

Columbus City Schools High School Health Education Curriculum Guide



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Introduction

The Columbus City School District's Curriculum Guide for Health Education 9-12 communicates the combined vision of teachers, coordinators, administrators and higher level educators. The purpose of this curriculum guide is to provide teachers and administrators with age appropriate guidelines and rubrics to assess student achievement and document student progress in Health Education.

The Columbus City Schools Health Education 9-12 curriculum guide is aligned with the following seven standards and are the driving force of this document and should be evident a in teacher's planning and daily lessons. The outcomes have been written with specific goals in mind but allow teachers the flexibility to plan lessons accordingly to meet the needs of their students.

Health Standards

The National Health Education Standards (NHES) are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3 Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.

Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition: Achieving Excellence*. Washington, D.C.: The American Cancer Society.

Health Education

Standard	Outcomes	Assessment	Legislated Requirements Met
<p>Standard 1</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1. Analyze how behavior can impact health maintenance and disease prevention with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> a. Students will explain the causes health problems and treatment of alcoholism. b. Students will identify and explain dietary guidelines to reduce the risk of developing health problems such as cancer, cardiovascular disease, obesity, diabetes, osteoporosis and hypoglycemia. 	<p><u>Rubric Example</u> 4 = The student Consistently analyzes how behavior can impact health maintenance and disease prevention. 3 = The student Frequently analyzes how behavior can impact health maintenance and disease prevention. 2 = The student Inconsistently analyzes how behavior can impact health maintenance and disease prevention. 1 = The student Unsuccessfully analyzes how behavior can impact health maintenance and disease prevention.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED
	<p>2. Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> a. Students will demonstrate the relationship between the mind-body connection and how it impacts adulthood. b. Students will explain how being physically active impacts their mental, emotional, social, and physical health throughout adulthood. 	<p><u>Rubric Example</u> 4 = The student Consistently describes the interrelationships of mental, emotional, social, and physical health throughout adulthood. 3 = The student Frequently describes the interrelationships of mental, emotional, social, and physical health throughout adulthood. 2 = The student Inconsistently describes the interrelationships of mental, emotional, social, and physical health throughout adulthood. 1 = The student Unsuccessfully describes the interrelationships of mental, emotional, social, and physical health throughout adulthood.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED
	<p>3. Explain the impact of personal health behaviors on the functioning of body systems with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> a. Students will predict the short and long term consequences of poor eating habits on the body. b. Students will identify the causes, methods of transmission, symptoms, 	<p><u>Rubric Example</u> 4 = The student Consistently explains the impact of personal health behaviors on the functioning of body systems. 3 = The student Frequently explains the impact of personal health behaviors on the functioning of body systems. 2 = The student Inconsistently explains the impact of personal health</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention

	<p>diagnosis, treatments and complications for these following STDs: Chlamydia, gonorrhea, syphilis, genital herpes, genital warts, trichomoniasis, pubic lice, viral hepatitis and HIV.</p>	<p>behaviors on the functioning of body systems. 1 = The student Unsuccessfully explains the impact of personal health behaviors on the functioning of body systems.</p>	<ul style="list-style-type: none"> ● Opioid Abuse Prevention ● Organ and Tissue Donation ● CPR AED
	<p>4. Analyze how the family, peers, community, and environment influence the health of individuals with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> a. Students will examine how peer pressure influences responsible decision making. b. Students will identify the health benefits of recycling. 	<p><u>Rubric Example</u> 4 = The student Consistently analyzes how the family, peers, community, and environment influence the health of individuals. 3 = The student Frequently analyzes how the family, peers, community, and environment influence the health of individuals. 2 = The student Inconsistently analyzes how the family, peers, community, and environment influence the health of individuals. 1 = The student Unsuccessfully analyzes how behavior can impact health maintenance and disease prevention.</p>	<ul style="list-style-type: none"> ● Nutritive Value of Foods ● Alcohol, Tobacco, and Other Drugs ● Venereal Disease Education ● Dating Violence Prevention ● Opioid Abuse Prevention ● Organ and Tissue Donation ● CPR AED
	<p>5. Analyze how the prevention and control of health problems are influenced by medical advances with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> a. Students will identify ways to manage diabetes based on the latest medical advancements, (i.e., blood testing kits). b. Students will recognize ways to prevent and treat cardiovascular disease based on medical advancements such as MRI and angioplasty treatment. 	<p><u>Rubric Example</u> 4 = The student Consistently analyzes how the prevention and control of health problems are influenced by medical advances. 3 = The student Frequently analyzes how the prevention and control of health problems are influenced by medical advances. 2 = The student Inconsistently analyzes how the prevention and control of health problems are influenced by medical advances. 1 = The student Unsuccessfully analyzes how the prevention and control of health problems are influenced by medical advances.</p>	<ul style="list-style-type: none"> ● Nutritive Value of Foods ● Alcohol, Tobacco, and Other Drugs ● Venereal Disease Education ● Dating Violence Prevention ● Opioid Abuse Prevention ● Organ and Tissue Donation ● CPR AED

Standard	Outcomes	Assessment	Legislated Requirements Met
<p>Standard 2</p> <p>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>	<p>1. Analyze how cultural diversity enriches and challenges health behaviors with a score of 3 or above on the rubric. The following are examples:</p> <ul style="list-style-type: none"> a. Students will discuss ways to avoid discriminatory behavior. b. Students will list three examples of healthy foods that can be ordered at ethnic restaurants: Mexican, French, Japanese, Chinese, Italian, and Indian. 	<p><u>Rubric Example</u></p> <p>4 = The student Consistently analyzes how cultural diversity enriches and challenges health behaviors.</p> <p>3 = The student Frequently analyzes how cultural diversity enriches and challenges health behaviors.</p> <p>2 = The student Inconsistently analyzes how cultural diversity enriches and challenges health behaviors.</p> <p>1 = The student Unsuccessfully analyzes how cultural diversity enriches and challenges health behaviors.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED
	<p>2. Evaluate the effect of media and other factors on personal, family, and community health with a score of 3 or above on the rubric. The following are examples:</p> <ul style="list-style-type: none"> a. Students will discuss ways tobacco companies try to get teens and young children to use tobacco products. b. Students will list and discuss the “appeal factor” found in advertisements. 	<p><u>Rubric Example</u></p> <p>4 = The student Consistently evaluates the effect of media and other factors on personal, family, and community health.</p> <p>3 = The student Frequently evaluates the effect of media and other factors on personal, family, and community health.</p> <p>2 = The student Inconsistently evaluates the effect of media and other factors on personal, family, and community health.</p> <p>1 = The student Unsuccessfully evaluates the effect of media and other factors on personal, family, and community health.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED
	<p>3. Evaluate the impact of technology on personal, family, and community health with a score of 3 or above on the rubric. The following are examples:</p> <ul style="list-style-type: none"> a. Students will explain why computer addiction is a risky behavior. b. Students will identify various health- 	<p><u>Rubric Example</u></p> <p>4 = The student Consistently evaluates the impact of technology on personal, family, and community health.</p> <p>3 = The student Frequently evaluates the impact of technology on personal, family, and community health.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence

	<p>related web sites available to enhance health literacy.</p>	<p>2 = The student Inconsistently evaluates the impact of technology on personal, family, and community health. 1 = The student Unsuccessfully evaluates the impact of technology on personal, family, and community health.</p>	<p>Prevention</p> <ul style="list-style-type: none"> ● Opioid Abuse Prevention ● Organ and Tissue Donation ● CPR AED
	<p>4. Analyze how information from the community influences health with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> a. Students will discuss different kinds of treatments available for people who are drug-dependent (i.e., Al-Anon, Alcoholics Anonymous, and Tobacco Cessations programs). b. Students will list and discuss the credentials of different health-care providers and facilities. 	<p><u>Rubric Example</u></p> <p>4 = The student Consistently analyzes how information from the community influences health. 3 = The student Frequently analyzes how information from the community influences health. 2 = The student Inconsistently analyzes how information from the community influences health. 1 = The student Unsuccessfully analyzes how information from the community influences health.</p>	<ul style="list-style-type: none"> ● Nutritive Value of Foods ● Alcohol, Tobacco, and Other Drugs ● Venereal Disease Education ● Dating Violence Prevention ● Opioid Abuse Prevention ● Organ and Tissue Donation ● CPR AED

Standard	Outcomes	Assessment	Legislated Requirements Met
<p>Standard 3</p> <p>Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>1. Evaluate the validity of health information, products, and services with a score of 3 or above on the rubric. The following are examples:</p> <ul style="list-style-type: none"> a. Students will explain why it's important to be media literate. b. Students will identify questions to ask when evaluating advertisements. 	<p><u>Rubric Example</u> 4 = The student Consistently evaluates the validity of health information, products and services. 3 = The student Frequently evaluates the validity of health information, products and services. 2 = The student Inconsistently evaluates the validity of health information, products and services. 1 = The student Unsuccessfully evaluates the validity of health information, products and services.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED
	<p>2. Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information with a score of 3 or above on the rubric. The following are examples:</p> <ul style="list-style-type: none"> a. Students will identify the various health resources in the community. b. Students will identify what should be included in a family health history. 	<p><u>Rubric Example</u> 4 = The student Consistently demonstrates the ability to evaluate resources from home, school, and community that provide valid health information. 3 = The student Frequently demonstrates the ability to evaluate resources from home, school, and community that provide valid health information. 2 = The student Inconsistently demonstrates the ability to evaluate resources from home, school, and community that provide valid health information. 1 = The student Unsuccessfully demonstrates the ability to evaluate resources from home, school, and community that provide valid health information.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED
	<p>3. Evaluate factors that influence personal selection of health products and services with a score of 3 or above on the rubric. The following are examples:</p> <ul style="list-style-type: none"> a. Students will identify various health-care facilities. 	<p><u>Rubric Example</u> 4 = The student Consistently evaluates factors that influence personal selection of health products and services. 3 = The student Frequently evaluates factors that influence personal selection</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease

	<p>b. Students will identify questions that can be used to evaluate a health-care provider.</p>	<p>of health products and services. 2 = The student Inconsistently evaluates factors that influence personal selection of health products and services. 1 = The student Unsuccessfully evaluates factors that influence personal selection of health products and services.</p>	<p>Education</p> <ul style="list-style-type: none"> • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED
	<p>4. Demonstrate the ability to access school and community health services for self and others with a score of 3 or above on the rubric. The following are examples:</p> <p>a. Students will explain the hierarchy of federal, state, county, and city health services resources.</p> <p>b. Students will identify the agencies and organizations that play a role in consumer protection.</p>	<p><u>Rubric Example</u> 4 = The student Consistently demonstrates the ability to access school and community health services for self and others. 3 = The student Frequently the ability to access school and community health services for self and others. 2 = The student Inconsistently demonstrates the ability to access school and community health services for self and others. 1 = The student Unsuccessfully demonstrates the ability to access school and community health services for self and others.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED
	<p>5. Analyze the cost and accessibility of health care services with a score of 3 or above on the rubric. The following are examples:</p> <p>a. Students will identify questions that can be used to evaluate health insurance coverage.</p> <p>b. Students will calculate health costs for sample traditional and managed care insurance cost, (e.g., HMO & PPO).</p>	<p><u>Rubric Example</u> 4 = The student Consistently analyzes the cost and accessibility of health care services. 3 = The student Frequently analyzes the cost and accessibility of health care services. 2 = The student Inconsistently analyzes the cost and accessibility of health care services. 1 = The student Unsuccessfully analyzes the cost and accessibility of health care services.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED

Standard	Outcomes	Assessment	Legislated Requirements Met
<p>Standard 4</p> <p>Students will demonstrate the ability to use interpersonal communication skills and avoid or reduce health risk.</p>	<p>1. Demonstrate skills for communicating effectively with family, peers, and others with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> Students will explain the five guidelines for expressing emotions in healthful ways. Students will explain three steps you can take to be assertive and demonstrate self-confidence. 	<p><u>Rubric Example</u> 4 = The student Consistently demonstrates skills for communication effectively with family, peers and others. 3 = The student Frequently demonstrates skills for communication effectively with family, peers and others. 2 = The student Inconsistently demonstrates skills for communication effectively with family, peers and others. 1 = The student Unsuccessfully demonstrates skills for communication effectively with family, peers and others.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED
	<p>2. Demonstrate healthy ways to express needs, wants, and feelings with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> Write an example of an I-message, a you message and give examples of active listening skills, (i.e., eye contact, gesturing, paraphrasing, etc...). Outline the resistance skills that can be used to say NO if you are pressured to be sexually active. 	<p><u>Rubric Example</u> 4 = The student Consistently demonstrates healthy ways to express needs, wants and feelings. 3 = The student Frequently demonstrates healthy ways to express needs, wants and feelings. 2 = The student Inconsistently demonstrates healthy ways to express needs, wants and feelings. 1 = The student Unsuccessfully demonstrates healthy ways to express needs, wants and feelings.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation
	<p>3. Demonstrate ways to communicate care, consideration, and conflicts without harming self or others with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> Discuss ways to avoid discriminatory behavior. Explain how to set limits for expressing physical affection. 	<p><u>Rubric Example</u> 4 = The student Consistently demonstrates ways to communicate care, consideration, and conflicts without harming self or others. 3 = The student Frequently demonstrates ways to communicate care, consideration, and conflicts without harming self or others. 2 = The student Inconsistently</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention

		<p>demonstrates ways to communicate care, consideration, and conflicts without harming self or others. 1 = The student Unsuccessfully demonstrates ways to communicate care, consideration, and conflicts without harming self or others.</p>	<ul style="list-style-type: none"> • Organ and Tissue Donation
	<p>4. Demonstrate strategies for solving interpersonal conflicts without harming self or others with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> Students will outline (list and discuss) conflict resolution skills. Students will outline the eight steps in mediation. 	<p><u>Rubric Example</u> 4 = The student Consistently demonstrates strategies for solving interpersonal conflicts without harming self or others. 3 = The student Frequently demonstrates strategies for solving interpersonal conflicts without harming self or others. 2 = The student Inconsistently demonstrates strategies for solving interpersonal conflicts without harming self or others. 1 = The student Unsuccessfully demonstrates strategies for solving interpersonal conflicts without harming self or others.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation
	<p>5. Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> Students will outline resistance skills that can be used to resist pressure to use drugs. Students will list ten ways to resist gang membership. 	<p><u>Rubric Example</u> 4 = The student Consistently demonstrates refusal, negotiation, and collaboration skills to avoid potentially harmful situations. 3 = The student Frequently demonstrates refusal, negotiation, and collaboration skills to avoid potentially harmful situations. 2 = The student Inconsistently demonstrates refusal, negotiation, and collaboration skills to avoid potentially harmful situations. 1 = The student Unsuccessfully demonstrates refusal, negotiation, and collaboration skills to avoid potentially harmful situations.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation
	<p>6. Analyze the possible causes of conflict in schools, families, and communities with a score of 3 or above on the rubric. The</p>	<p><u>Rubric Example</u> 4 = The student Consistently analyzes the possible causes of conflict in</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and

	<p>following are examples:</p> <ol style="list-style-type: none"> a. Students will identify behaviors associated with the “Ten Profiles of People Who Relate in Harmful Ways”. b. Students will identify 20 risk factors that increase the likelihood that a person will become a perpetrator or victim of violence. 	<p>schools, families and communities.</p> <p>3 = The student Frequently analyzes the possible causes of conflict in schools, families and communities.</p> <p>2 = The student Inconsistently analyzes the possible causes of conflict in schools, families and communities.</p> <p>1 = The student Unsuccessfully analyzes the possible causes of conflict in schools, families and communities.</p>	<p>Other Drugs</p> <ul style="list-style-type: none"> • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation
	<p>7. Demonstrate strategies used to prevent conflict with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> a. Students will list and discuss ten anger management skills to help manage anger. b. Students will outline conflict resolution skills. 	<p><u>Rubric Example</u></p> <p>4 = The student Consistently demonstrates strategies used to prevent conflict.</p> <p>3 = The student Frequently demonstrates strategies used to prevent conflict.</p> <p>2 = The student Inconsistently demonstrates strategies used to prevent conflict.</p> <p>1 = The student Unsuccessfully demonstrates strategies used to prevent conflict.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation

Standard	Outcomes	Assessment	Legislated Requirements Met
<p>Standard 5</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>1. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> Students will describe the three decision-making styles. Students will outline the 6 steps in the Responsible Decision-Making model. 	<p><u>Rubric Example</u></p> <p>4 = The student Consistently demonstrates the ability to utilize various strategies when making decisions related to health needs and risks of young adults.</p> <p>3 = The student Frequently demonstrates the ability to utilize various strategies when making decisions related to health needs and risks of young adults.</p> <p>2 = The student Inconsistently demonstrates the ability to utilize various strategies when making decisions related to health needs and risks of young adults.</p> <p>1 = The student Unsuccessfully demonstrates the ability to utilize various strategies when making decisions related to health needs and risks of young adults.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED
	<p>2. Analyze health concerns that require collaborative decision making with a score of 3 or above on the rubric. The following is an example:</p> <ol style="list-style-type: none"> Students will be able to collaboratively demonstrate decision-making skills when confronted with health issues. 	<p><u>Rubric Example</u></p> <p>4 = The student Consistently analyzes health concerns that require collaborative decision making.</p> <p>3 = The student Frequently analyzes health concerns that require collaborative decision making.</p> <p>2 = The student Inconsistently analyzes health concerns that require collaborative decision making.</p> <p>1 = The student Unsuccessfully analyzes health concerns that require collaborative decision making.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED
	<p>3. Implement a plan for attaining a personal health goal and evaluate progress toward achieving personal health goals with a score of 3 or above on the rubric. The following is an example:</p>	<p><u>Rubric Example</u></p> <p>4 = The student Consistently implements a plan for attaining a personal health goal and evaluate progress toward achieving personal</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education

	<p>a. Students will write a health goal and evaluate their progress towards achieving the goal.</p>	<p>health goals. 3 = The student Frequently implements a plan for attaining a personal health goal and evaluate progress toward achieving personal health goals. 2 = The student Inconsistently implements a plan for attaining a personal health goal and evaluate progress toward achieving personal health goals. 1 = The student Unsuccessfully implements a plan for attaining a personal health goal and evaluate progress toward achieving personal health goals.</p>	<ul style="list-style-type: none"> ● Dating Violence Prevention ● Opioid Abuse Prevention ● Organ and Tissue Donation ● CPR AED
	<p>4. Formulate an effective plan for lifelong health with a score of 3 or above on the rubric. The following are examples:</p> <p>a. Students will discuss the steps they can use to set and reach health goals.</p> <p>b. Students will discuss healthful behaviors.</p> <p>c. Students will discuss examples of risk behaviors.</p>	<p><u>Rubric Example</u> 4 = The student Consistently formulates an effective plan for lifelong health. 3 = The student Frequently formulates an effective plan for lifelong health. 2 = The student Inconsistently formulates an effective plan for lifelong health. 1 = The student Unsuccessfully formulates an effective plan for lifelong health.</p>	<ul style="list-style-type: none"> ● Nutritive Value of Foods ● Alcohol, Tobacco, and Other Drugs ● Venereal Disease Education ● Dating Violence Prevention ● Opioid Abuse Prevention ● Organ and Tissue Donation ● CPR AED

Standard	Outcomes	Assessment	Legislated Requirements Met
<p>Standard 6</p> <p>Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>1. Implement a plan for attaining a personal health goal and evaluate progress toward achieving personal health goals with a score of 3 or above on the rubric. The following is an example:</p> <p>a. Students will write a health goal and evaluate their progress towards achieving the goal.</p>	<p><u>Rubric Example</u></p> <p>4 = The student Consistently implements a plan for attaining a personal health goal and evaluate progress toward achieving personal health goals.</p> <p>3 = The student Frequently implements a plan for attaining a personal health goal and evaluate progress toward achieving personal health goals.</p> <p>2 = The student Inconsistently implements a plan for attaining a personal health goal and evaluate progress toward achieving personal health goals.</p> <p>1 = The student Unsuccessfully implements a plan for attaining a personal health goal and evaluate progress toward achieving personal health goals.</p>	<ul style="list-style-type: none"> ● Nutritive Value of Foods ● Alcohol, Tobacco, and Other Drugs ● Venereal Disease Education ● Dating Violence Prevention ● Opioid Abuse Prevention ● Organ and Tissue Donation ● CPR AED
	<p>2. Formulate an effective plan for lifelong health with a score of 3 or above on the rubric. The following are examples:</p> <p>a. Students will discuss the steps they can use to set and reach health goals.</p> <p>b. Students will discuss healthful behaviors.</p> <p>c. Students will discuss examples of risk behaviors.</p>	<p><u>Rubric Example</u></p> <p>4 = The student Consistently formulates an effective plan for lifelong health.</p> <p>3 = The student Frequently formulates an effective plan for lifelong health.</p> <p>2 = The student Inconsistently formulates an effective plan for lifelong health.</p> <p>1 = The student Unsuccessfully formulates an effective plan for lifelong health.</p>	<ul style="list-style-type: none"> ● Nutritive Value of Foods ● Alcohol, Tobacco, and Other Drugs ● Venereal Disease Education ● Dating Violence Prevention ● Opioid Abuse Prevention ● Organ and Tissue Donation ● CPR AED

Standard	Outcomes	Assessment	Legislated Requirements Met
<p>Standard 7</p> <p>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<p>1. Analyze the role of individual responsibility for enhancing health with a score of 3 or above on the rubric. The following are examples:</p> <ul style="list-style-type: none"> a. Students will evaluate the benefits of the five components of fitness and incorporate them into a personal fitness plan. b. Students will explore and practice stress management techniques, (i.e., progressive relaxation, journaling and walking.) 	<p><u>Rubric Example</u> 4 = The student Consistently analyzes the role of individual responsibility for enhancing health. 3 = The student Frequently analyzes the role of individual responsibility for enhancing health. 2 = The student Inconsistently analyzes the role of individual responsibility for enhancing health. 1 = The student Unsuccessfully analyzes the role of individual responsibility for enhancing health.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED
	<p>2. Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction with a score of 3 or above on the rubric. The following are examples:</p> <ul style="list-style-type: none"> a. Students will complete a stress management self-assessment to determine their current stress level. b. Students will recognize behavioral and physical signs of violent behavior. 	<p><u>Rubric Example</u> 4 = The student Consistently evaluates personal health assessment to determine strategies for health enhancement and risk reduction. 3 = The student Frequently evaluates personal health assessment to determine strategies for health enhancement and risk reduction. 2 = The student Inconsistently evaluates personal health assessment to determine strategies for health enhancement and risk reduction. 1 = The student Unsuccessfully evaluates personal health assessment to determine strategies for health enhancement and risk reduction.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED
	<p>3. Analyze the short-term and long-term consequences of safe, risky and harmful behaviors with a score of 3 or above on the rubric. The following are examples:</p> <ul style="list-style-type: none"> a. Students will recognize the five stages of drug dependency. b. Students will identify behaviors associated with the “Ten Profiles of People Who Relate in Harmful Ways”. 	<p><u>Rubric Example</u> 4 = The student Consistently analyzes the short-term and long-term consequences of safe, risky and harmful behaviors. 3 = The student Frequently analyzes the short-term and long-term consequences of safe, risky and harmful behaviors. 2 = The student Inconsistently</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention

		<p>analyzes the short-term and long-term consequences of safe, risky and harmful behaviors. 1 = The student Unsuccessfully analyzes the short-term and long-term consequences of safe, risky and harmful behaviors.</p>	<ul style="list-style-type: none"> • Organ and Tissue Donation • CPR AED
	<p>4. Develop strategies to improve or maintain personal, family and community health with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> Students will identify and explain the use of self-control and delayed gratification in building good character. Create a plan to evaluate, identify, and complete a community service project. 	<p><u>Rubric Example</u> 4 = The student Consistently develops strategies to improve or maintain personal, family and community health. 3 = The student Frequently develops strategies to improve or maintain personal, family and community health. 2 = The student Inconsistently develops strategies to improve or maintain personal, family and community health. 1 = The student Unsuccessfully develops strategies to improve or maintain personal, family and community health.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED
	<p>5. Develop injury prevention and management strategies for personal, family, and community health with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> Students will recognize risk behaviors that can lead to injury and death. Create a plan for self-protection at home, in public places and social situations. 	<p><u>Rubric Example</u> 4 = The student Consistently develops injury prevention and management strategies for personal, family, and community health. 3 = The student Frequently develops injury prevention and management strategies for personal, family, and community health. 2 = The student Inconsistently develops injury prevention and management strategies for personal, family, and community health. 1 = The student Unsuccessfully develops injury prevention and management strategies for personal, family, and community health.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED
	<p>6. Demonstrate ways to avoid and reduce threatening situations with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> Analyze the consequences of gang 	<p><u>Rubric Example</u> 4 = The student Consistently demonstrates ways to avoid and reduce threatening situations. 3 = The student Frequently</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease

	<p>affiliation and create a personal plan to resist gangs.</p> <p>b. Demonstrate “resistance skills” to avoid negative peer pressure.</p>	<p>demonstrates ways to avoid and reduce threatening situations.</p> <p>2 = The student Inconsistently demonstrates ways to avoid and reduce threatening situations.</p> <p>1 = The student Unsuccessfully demonstrates ways to avoid and reduce threatening situations.</p>	<p>Education</p> <ul style="list-style-type: none"> • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation
	<p>7. Evaluate strategies to manage stress with a score of 3 or above on the rubric. The following are examples:</p> <p>a. Recognizes the negative effects of sleep deprivation and creates a personal plan to avoid it.</p> <p>b. Develop a personal time-management plan to reduce stress.</p>	<p><u>Rubric Example</u></p> <p>4 = The student Consistently evaluates strategies to manage stress.</p> <p>3 = The student Frequently evaluates strategies to manage stress.</p> <p>2 = The student Inconsistently evaluates strategies to manage stress.</p> <p>1 = The student Unsuccessfully evaluates strategies to manage stress.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED

Standard	Outcomes	Assessment	Legislated Requirements Met
<p>Standard 8</p> <p>Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>1. Express information and opinions about health issues accurately with a score of 3 or above on the rubric. The following are examples:</p> <ul style="list-style-type: none"> a. Students will be able to list and discuss the four skills needed to be a health literate person. b. Students will list and describe six ways to be a health advocate for the environment. 	<p><u>Rubric Example</u> 4 = The student Consistently expresses information and opinions about health issues accurately. 3 = The student Frequently expresses information and opinions about health issues accurately. 2 = The student Inconsistently expresses information and opinions about health issues accurately. 1 = The student Unsuccessfully expresses information and opinions about health issues accurately.</p>	<ul style="list-style-type: none"> ● Nutritive Value of Foods ● Alcohol, Tobacco, and Other Drugs ● Venereal Disease Education ● Dating Violence Prevention ● Opioid Abuse Prevention ● Organ and Tissue Donation ● CPR AED
	<p>2. Demonstrate the ability to influence and support others in making positive health choices with a score of 3 or above on the rubric. The following are examples:</p> <ul style="list-style-type: none"> a. Students will list and discuss ways to be drug-free. b. Students will demonstrate and implement the strategies for a formal intervention. 	<p><u>Rubric Example</u> 4 = The student Consistently demonstrates the ability to influence and support others in making positive health choices. 3 = The student Frequently demonstrates the ability to influence and support others in making positive health choices. 2 = The student Inconsistently demonstrates the ability to influence and support others in making positive health choices. 1 = The student Unsuccessfully demonstrates the ability to influence and support others in making positive health choices.</p>	<ul style="list-style-type: none"> ● Nutritive Value of Foods ● Alcohol, Tobacco, and Other Drugs ● Venereal Disease Education ● Dating Violence Prevention ● Opioid Abuse Prevention ● Organ and Tissue Donation ● CPR AED
	<p>3. Demonstrate the ability to work cooperatively when advocating for healthy communities with a score of 3 or above on the rubric. The following are examples:</p> <ul style="list-style-type: none"> a. Students will list and explain four steps teens can take to get help for someone who misuses and/or abuses drugs. b. Students will list questions that can be asked to uncover health fraud. 	<p><u>Rubric Example</u> 4 = The student Consistently demonstrates the ability to work cooperatively when advocating for healthy communities. 3 = The student Frequently demonstrates the ability to work cooperatively when advocating for healthy communities. 2 = The student Inconsistently</p>	<ul style="list-style-type: none"> ● Nutritive Value of Foods ● Alcohol, Tobacco, and Other Drugs ● Venereal Disease Education ● Dating Violence Prevention ● Opioid Abuse Prevention ● Organ and Tissue Donation ● CPR AED

		<p>demonstrates the ability to work cooperatively when advocating for healthy communities. 1 = The student Unsuccessfully demonstrates the ability to work cooperatively when advocating for healthy communities.</p>	
	<p>4. Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> a. Students will participate in a pros and cons debates concerning various health issues (i.e., legalizing marijuana, public smoking ban, reduce drinking age, etc...). b. Students will organize and implement a health fair for various locations (i.e., elementary schools and senior citizen centers). 	<p><u>Rubric Example</u> 4 = The student Consistently demonstrates the ability to adapt health messages and communication techniques to the characteristics of a particular audience. 3 = The student Frequently demonstrates the ability to adapt health messages and communication techniques to the characteristics of a particular audience. 2 = The student Inconsistently demonstrates the ability to adapt health messages and communication techniques to the characteristics of a particular audience. 1 = The student Unsuccessfully demonstrates the ability to adapt health messages and communication techniques to the characteristics of a particular audience.</p>	<ul style="list-style-type: none"> • Nutritive Value of Foods • Alcohol, Tobacco, and Other Drugs • Venereal Disease Education • Dating Violence Prevention • Opioid Abuse Prevention • Organ and Tissue Donation • CPR AED



**COLUMBUS CITY SCHOOLS
HEALTH EDUCATION CURRICULUM GUIDE**



GRADE LEVEL	UNIT	TIME RANGE	GRADING PERIOD
9-12	Diseases, HIV/AIDS	1-2 days	ANY

NATIONAL AND DISTRICT STANDARD (S)

- Standard 1** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3** Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6** Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8** Students will demonstrate the ability to advocate for personal, family, and community health.

OUTCOMES

How does a student demonstrate mastery?

- Standard 1: (1)** Analyze how behavior can impact health maintenance and disease prevention with a score of 3 or above on the rubric.
- Standard 1: (3)** Explain the impact of personal health behaviors on the functioning of body systems with a score of 3 or above on the rubric.
- Standard 1: (5)** Analyze how the prevention and control of health problems are influenced by medical advances with a score of 3 or above on the rubric.
- Standard 3: (5)** Analyze the cost and accessibility of health care services with a score of 3 or above on the rubric.
- Standard 6: (3)** Analyze the short-term and long-term consequences of safe, risky and harmful behaviors with a score of 3 or above on the rubric.
- Standard 2: (2)** Evaluate the effect of media and other factors on personal, family, and community health with a score of 3 or above on the rubric.
- Standard 2: (4)** Analyze how information from the community influences health with a score of 3 or above on the rubric.

Standard 5: (1) Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults with a score of 3 or above on the rubric.

Standard 3: (1) Express information and opinions about health issues accurately with a score of 3 or above on the rubric.

SAMPLE ACHIEVEMENT TEST ITEMS

UNIT: Diseases, HIV/AIDS

Extended Response (4 points)

Standard 1: (1) & (3)

1. Described how the Human Immunodeficiency Virus compromises the body's immune system.

Standard 2: (5) & Standard 3: (4)

2. Explain why the "higher ups" of the health community have expressed contempt for the government's use of finances for HIV/AIDS research.

Short Answer (2 points)

Standard 2: (2) & Standard 3: (4)

1. What is "Doctors Without Borders" and what is this organization attempting to do?

SAMPLE ACHIEVEMENT TEST ITEMS (ANSWERS/RUBRICS)

UNIT: Diseases, HIV/AIDS

Extended Response (4 points)

Standard 1: (1) & (3)

1. Described how the Human Immunodeficiency Virus compromises the body's immune system.

Answer: The HIV attaches itself to healthy immune cells and convinces them to rebel. The immune system will eventually grow too weak as become overactive, creating an imbalance. Once the immune system is unbalanced, your body is open to illnesses that healthy people are able to combat.

4 points: Answer described thoroughly how the HIV compromises the body's immune system.

3 points: Answer briefly described how the HIV compromises the body's immune system.

2 points: Answer described how the HIV attaches to healthy immune cells only.

1 point: Answer wasn't clear on describing how the HIV compromises the body's immune system.

0 points: Answer contains none of the above responses or no answer is attempted.

Standard 2: (5) & Standard 3: (4)

2. Explain why the "Higher ups" of the health community have expressed contempt for the government's use of finances for HIV/AIDS research.

Answer: The "Higher ups" of the health community have expressed contempt for the government's use of finances for HIV/AIDS research for several reasons. They feel there is a lack of focus of the millions of dollars that are being spent. These individuals also feel there is a need for new scientific researchers with new ideas to produce results. The third reason for concern about the mispending of monies is the lack of answers regarding proposals for establishing an institute devoted specifically to AIDS. The barriers addressed were government red tape and increase utilization of tax payer funds. Finally, the U.S. tax payers have contributed 85% of AIDS research around the world with little advancement.

4 points: Answer explained thoroughly why the "Higher ups" of the health community have expressed contempt for the governments' use of finances for HIV/AIDS research.

3 points: Answer briefly explained thoroughly why the "Higher ups" of the health community have expressed contempt for the governments' use of finances for HIV/AIDS research.

2 points: Answer contained a partial answer to the above question.

1 point: Answer wasn't clear on explained thoroughly why the "Higher ups" of the health community have expressed contempt for the government's use of finances for HIV/AIDS research.

0 points: Answer contains none of the above responses or no answer is attempted.

Short Answer (2 points)

Standard 2: (2) & Standard 3: (4)

1. What is “Doctors Without Borders” and what is this organization attempting to do?

Answer: “Doctors Without Borders” is an international group of physicians. This group has launched an effort to change international laws so that pharmaceutical companies could not make a profit in life-extending HIV medications for which they hold patents.

2 points: Answer contains what the organization is and what they are attempting to do.

1 point: Answer contains either what the organization is or what they are attempting to do.

0 points: Answer contains none of the above responses or no answer is attempted.

SAMPLE ACHIEVEMENT TEST ITEMS

UNIT: Diseases, HIV/AIDS

<i>Multiple Choice</i>	<i>Multiple Choice</i>
<p>Standard 1: (1)</p> <ol style="list-style-type: none"> 1. What is the best defense against the spread of HIV? <ol style="list-style-type: none"> a. Drug Therapy b. Education c. Use of condoms d. AIDS Research <p>Standard 1: (3)</p> <ol style="list-style-type: none"> 2. Identify two examples of “risk-behaviors” that can lead to HIV infection. <ol style="list-style-type: none"> a. Touching an infected person with HIV. b. Unprotected sexual activity. c. Sharing needles. d. Both b and c. <p>Standard 1: (5)</p> <ol style="list-style-type: none"> 3. What is the goal of the group of physicians known as “Doctors Without Borders”? <ol style="list-style-type: none"> a. Raise money for more AIDS research. b. Create laws to get all HIV patients medications covered by insurance. c. Promote HIV/AIDS education. d. Change international laws so that drug companies cannot profit from life-extending HIV medications. 	<p>Standard 2: (5)</p> <ol style="list-style-type: none"> 4. The US currently foots the bill for what percent of AIDS research in the world? <ol style="list-style-type: none"> a. 50 b. 75 c. 85 d. 60 <p>Standard 6: (3)</p> <ol style="list-style-type: none"> 5. What is the long-term goal of effective HIV education? <ol style="list-style-type: none"> a. Eliminate new HIV cases. b. Extend the quality of life of current HIV patients. c. Raise awareness of HIV patients’ rights. d. All of the above. <p>Standard 2: (2)</p> <ol style="list-style-type: none"> 6. According to the author of the article, what factors influence the direction of federal funding for HIV/AIDS? <ol style="list-style-type: none"> a. “Higher-ups” in the health community. b. New scientific talent. c. The White Office on AIDS Policy. d. All the above.

<i>Multiple Choice</i>	<i>Multiple Choice</i>
<p>Standard 4: (4)</p> <p>7. When gaining knowledge on health issues, the most important reading skill students must attain is the following:</p> <ol style="list-style-type: none"> Phonics. Distinguishing fact from opinion. Sentence structure. Ability to write an editorial. <p>Standard 6: (1)</p> <p>8. The op-ed page from a newspaper is short for?</p> <ol style="list-style-type: none"> “Opinion-education” Page opposite the one on which editorials appear. The opportunity for editorials. Opposite of education. <p>Standard 7: (1)</p> <p>9. The author expressed several opinions concerning the misspending for HIV/AIDS research. Which fact did he use to support his viewpoint on?</p> <ol style="list-style-type: none"> Government’s “lack of focus” on HIV/AIDS research. Too much government red tape. The U.S. currently contributes 85% of AIDS research around the world with little advancement. Society doesn’t see the funding as a concern. 	
<i>Multiple Choice Answers</i>	
<ol style="list-style-type: none"> b. d. d. c. d. 	<ol style="list-style-type: none"> d. b. b. c.

SAMPLE LESSON/UNIT PLANS

LESSON PLAN

Use this lesson plan with the following health topics or with other relevant content from the textbook:

- Diseases
- HIV/AIDS

Reading Skills Lesson Plan: Separating Fact from Opinion

Student Resource: Misspent Youth: The HIV/AIDS Crisis Comes of Age

Media Type: Op-Ed Essay (Opinion Piece)

Objectives

After completing this lesson, students will be able to:

- Discuss the health and monetary impacts of the HIV/AIDS pandemic on individuals and society.
- Explore ways in which health education can help reduce the number of cases of HIV and AIDS infection.
- Apply the reading skill of separating fact from opinion to an op-ed essay on the HIV/AIDS crisis.

Introducing the Lesson

Bring to class or download from the Internet the editorial and “op-ed” pages from a newspaper. (e.g., <http://www.nytimes.com/pages/opinion/index.html>) Display these facing pages. Ask whether any students in the class read-or at least recognize-them. Remind students that one of the developmental tasks associated with reaching adulthood is showing concern for the welfare of the community and world around them.

Elicit that the editorial pages contain articles on important issues expressing the opinions of the staff of the newspaper, generally supported by facts. As you say the words opinion and fact, write the words on the board. Note that the op-ed page, short for “page opposite the one on which editorials appear,” is a page on which writers not connected with the newspaper may express their own views.

Point out that since the first cases of HIV infection were reported in this country in the early 1980s, the editorial and op-ed pages of newspapers across the country have contained opinion pieces about the HIV/AIDS epidemic. Tell students they are about to read such a piece.

Teaching Strategies

Point to the words fact and opinion on the board. Reveal that one of the most important reading skills students can learn is distinguishing opinion from fact. Note that this is particularly true when reading about matters related to health. Exemplify by writing the following sentences on the board: “The U.S. government spends nearly \$2 billion a year on HIV research.” “The U.S. government should spend more money each year on HIV research.” Ask for a show of hands of students who can identify the sentence that contains a fact (the first) and the one that expresses an opinion (the second). Explain that separating fact from opinion requires careful reading. Advise students also to be on the lookout for clues like the following:

- Phrases that precede an opinion such as it seems, it appears, and it would make sense.
- The phrases yours truly and this writer, both of which are used to identify the author of the reading selection and, hence, a subjective-rather than objective-statement.

After students have completed the reading, you may either use the following as class discussion questions or assign them as individual or group work.

Follow Up

1. **Analyzing.** Explain the author’s opinion on each of the following points. Tell which, if any, are supported by facts.
 - a. Whether money should be spent on seeking out a cure for HIV.
 - b. Whether more should be done to ensure that all HIV/AIDS patients can afford the costs of medications.
 - c. Whether current health education on HIV/AIDS is adequate for reducing the number of cases of infection.
2. **Synthesizing.** In the second section of the essay, the author refers to “illnesses that are virtually unheard of among healthy people.” Using information from your health text, identify what type of illnesses the author is referring to. Give concrete examples.
3. **Evaluating.** Which section of the essay do you think contains the most factual reporting? What aspects of the HIV/AIDS crisis does this section discuss?
4. **Summarizing.** What is Doctors Without Borders? What is this organization attempting to do?

Writing an Op-Ed Piece

The essay that you read is a strongly opinionated piece about a complex issue. Working as part of a group, choose some aspect of HIV/AIDS that is either mentioned in the article or covered in your health text. Possibilities include:

- a. Better methods of educating the public and especially young people on high-risk behaviors that can lead to HIV infection.
- b. The search for an HIV vaccine.
- c. The development of effective medications to help people already infected with HIV.

Write your own essay, using information from your book as well as from outside resources. Submit your article to a local newspaper to appear on the op-ed page or to your school newspaper as a guest editorial.

Student Readings

Bring to class or download from the Internet the editorial and “op-ed” pages from a newspaper. (e.g., <http://www.nytimes.com/pages/opinion/index.html>)

A Misspent Youth: The HIV/AIDS Crisis Comes of Age

As society approaches the end of the second decade since the first cases of HIV infection were diagnosed, big questions have begun to emerge. HIV, as everyone knows by now, is the virus that can and usually does lead to the disease called AIDS.

Before you jump to the conclusion that yours truly is a heartless fiend who has taken leave of his senses, please read on. This article is not a plea to abandon efforts to put an end to what is without doubt the worst epidemic since the bubonic plague. If anything, the health of us all hangs in the search for a solution.

The Roots of the Illness

HIV is short for Human Immunodeficiency Virus. Viruses are microscopic organisms that have been around for thousands of years. These are the tiny “bugs” that cause colds and illnesses like the flu. Other viruses produce more serious illnesses like hepatitis. Far and away the deadliest virus that ever has or ever will appear is HIV.

What makes HIV so deadly is its host: the body’s immune system. This is the system that defends the body against infections and some diseases. HIV attaches itself to healthy immune cells and convinces them to rebel. Ultimately, the immune system grows either too weak to fight off any infection, or it becomes overactive. Either way, the system is out of balance. With an unbalanced immune system, your body is open to illnesses that are virtually unheard of among healthy people.

No Pretty Picture

It is not a pretty picture—a disease that leaves the body defenseless. Of that, there can be no question. Neither is there any question that funding to combat this dreaded disease should and must continue until HIV is beaten.

What is questionable is how that money ought to be spent. This brings us back to the initial point of this article. Misspending for HIV/AIDS research and for the development of curative drugs has been rampant.

Some higher-ups in the health community have expressed contempt for our government’s multi-billion dollar AIDS research program, which they see as “lacking focus.” In their view, new ideas are needed to combat HIV. So is new scientific talent to replace a team of researchers who, to date, have tried and failed mightily.

At the same time, proposals for establishing an institute devoted specifically to AIDS seem not to be the answer, in this writer’s view. This would just add more government red tape and cost taxpayers more of their hard-earned money. The U.S. currently foots the bill for 85 percent of AIDS research in the world. How much more of a burden should we be willing to undertake as a people and a nation?

What About Those Infected?

Putting aside the issues of a cure or a vaccine, what about the plight of the people currently infected with HIV? The most promising medications are so expensive as to be out of reach to all but the richest HIV/AIDS patients. Shouldn't some of the money earmarked for HIV go toward helping these people get access to state-of-the-art drugs?

At the very least, the government ought to be rallying behind the international group of physicians that call itself Doctors Without Borders. This group has launched an effort to change international laws so that pharmaceutical companies could not make a profit on life-extending HIV medications for which they hold patents.

Teach Your Children Well

Last of all, it's high time that the government put its money where its mouth is. The best defense against HIV is to educate young people on how the virus is spread. Once every hour, a person in the United States between the ages of 13 and 25 contracts HIV. The only way to prevent catastrophes like this is to teach about behaviors that can lead to infection.

The White House Office on AIDS Policy agrees. In 1996, then-director Patricia Fleming commented, "All of us must do a better job in educating and empowering young people." Yet, since then not a penny of additional funds has been spent to get the word out.

RESOURCES

Pruitt, B.E., Allegrante, J., & Prothrow-Stith, D., (2010). *Prentice Hall Health, Teacher Edition*. Upper Saddle River, NJ: Prentice Hall.

Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition: Achieving Excellence*. Washington, D.C.: The American Cancer Society.

Columbus City Schools 2016-17 School Year Approved Supplemental Health Providers List.

Program Name	Agency	Contact Person/Number	Target Grade Level	Curriculum	Strand
School Walk for Diabetes	American Diabetes Association www.diabetes.org	Tracy L. Ross Executive Director American Diabetes Association 471 E. Broad St., Ste.1630 Columbus, OH 43215 P: 614-436-1917 ext 6621 F: 614-221-0348 tross@diabetes.org	K – 12 th	Resource Information/ Classroom Activities	Injury, Disease Prevention and Control
HIV Prevention	Columbus AIDS Task Force www.catf.net	Kathy Sellers 614 340-6732 Email: kathysellers@catf.net	K – 12 th	Resource Information	Injury, Disease Prevention and Control
Smoking Prevention and Cessation	American Lung Association of Ohio http://www.ohiolung.org	614 279-1700 9/08 new local contact being hired State contact Laurie Kondas Email: lkondas@midlandlung.org	K – 12 th	Resource Information	Injury, Disease Prevention and Control

Open Airways for Schools	American Lung Association of Ohio http://www.ohiolung.org	Ext. 279-1700 9/08 new local contact being hired State contact Laurie Kondas Email: lkondas@midlandlung.org	3 rd – 5 th	Resource Information	Injury, Disease Prevention and Control
Epilepsy/Seizure Information and Awareness	Epilepsy Foundation of Central Ohio www.epilepsyinfo.org	Karen Brown 614 -315-0572 E-mail: Kbrown@epilepsy-ohio.org Carole Johnson-315-0437	K – 12 th	Resource Information	Injury, Disease Prevention and Control
Ohio Health	www.ohiohealth.com	Rhonda Zigler 614 544-4424 Email ziglerr@ohiohealth.com	K – 12 th	Resource Information	All Strands
Real Eyes	Ohio Optometric Assoc. www.ohio.aoa.org	Matt Fink Realeyes Program Manager – Ohio Optometric Association 614-781-0708 250 E Wilson Bridge Rd, Suite 240 Worthington, OH 43085	K – 8 th	Resource Information/ 45 Minute Presentation	Injury, Disease Prevention and Control
Sexual Assault Response Network of Central Ohio http://www.ohiohealth.com/body.cfm?id=980	Ohio Health	Sue Wismar 614 566-5227 Email: swismar@ohiohealth.com	6 – 12 th	Spectrum Sexual Violence, Assertiveness and Anti-Bullying Training	Human Growth and Development
Life skills	Project Linden http://www.project-linden.org	Gary Davis Prevention Director 221-7790 Email: gdavis@project-linden.org	9 – 12 th	ATOD, decision making, violence	Injury, Disease Prevention and

				prevention, conflict resolution	Control
Parenting	Project Linden http://www.project-linden.org	Gary Davis Prevention Director 221-7790 Email: gdavis@project-linden.org	9 – 12 th	Resource Information and access to care for pregnant teens	Human Growth and Development
Health and Nutrition Flash Newsletter	Columbus Public Health www.publichealth.columbus.gov 240 Parsons Avenue Columbus, Ohio 43215	Sandy Gill 614-645-0743 email: smgill@columbus.gov	K – 12 th	Resource Information Only	Human Growth and Development
Comprehensive Sexual Education / Life Skills	Directions For Youth http://www.dfyf.org/	John Cervi, MS, LSW & Jenna Wojdacz Directions for Youth & Families 657 S. Ohio Columbus, OH 43205 O: 614.258.8043 ext. 4713 F: 614.258.8123	6-12th	Wellness	Human Growth and Development
ADVANCE Pregnancy Prevention	Concord Counseling www.concordcounseling.org	Jackie Sharpe 614 882-9338 Ext. 240 Email: jackiesharpe@concordcounseling.org	6 – 12 th	Sex Education	Human Growth and Development
My Best Self Program	Directions for Youth and Families	John Cervi, MS, LSW & Jenna Wojdacz Directions for Youth & Families 657 S. Ohio	6 – 12 th	Sex Education	Human Growth and

	www.dfyf.org	Columbus, OH 43205 O: 614.258.8043 ext. 4713 F: 614.258.8123			Development
Responsible Sexuality Education	Planned Parenthood – Facts of Life Education Center http://www.plannedparenthood.org/central-ohio/index.htm	Diego Espino 358-8734 Email: espinod@ppcoh.org	7 – 12 th	Comprehensive Sexual Education – Skill Based	Human Growth and Development
Alcohol Education	Alcoholics Anonymous www.aa.org	Jim Leckrone 614 276-1966 Email: sober186@aol.com	7 – 12 th	Resource Information	Human Growth and Development
Asthma Outreach	Central Ohio Breathing Association www.breathingassociation.org	Colleen Wesley 437-1526 Email: cwesley@breathingassociation.org	K – 6 th	Resource Information	Human Growth and Development
Current Health – The Continuing Guide to Health Education	Weekly Reader Corp.	3001 Cindel Dr. P. O. Box 8007 Delran, NJ 08075 http://www.weeklyreader.com/teachers/current_health_1/	K – 12 th	Reading – Resource Information	Human Growth and Development
Think First Safe Driving/Biking	OSU Trauma Center http://www.thinkfirst.org/	Ann Smith 614-293-3021	4-12th	Skill based	Human Growth and Development

Eliminating Domestic Violence	Choices www.choicesdvc.org	Hannah Ely 614 224-4663 Email: hely@choicesdvcls.org	K-12 th	Resource Information	Human Growth and Development
Cyber Bullying	Nationwide Children's Hospital	Caitlin Tully 614-722-8308	5-12	Technology	Human Growth and Development
The Teen and Pregnant Program (TaP) and Birth Control for Teens (BC4Teens)	Nationwide Children's Hospital	Sarah S. Saxbe, MS, MSW, LISW-S and Angela Abenaim, MS 614.722.6554 Email: Sarah.saxbe@nationwidechildrens.org	HS	Resource Information/ Classroom Activities	Human Growth and Development
Hands-on Drunk Driving Simulator	Columbus Police Department	Contact your HS Resource (Columbus Police Officer) located in your building	HS	Resource Information/ Classroom Activities	Human Growth and Development