

High School
Medina County Schools'
Course of Study
For
Health
2004

STANDARD 1: NUTRITION

| Instructional Organization | Instructional Indicators | Resource/Instructional Activity |
|----------------------------|---|---------------------------------|
| H-HS-N-1 | 1. Establish a rationale for eating a variety of foods with respect to nutrients and their functions. | Hospital |
| H-HS-N-2 | 2. Analyze the impact of advertising and the media on food and health product choices. | Nutritionist Guest speakers |
| H-HS-N-3 | 3. Examine nutrition-related disease tendencies and prevention strategies affecting cultural groups. | Health Department |
| H-HS-N-4 | 4. Explore the influence of lifestyle on eating behaviors. | |
| H-HS-N-5 | 5. Explore career options in the field of food, nutrition, and health. | |
| H-HS-N-6 | 6. Research a chronic disease (cancer, heart disease, diabetes) using valid sources of information, and produce a report that addresses the management aspects, including diet modifications, of the disease. | |
| H-HS-N-7 | 7. Identify myths for personal weight loss or gain and set goals for healthy weight loss or gain. | |
| H-HS-N-8 | 8. Examine the impact of food intake or restricted intake on physical performance. | |
| H-HS-N-9 | 9. Evaluate the reliability of sources of information. | |

STANDARD 2: ALCOHOL, TOBACCO AND OTHER DRUGS

| Instructional Organization | Instructional Indicators | Resource/Instructional Activity |
|----------------------------|---|---|
| H-HS-ATOD-1 | 1. Examine the physical, mental, emotional, social, and economic consequences of the use and abuse of alcohol, tobacco, and other drugs. | MADD AA |
| H-HS-ATOD-2 | 2. Apply assertive communication, refusal and problem solving skills to situations related to alcohol and other drug use among adolescence. | Police/State Patrol Attorney/prosecutor |
| H-HS-ATOD-3 | 3. Explore the impact of alcohol, tobacco, and drug use and abuse on future life and career goals. | Judge |
| H-HS-ATOD-4 | 4. Identify consequences for own choices and decisions regarding the use of legal and illegal drugs. | Media Internet/movies State of Ohio Liquor Control |
| H-HS-ATOD-5 | 5. Propose alternative activities to promote an alcohol, tobacco, and drug free environment. | |
| H-HS-ATOD-6 | 6. Examine the progression of the disease of addiction on the individual and families. | |
| H-HS-ATOD-7 | 7. Explore behavior change strategies for the treatment of drug abuse and addiction. | |
| H-HS-ATOD-8 | 8. Discover how the use and abuse of alcohol, tobacco, and drugs affects a healthy, attractive body. | |
| H-HS-ATOD-9 | 9. Develop skills to abstain from tobacco use and support others who choose to abstain. | |
| H-HS-ATOD-10 | 10. Examine the rights of a nonsmoker. | |

**STANDARD 2: ALCOHOL, TOBACCO AND OTHER
DRUGS (Cont.)**

| Instructional Organization | Instructional Indicators | Resource/Instructional Activity |
|----------------------------|--|---------------------------------|
| H-HS-ATOD-11 | 11. Investigate community resources that promote smoking cessation programs. | |
| H-HS-ATOD-12 | 12. Analyze the forces in society which influence the use or non-use of alcohol, tobacco, and other drugs. | |

STANDARD 3: GROWTH AND DEVELOPMENT

| Instructional Organization | Instructional Indicators | Resource/Instructional Activity |
|----------------------------|---|---------------------------------|
| H-HS-G&D-1 | 1. Investigate the diverse changes which occur from adolescence to adulthood. | Health Department |
| H-HS-G&D-2 | 2. Examine and refine decision-making behaviors relative to family life. | Catholic Charities (abstinence) |
| H-HS-G&D-3 | 3. Evaluate different types of social relationships (e.g., platonic, infatuation, dating, and love). | Media/Internet |
| H-HS-G&D-4 | 4. Develop skills of communication with someone in a dating situation. | AIDS Task Force |
| H-HS-G&D-5 | 5. Analyze skills and strategies to deal with sexual advancement and sexual harassment. | Medical Hospital |
| H-HS-G&D-6 | 6. Examine aspects of abuse including physical, verbal, emotional, and sexual. | Rape Crisis Center |
| H-HS-G&D-7 | 7. Analyze risk behaviors that may lead to unwanted pregnancies, STD's, and HIV/AIDS and its impact on personal and community health. | |
| H-HS-G&D-8 | 8. Discover individual responsibility and care giving behaviors to improve and protect personal and community health status. | |

STANDARD 4: DISEASE PREVENTION AND CONTROL

| Instructional Organization | Instructional Indicators | Resource/Instructional Activity |
|----------------------------|---|---------------------------------------|
| H-HS-DP&C-1 | 1. Identify the most serious causes of personal stress and construct a plan for coping positively with stress. | Health Department |
| H-HS-DP&C-2 | 2. Investigate a variety of health-enhancing and disease-prevention practices for healthy living. | American Heart Association |
| H-HS-DP&C-3 | 3. Practice health-promoting behaviors which reduce the likelihood of contracting diseases. | Hospital |
| H-HS-DP&C-4 | 4. Explore outward signs and symptoms of risky health behaviors. | Lung Association |
| H-HS-DP&C-5 | 5. Strive to be a safe and responsible family and community member. | Life Banc — organ and tissue donation |
| H-HS-DP&C-6 | 6. Discover techniques for becoming an informed consumer of health products and services. | |
| H-HS-DP&C-7 | 7. Discover how personal behaviors positively or negatively impact the environment. | |
| H-HS-DP&C-8 | 8. Investigate health promotion and disease prevention concepts and health-enhancing behaviors. | |
| H-HS-DP&C-9 | 9. Evaluate resources from home, school, and the community that provide valid health information about treatment of diseases. | |

**STANDARD 5: CONFLICT MANAGEMENT AND
INJURY PREVENTION AND CONTROL**

| Instructional Organization | Instructional Indicators | Resource/Instructional Activity |
|----------------------------|---|---------------------------------|
| H-HS-CM&IPC-1 | 1. Demonstrate effective communication skills to avoid and reduce threatening situations and promote safety. | Grafton Prison |
| H-HS-CM&IPC-2 | 2. Examine emergency survival skills for natural and man-made disasters. | Hospice |
| H-HS-CM&IPC-3 | 3. Examine personal precautions necessary when administering emergency first aid to others. | Hospital |
| H-HS-CM&IPC-4 | 4. Examine first aid and CPR. | Local EMS |
| H-HS-CM&IPC-5 | 5. Identify professionals, agencies, and organizations in the community that promote healthy behaviors and injury prevention. | American Heart Association |
| H-HS-CM&IPC-6 | 6. Analyze possible causes of conflict in schools, families, and communities. | Red Cross |
| H-HS-CM&IPC-7 | 7. Practice skills and strategies for resolving conflicts, managing stress, and preventing violence. | |
| H-HS-CM&IPC-8 | 8. Identify the most serious causes of personal stress and construct a plan for coping positively with stress. | |
| H-HS-CM&IPC-9 | 9. Evaluate the connections between personal stress and physical health, including social and emotional consequences | |

**STANDARD 5: CONFLICT MANAGEMENT AND
INJURY PREVENTION AND CONTROL (Cont.)**

| Instructional Organization | Instructional Indicators | Resource/Instructional Activity |
|----------------------------|---|---------------------------------|
| H-HS-CM&IPC-10 | 10. Propose effective strategies for dealing with losses. | |
| H-HS-CM&IPC-11 | 11. Recognize the symptoms of suicide and prepare a plan for prevention using problem solving, goal setting, and stress management. | |
| H-HS-CM&IPC-12 | 12. Evaluate strategies for treating depression. | |