) the impact of technology on the health status of individuals, families, communities, and the world;

### Understanding the Standard

The student will analyze how technology may expand and improve services, products, and health care; its impact on families in their pursuit of efficient, reliable, and effective health services; and the global impact of technological improvements on health-care information, delivery, and services.

### Essential Knowledge and Skills

The student will:

- recognize how technology impacts health care, biomedical knowledge, research, and clinical information.
- discuss how technology provides statistical data and expanded access to improved health care services.
- explain how patient services have improved through increased ability to store and retrieve information quickly.
- analyze the impact of medical technology on future health care costs.

### Instructional Resources

- Technology and Health – [http://www.msnbc.com/news/NW-HEALTHMED\\_Front](http://www.msnbc.com/news/NW-HEALTHMED_Front)
- Medical Technology – <http://www.bigchalk.com/cgi-bin/WebObjects/WO>
- Impact of Technology on Health Care – <http://www.newhealthnetwork.co.uk/Content.asp>
- Organ and Tissue Donation – <http://www.organdonor.gov>

### Assessment Ideas

The student will:

- provide oral presentations to compare and contrast health benefits and services using technology information.
- demonstrate how the use of search engines and hospital or medical office computers improve patient access and medical care.
- compare technological capabilities in the health care field from 50 years ago to the present.
- generate ideas for the improved use of technological tools in the future.
- analyze the impact of medical technology on future health care costs.
- investigate the differences between health care capabilities in the United States and other nations. What role does technology play in the differences?
- create a collage depicting the methods of technology available for health services in the United States.
- create a spreadsheet to track estimated health care costs for a family of four for one year.

## Information Access and Use Tenth Grade

### Standard of Learning

- 10.4 The student will synthesize and evaluate available health information, products, and services for the value and potential impact on his/her well being throughout life. Key concepts/skills include:
- e) employment opportunities in health-related careers and professions.

### Understanding the Standard

The student will identify health professions and allied health career opportunities that require expertise in specific medical or clinical fields.

### Essential Knowledge and Skills

The student will:

- explore available health care professions.
- investigate higher education training opportunities or licensing programs in health care fields.
- identify local and state health career opportunities.

### Instructional Resources

- Health Careers – A Resource Guide for High School Students – <http://www.mccg.org/healthcareers>
- Careers in Allied Health – <http://www.ama-assn.org/ama/pub/category/2322>
- <http://library.thinkquest.org/15569/>
- Health Career – <http://www.wihealthcareers.org>
- Colleges and Universities
- Local Hospitals
- Available Health-Related Jobs – [http://www.flipdog.com/js/jobsearch-results.html?loc=world\\_US&srch=health&job=1](http://www.flipdog.com/js/jobsearch-results.html?loc=world_US&srch=health&job=1)
- Health Careers – [http://www.healthcareerweb.com/index\\_HCW.cfm](http://www.healthcareerweb.com/index_HCW.cfm)

### Assessment Ideas

The student will:

- summarize the professional training and licensing requirements for a specific health care profession.
- compare the educational requirements and responsibilities of medical professionals.
- create a futuristic health career and formulate the job specifications and training required for this position.
- identify, study, and chart the responsibilities of two health care providers in the community. Information from interviews and on-site visits should comprise the majority of the report.
- compare and contrast college and university requirements for specific health-profession fields of study: entrance requirements, classes required, graduation requirements, degrees, certifications, etc.
- compare and contrast the career opportunities provided by various health-profession degrees.

## Community Health and Wellness Tenth Grade

### Standard of Learning:

- 10.5 The student will evaluate how different types of behavior impact the community. Key concepts/skills include:
- a) the benefit of volunteerism;
  - b) the outcome of drinking and driving;
  - c) the effects of using acts of violence to settle disputes;
  - d) the need for organized efforts to address community health issues;
  - e) the responsibilities of citizens to promote health goals of the community;
  - f) the value of positive role models;
  - g) the negative influence of teenage drug and alcohol use on younger members of the community.

### Understanding the Standard

The student will evaluate the behaviors listed under *Key Concepts/Skills a-g* to determine how they positively or negatively impact the community.

### Essential Knowledge and Skills

The student will:

- evaluate each of the key concepts/skills to determine if it has a positive or a negative connotation.
- discuss what the community would be like without the services of volunteers.
- describe how a community might react after a drinking and driving incident.
- identify organizations/agencies that try to combat drinking and driving.
- describe how a community might react to the use of violence to settle a dispute.
- identify organizations/agencies that are responsible for reducing violence.
- identify other community health issues that can be addressed through collaboration of various organizations or agencies.
- describe why is it important for citizens to promote community health goals. (so each member of a community can enjoy a healthy, productive life)
- define a role model. (someone whose behavior is copied, someone young people look up to, etc.)
- identify characteristics of positive role models. (admired person, good character, someone who gives unselfishly, etc.)
- describe the impact of teenage drug and alcohol use on the family and community.
- identify how the use of drug and alcohol might effect younger members of the family and community.

### Educational Resources

- Refer to 9.5
- National Youth Violence Prevention Resource Center – <http://www.safeyouth.org/teens/topics/conflicts.htm>
- Center for Disease Control – <http://www.cdc.gov>
- Virginia Department of Health – <http://www.vdh.state.va.us>
- Alcohol Impaired Driving – <http://www.nhtsa.dot>
- Volunteer Directory – <http://www.planetedu.com/category/volunteer>

### Assessment Idea

The student will:

- give examples of movie stars, sports figures, politicians, and other prominent individuals who could be considered positive role models.
- discuss how being a positive role model can inspire others.
- analyze the benefits of volunteerism.
- evaluate organized efforts in their community to address health problems.