

Senior School Curriculum

Health



MINISTRY OF EDUCATION

Bermuda

2000

Copyright 2000
The Ministry of Education
Bermuda

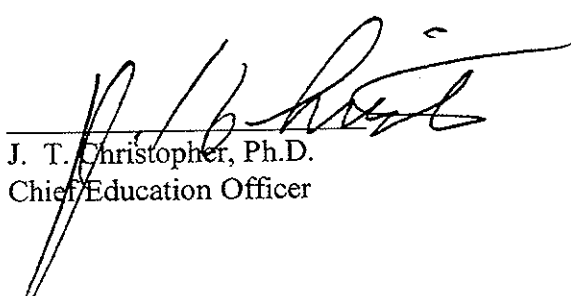
FOREWORD

Quality curriculum is basic to any educational programme. The written curriculum must provide the structure and substance of what is taught to all students. The written curriculum is a guide to teachers to ensure that the knowledge, skills, competencies and resources students need in order to learn are provided during instruction.

In particular, it is acknowledged that knowledge is virtually infinite in that it is continually changing and expanding as “new” knowledge is developed and “old” knowledge is refined. In addition the skills and competencies that students need change as the environment in the total community changes. It is important therefore that a school system has a structure for the instructional programme that provides direction, focus, flexibility and state-of-the-art thinking about each content area.

Because of its strategic geographical position, Bermuda has been influenced continuously by the changes in the relationship between the continents bordering the Atlantic -- North and South America, Africa and Europe. The current interest in the globalization of the world community allows Bermuda to build on its strength in international relations. It is essential that our students become accustomed to viewing the entire world as the area in which they must live and grow. They must integrate knowledge across all subjects in preparation for their adult life. Our curriculum guides must be viewed from this perspective.

A team of teachers, education officers and other persons within the school system and community, drawing from their collective experience in working with young people, has developed this curriculum guide. Input from community representatives on each Curriculum Advisory Committee has assisted us in Bermudianizing the curriculum. All of the contributors share both the pride and the responsibilities of authorship. This guide represents the essential elements of education in Bermuda’s senior schools.



J. T. Christopher, Ph.D.
Chief Education Officer

ACKNOWLEDGEMENTS

The Health Education senior school curriculum was developed by teachers with the leadership and support of K. Joan Blades, Education Officer, Health and Science. This writing team was comprised of diligent and devoted teachers. Appreciation is extended to these teachers for their ability to collaborate amicably and collegially in the production of this professional document. The members of the writing team were:

Betsy Baillie
Stacey DeShield
Rosemary Phillips
Rhonda Rawlins
Rachael Smith

The restructured curriculum development process began in 1994 under the leadership of Dr. Helen Stemler, restructuring curriculum coordinator. During 1994-1995, the frameworks for the entire curriculum development process were developed by the writing teams in the various content areas. From 1995-1997 the curricula for the middle level were created. Thanks also to Dr. Gina Tucker, curriculum coordinator 1998-1999. Special thanks to Mrs. Kalreta Conyers-Steede, education officer business studies, who coordinated the final production of these curriculum documents 1999-2000.

These documents would not have been completed without the support of a very hardworking, dedicated group of people - the secretarial/support staff who typed and assisted with numerous tasks associated with completing these documents. This group includes the following persons:

Johnnel Booth	Paula Outerbridge
Makeba Calder	Samuel Robinson
Nina Chapman	George Simons
Marilyn Dyer	Kim Simons
Donna Foggo	Theresa Simons
Raquel Furbert	Wanda Stuhlpfarrer
Katherine Ingham	Michelle Squire
Donna Jacobs	Deshan Thompson
Judy Lawrence	Rochelle Trott

CONTENTS

Page

INTRODUCTION

Overview	1
Goals of Education	2
Career Pathways	2
Graduation Requirements	3
Senior School Courses at a Glance	7
Curriculum Framework:	
Philosophy	11
Goals and Subgoals	13
Performance Indicators	17
Scope and Sequence	29
References	40

SENIOR SCHOOL COURSES

Introduction to Senior School Curriculum	41
Senior School Goal	42
Rationale	43
Graphic Organiser	45
Health Education Course Descriptions at a Glance	47
Course Overviews:	
(Description, Requirements, Resources, Outline, Correlation Matrix & Modules)	
Health & Wellness (required)	49
Health Issues (required)	67
Tobacco, Alcohol & Other Drugs (A)	87
First Aid CPR (A)	101
Relationships & Human Sexuality (B)	117
Diseases, Prevention & Control (B)	131

RESOURCES

Teacher and Student Resources:

Exemplar Scoring Guide	141
Authentic Assessment Strategies	143
Rubrics	145
Curriculum Objectives at a Glance Pacing Guide	149

Infusing Across the Curriculum:

Information Technology, Library Information & Career Education	151
--	-----

Planning for Integrated Curriculum	153
--	-----

Career Pathway Course Guides: (with required/elective course outlined)

Applied Technology	161
Arts and Communications	165
Health and Human Services	169
International Business and Tourism	173

Personal Education Plan	177
-------------------------------	-----

Professional Association(s) Directory	179
---	-----

Curriculum Abbreviations	181
--------------------------------	-----

OVERVIEW

The aim of the senior school is to provide for the academic achievement and personal development necessary to prepare students for work, further education and productive citizenry in the 21st Century. In keeping with this aim, the senior school curriculum builds on the middle level programme and is organized around four (4) career pathways: arts and communications, applied technologies, health & human services and international business and tourism.

The senior school curriculum, composed of a rigorous programme of study, sets high expectations for students by emphasizing mastery of complex academic and technical concepts. The programme is based on the belief that all students make every effort to succeed when in an environment that fosters and encourages success, regardless of their background or previous level of achievement.

The curriculum guide contains three (3) sections beginning with the Introduction. The stated twelve goals of education direct instructional outcomes in all senior school subjects and programmes. Specifically, a curriculum framework has been approved for each subject and is to be used as the basis for the subject specific philosophy, goals and subgoals, performance indicators and scope and sequence. Effective utilization of this framework will establish continuity and progression of instruction throughout all year levels.

The second section of this guide delineates the senior school programme of instruction and contains the following: subject's rationale, course description, requirements and outline, correlation matrix and modules for each course offered. It is expected that all teachers will focus instruction on the established curriculum objectives outlined in the modules. The final section of this guide contains an appendix of valuable resources for teachers.

GOALS OF EDUCATION

In Bermuda, the Goals of Education provide the direction for senior level education. These twelve (12) goals enable senior level students to:

- develop responsiveness to the dynamic process of learning
- develop resourcefulness, adaptability and creativity in learning and living
- acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers and other symbols
- develop a wellness approach to life
- gain satisfaction from participating in and appreciating the various forms of artistic expression
- develop a feeling of self-worth
- develop values related to personal and ethical beliefs and to the common welfare of society
- develop an understanding of the role of the individual within a family unit, the role of the family within society and the role of our society in a global context
- develop a sense of personal responsibility in society at the national and international levels
- acquire skills that contribute to self-reliance in solving practical problems in everyday life
- acquire skills and attitudes that will lead to satisfaction and productivity in a career
- develop respect for the environment and a commitment to the wise use of resources.

CAREER PATHWAYS

The curriculum at the senior level will be organized around four (4) career pathways: arts and communications, applied technologies, health and human services and international business and tourism. Career pathways are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Career pathways help students focus on and prepare for the future. In addition, teachers, counsellors and other adults can better support students as they direct their energies toward their established goal.

The senior school graduation requirements are subsumed within each pathway and include four years of English language arts and three years of mathematics, science and social studies. Students also are required to take physical education, health education, computer studies, business studies, family studies or design and technology and at least one of the arts.

Additionally, information technology, library information, career education, learning support and other student service programmes will be offered to all senior level students. It is expected that the implemented curriculum will be based on the premise that all students can learn and that instruction should be differentiated to meet the unique needs of the learner. Further, it is expected that the senior school curriculum will be implemented from a Bermudianized and multicultural perspective as much as is feasible.

Can students graduate and go directly to College or University?

Students will be able to enter the Bermuda College or another college or university directly from the senior school programme provided they meet that college's or university's entry requirements. Admission will depend upon the courses the student has taken, the grades obtained and overall grade point average.

Will students who enter the system from abroad or from a local private institution be given credit towards the BSC?

Students coming from a recognized institution will be given credit for course work successfully completed at that institution.

SENIOR SCHOOL COURSES AT A GLANCE

English Language Arts (EL)	Mathematics (MT)
<p>English Language & Literature I (R) English Language & Literature II (R)</p> <p>English Language & Literature III English Language & Literature IV Journalism & Publications Literature of Africa, Bermuda & the Caribbean Reading & Study Skills Speech & Debate Writer's Workshop</p>	<p>Foundations of Mathematics (R) Mathematics Laboratory (no credit)</p> <p>Advanced Mathematics Applied Mathematics I Applied Mathematics II Applied Mathematics IIIA Applied Mathematics IIIB Business Mathematics I Business Mathematics II Integrated Mathematics I Integrated Mathematics II Introductory Calculus</p>
Science (SC)	Social Studies (SS)
<p>Science I (R) Science II (R)</p> <p>Applied Biology & Chemistry Applied Physics Biology I Biology II Chemistry I Chemistry II Earth Science Environmental Science I Environmental Science II Human Biology Introduction to Horticulture Marine Science Physics I Physics II</p>	<p>Bermuda Social Science: An Overview (R) Politics & Law in Action (R)</p> <p>Comparative Religion and Ethics Introduction to African History Introduction to American History Preserving our Heritage Physical and Human Geography I Physical and Human Geography II Physical and Human Geography III World History</p>

Business Studies (BS)	Computer Science (CS)
<p>Business Essentials I (R)</p> <p>Accounts I Accounts II Business & Personal Law Business Essentials II Computer Keyboarding & Business Applications Economics Insurance International Business Marketing Office Technology Office Technology & Business Application Small Business Management Travel & Tourism</p>	<p>Computer Science I (R)</p> <p>Computer Science II Computer Programming I Computer Programming II Information Technology Projects Inside the Computer Multimedia Network Technology Presentation Tools Web-Page Design</p>
Design & Technology (DT)	Family Studies (FM)
<p>Design & Technology</p> <p>Design & Realization I Design & Realization II Design & Realization III Electronics Technology I Electronics Technology II Electronics Technology III Graphic Communication I Graphic Communication II Graphic Communication III Transportation Technology I Transportation Technology II Transportation Technology III</p>	<p>Exploring Family Living</p> <p>Child Care & Development I Child Care as a Profession II Discovering Food & Nutrition Exploring Careers in Design & Textiles Exploring Careers in Nutrition & Hospitality Fashion & Textile Design Interior Decorating Meal Management & Hospitality Personal Care I Personal Care II Textile Design</p>

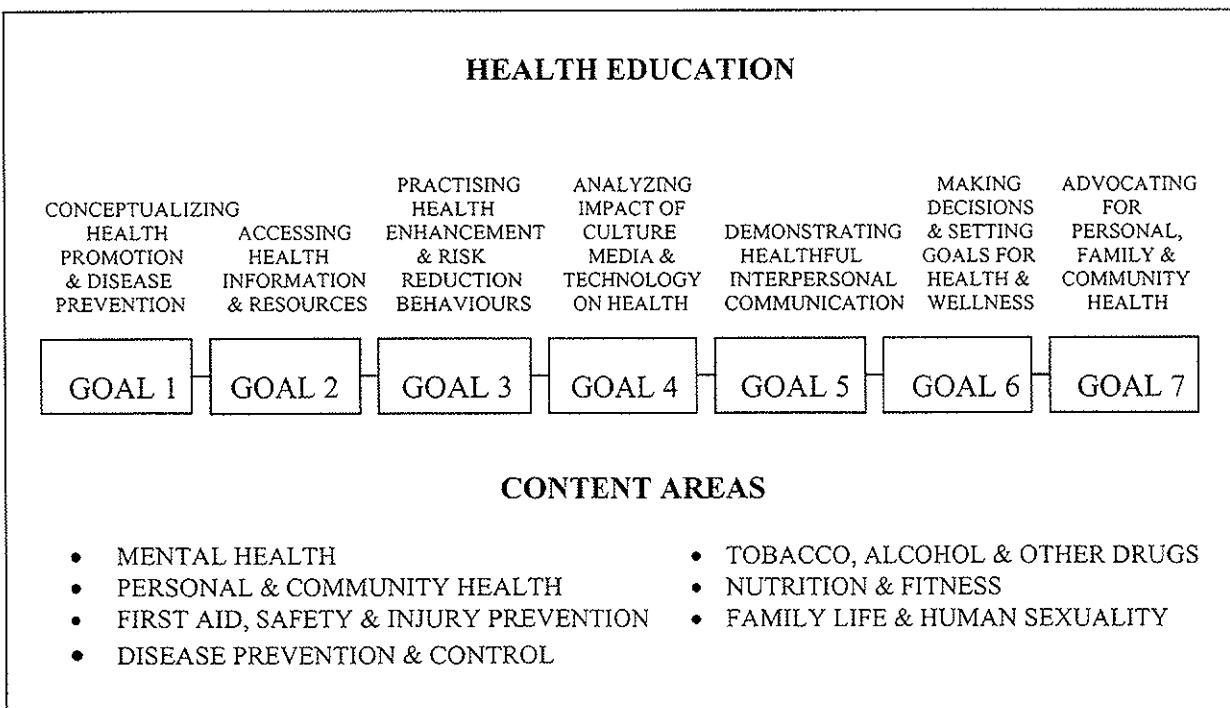
Health (HE)	Physical Education (PE)
<p>Health & Wellness (R) Health Issues(R)</p> <p>Tobacco, Alcohol & Other Drugs (A)* First Aid CPR (A)* Relationships & Human Sexuality (B)** Diseases, Prevention & Control (B)** Health Occupations</p> <p>***Courses labeled A or B will run consecutively as a pair.</p>	<p>Physical Education I (R) Physical Education II (R) Physical Education III (R)</p> <p>Physical Education IV</p>
Foreign Languages (FL)	Functional Skills (FC)
<p>French/Spanish/Portuguese I French/Spanish/Portuguese II French/Spanish/Portuguese III French/Spanish/Portuguese IV Foreign Languages for International Business</p>	<p>Functional Skills I Functional Skills II Functional Skills III Functional Skills IV</p>

Music (MU)	Visual Art (VR)
<p>Music in Society</p> <p><u>Instrumental Music</u> Instrumental Ensemble Instrumental Independent Study Jazz Band Keyboard Lab Music Technology Show Band Ensemble</p> <p><u>Vocal Music</u> Concert Choir Vocal Independent Study Vocal Ensemble</p>	<p>Visual Art in Society</p> <p>Ceramics Drawing & Painting Drawing, Painting & Printed Works Photography Three Dimensional Visual Art</p>
Dance (DN)	Theatre (TH)
<p>Dance in Society</p> <p>Ballet, Modern, Tap & Jazz I Ballet, Modern, Tap & Jazz II Dance & Sports Dance Production Popular & Social Dance Dance Company World Dance Forms</p>	<p>Theatre in Society</p> <p>Acting I Acting II General Communication Play Directing Play Production Scriptwriting Technical Theatre Video Arts</p>

HEALTH EDUCATION PHILOSOPHY

School Health Education focuses on the prevention of health problems. It is designed to assist students in the development of healthful behaviours that are based on the application of health literacy and thinking skills to scientific knowledge. Health Education is firmly rooted in medicine, public health, social/behavioural sciences and education and emphasizes the physical, mental, emotional, spiritual and social aspects of wellness. Health education provides activities that help young people not only develop the skills they will need to avoid prevalent childhood and adolescent health risks, but prepares them for responsible adult living. School health education should involve youth, staff, families and the community. Health Education emphasizes instruction about health careers, health literacy information retrieval, application of critical and creative thinking skills and the study of values and ethics as related to the development of wholesome lifestyles and access to effective health care.

Despite many medical advances in this century, our Bermudian community is faced with perhaps a new dilemma, that of chronic diseases resulting from unhealthy lifestyles and environmental hazards. Risk factors such as inappropriate dietary patterns, stress, sedentary living and the abuse of tobacco, alcohol and other drugs contribute to a variety of health problems. The health education curriculum focuses on modification of these risk factors. Ultimately, the community, churches and schools should view themselves as health educator partners, collaboratively functioning to support parents, the primary health educators, in addressing the health needs and interests of young people. Together, we all should encourage young people to make healthful decisions and behavioural choices based on an ethic which fosters their health and wellness.



HEALTH EDUCATION GOALS AND SUBGOALS

GOAL 1 CONCEPTUALIZE HEALTH PROMOTION AND DISEASE PREVENTION

STUDENTS WILL COMPREHEND HEALTH PROMOTION AND DISEASE PREVENTION CONCEPTS.

- Subgoal 1.1** Analyze the potential impact of common risk behaviours on the quality of life
- Subgoal 1.2** Analyze the changing relationships of mental, emotional, social, spiritual and physical health throughout life
- Subgoal 1.3** Analyze how the family, peers and community influence the health of individuals
- Subgoal 1.4** Evaluate the interrelationship between the environment and community health
- Subgoal 1.5** Identify ways to delay onset and reduce the risks of health problems which may be encountered during one's lifetime
- Subgoal 1.6** Analyze how the prevention and control of health problems have been altered by research and medical advances
- Subgoal 1.7** Analyze how public health policies and laws function in the prevention and control of disease
- Subgoal 1.8** Demonstrate an ability to use methods of health promotion and disease prevention

GOAL 2 ACCESSING HEALTH INFORMATION & RESOURCES

STUDENTS WILL ACCESS VALID HEALTH INFORMATION AND UNDERSTAND HOW TO ACCESS APPROPRIATE HEALTH PRODUCTS AND SERVICES.

- Subgoal 2.1** Discriminate between reliable and unreliable health information, products and services and be aware of services available in the community
- Subgoal 2.2** Describe factors that influence personal selection of health care resources, products and services
- Subgoal 2.3** Analyze data from multiple sources needed to make informed decisions about health information, products and services

- Subgoal 2.4** Analyze situations that require professional health services
- Subgoal 2.5** Demonstrate the ability to access individuals and agencies that provide support and protection
- Subgoal 2.6** Be aware of health care costs and availability of insurance for determining the extent of coverage for the prevention and treatment of health problems

GOAL 3 **PRACTISE HEALTH ENHANCEMENT & RISK REDUCTION BEHAVIOURS**

STUDENTS WILL DEMONSTRATE THE ABILITY TO PRACTISE HEALTH ENHANCING BEHAVIOURS AND REDUCE HEALTH RISKS.

- Subgoal 3.1** Analyze the role of individual responsibility for reducing or managing health risks
- Subgoal 3.2** Assess risk factors to determine personal responsibility for health
- Subgoal 3.3** Distinguish between appropriate and inappropriate behaviour in relationships as they effect health
- Subgoal 3.4** Develop strategies to improve or maintain personal, family and community health and wellness
- Subgoal 3.5** Develop injury prevention strategies for personal, family and community health
- Subgoal 3.6** Develop responses to a range of situations involving physical injury
- Subgoal 3.7** Demonstrate methods of avoiding threatening situations
- Subgoal 3.8** Demonstrate actions for dealing with individuals exhibiting dangerous behaviours
- Subgoal 3.9** Develop strategies to identify and manage sources of stress

GOAL 4 **ANALYZE IMPACT OF CULTURE, MEDIA AND TECHNOLOGY ON HEALTH**

STUDENTS WILL ANALYZE THE IMPACT OF CULTURE, MEDIA, TECHNOLOGY AND OTHER FACTORS ON HEALTH.

- Subgoal 4.1** Analyze how cultural diversity enriches and challenges healthful behaviours
- Subgoal 4.2** Analyze how culture and the media impact on personal, family and community health

Subgoal 4.3 Analyze the role of government in regulating advertising claims related to health

Subgoal 4.4 Describe ways technology can influence health and wellness

Subgoal 4.5 Analyze the influence that school, peers and family have on health and wellness

GOAL 5 **DEMONSTRATE HEALTHFUL INTERPERSONAL COMMUNICATION**

STUDENTS WILL DEMONSTRATE HEALTHFUL INTERPERSONAL COMMUNICATION.

Subgoal 5.1 Interpret verbal and nonverbal communication

Subgoal 5.2 Demonstrate skills for communicating effectively with family and friends

Subgoal 5.3 Evaluate the result of open and honest communication in relationships

Subgoal 5.4 Demonstrate ways to effectively communicate care, consideration and respect of self and others

Subgoal 5.5 Demonstrate a variety strategies for solving interpersonal conflicts without harming self or others

Subgoal 5.6 Demonstrate refusal and negotiation skills to avoid potentially harmful or exploitative situations

Subgoal 5.7 Analyze the possible causes of conflict in schools and communities

Subgoal 5.8 Demonstrate strategies used to reduce conflict among young adults in schools and communities

GOAL 6 **DEMONSTRATE THE ABILITY TO USE DECISION MAKING AND GOAL SETTING SKILLS WHICH ENHANCE HEALTH**

STUDENTS WILL DEMONSTRATE THE ABILITY TO USE DECISION MAKING AND GOAL SETTING SKILLS WHICH ENCHANCE HEALTH.

Subgoal 6.1 Demonstrates the ability to utilize various strategies when making decisions related to health needs and risks of young adults

Subgoal 6.2 Analyze health concerns that require collaborative decision making

Subgoal 6.3 Predict immediate and long term impact of health decisions on the individual, family and community

- Subgoal 6.4** Establish a plan for attaining a personal health goal
- Subgoal 6.5** Evaluate progress toward achieving personal health goals
- Subgoal 6.6** Develop an effective plan for lifelong health promotion and disease prevention

GOAL 7 **ADVOCATE FOR PERSONAL, FAMILY AND COMMUNITY HEALTH**

STUDENTS WILL ADVOCATE FOR PERSONAL, FAMILY AND COMMUNITY HEALTH.

- Subgoal 7.1** Evaluate the impact of various communication methods which accurately express health information and ideas
- Subgoal 7.2** Express ideas and opinions on health issues by composing a multi media presentation
- Subgoal 7.3** Utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions on health issues
- Subgoal 7.4** Use communication skills for working cooperatively with others to advocate for healthy communities
- Subgoal 7.5** Demonstrate the ability to influence and support others in making positive health choices
- Subgoal 7.6** Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience

GOAL 1		Students will comprehend health promotion and disease prevention concepts.			
HEALTH EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1	Analyze the potential impact of common risk behaviours on the quality of life	describe positive and negative personal health behaviours	recognize the relationship between personal health behaviours and individual wellness	explain the relationship between positive health behaviours and the prevention of injury, illness, disease and premature death	analyze the potential impact of common risk behaviours on the quality of life
1.2	Analyze the changing relationship of mental, emotional, social, spiritual and physical health throughout life	describe wellness as part of the whole person concept	describe mental, emotional, social, spiritual and physical health during childhood	describe the interrelationship of mental, emotional, social, spiritual and physical health during adolescence	analyze the changing relationship of mental, emotional, social, spiritual and physical health throughout life
1.3	Analyze how the family, peers and community influence the health of individuals	describe how the family influences the health of individuals and friends	describe how the family and community influence the health of individuals and friends	describe how the family, peers and community influence the health of individuals	analyze how the family, peers and community influence the health of individuals
1.4	Evaluate the interrelationship between the environment and community health	describe positive and negative environmental health practices	identify the impact of the environment on personal health	identify the interrelationship between the environment and personal health	evaluate the interrelationship between the environment and community health

GOAL 1 (cont'd)	Students will comprehend health promotion and disease prevention concepts.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Sub Goals	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.5 Identify ways to delay onset and reduce the risks of health problems which may be encountered during one's lifetime	describe the common health problems and actions which cause them	identify ways to reduce the risks related to health problems of adolescents which may be encountered during adulthood	identify ways to reduce the risks related to health problems of adolescents which may be encountered during adulthood	identify ways to delay onset and reduce the risks of health problems which may be encountered during one's lifetime

GOAL 2		Students will demonstrate the ability to access valid health information and appropriate health products and services.			
HEALTH EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.1	Discriminate between reliable and unreliable health information, products and services and be aware of services available in the community	identify situations that require health information, products and services	describe situations with wise use of health information, products and services available in the community	determine the reliability of health information, products and services	discriminate between reliable and unreliable health information, products and services and be aware of services available in the community
2.2	Describe factors that influence personal selection of health care resources, products and services	identify a variety of resources from the home, school and community that provide reliable health information	describe helpful community sources of reliable health information	research the availability of community health information, products and services that can help adolescents and compare the costs of health products and services	describe factors that influence personal selection of health care resources, products and services
2.3	Analyze data from multiple sources needed to make informed decisions about health information, products and services	locate health information from a variety of resources in the community	compare health information from a variety of appropriate sources	evaluate health information from multiple sources	analyze data from multiple sources needed to make informed decisions about health information, products and services

<p>GOAL 2 (cont'd)</p>	<p>Students will demonstrate the ability to access valid health information and appropriate health products and services.</p>			
<p>HEALTH EDUCATION</p>	<p>PERFORMANCE INDICATORS</p>			
<p>Sub Goals</p>	<p>PS – P3 Learning Phase A</p>	<p>P4 - P6 Learning Phase B</p>	<p>M1 - M3 Learning Phase C</p>	<p>S1 - S4 Learning Phase D</p>
<p>2.4 Analyze situations that require professional health services</p>	<p>identify sources of advertising for health resources, products and services</p>	<p>explain the impact of advertising on the selection of health resources, products and services</p>	<p>relate health care services to the appropriate professional providers</p>	<p>analyze situations that require professional health services</p>

GOAL 3	Students will demonstrate the ability to practice health enhancing behaviours and reduce health risks.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Sub Goals	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.1 Analyze the role of individual responsibility for reducing or managing health risks	identify responsible health habits	explain the importance of assuming responsibility for personal health habits	analyze the importance of assuming responsibility for personal health habits	analyze the role of individual responsibility for reducing or managing health risks
3.2 Assess risk factors to determine personal responsibility for health	develop an awareness of personal health needs	increase awareness of personal health needs	evaluate the results of personal health assessment(s)	assess risk factors to determine personal responsibility for health
3.3 Distinguish between appropriate and inappropriate behaviour in relationships as they affect health	identify behaviours that are safe, risky or harmful to self and others	identify behaviours that are safe, risky and harmful to self and others	analyze the short-term and long-term consequences of safe, risky and harmful behaviours	distinguish between appropriate and inappropriate behaviour in relationships as they affect health
3.4 Develop strategies to improve or maintain personal, family and community health and wellness	practice healthful behaviours	demonstrate strategies to improve or maintain personal health and wellness	demonstrate strategies to improve or maintain personal and family health and wellness	develop strategies to improve or maintain personal, family and community health and wellness

GOAL 4	Students will analyze the impact of culture, media, technology and other factors on health.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Sub Goals	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
4.1 Analyze how cultural diversity enriches and challenges healthful behaviours	recognize different personal health practices based on cultural differences	describe the influence of culture on personal health practice	describe how cultural beliefs influence health behaviours including the use of health services	analyze how cultural diversity enriches and challenges healthful behaviours
4.2 Analyze how culture and the media impacts personal, family and community health	identify how the media seeks to influence thought, feelings and behaviours	describe how the media seeks to influence thought, feelings and behaviours	describe messages from culture, media and other factors that impact health practices	analyze how culture and the media impacts personal, family and community health
4.3 Analyze the role of government in regulating advertising claims related to health	locate advertising on health topics	identify advertising techniques used to impact health decisions	analyze advertising techniques used to impact health decisions	analyze the role of government in regulating advertising claims related to health
4.4 Describe ways technology can influence health and wellness	identify ways technology can influence health and wellness	describe ways technology can influence health and wellness	analyze the influence of technology on personal and family health and wellness	describe ways technology can influence health and wellness
4.5 Analyze the influence that school, peers and family have on health and wellness	identify the influence of the family on health	describe the influence that information from school and family has on health and wellness	analyze the influence information from peers has on health and wellness	analyze the influence that school, peers and family have on health and wellness

GOAL 5		Students will demonstrate healthful interpersonal communication.			
HEALTH EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
5.1	Interpret verbal and nonverbal communication	describe verbal and nonverbal communication	distinguish between verbal and nonverbal communication	demonstrate effective verbal and nonverbal communication	interpret verbal and nonverbal communication
5.2	Demonstrate skills for communicating effectively with family and friends	identify characteristics needed to be a responsible friend and family member	describe characteristics needed to be a responsible friend and family member	demonstrate skills for communicating effectively with family and friends	demonstrate skills for communicating effectively with family and friends
5.3	Evaluate the result of open and honest communication in relationships	identify needs, wants and feelings in preschool	identify needs, wants and feelings appropriately	develop strategies to manage feelings	evaluate the result of open and honest communication in relationships
5.4	Demonstrate ways to effectively communicate care, consideration and respect of self and others	recognize ways to communicate care, consideration and respect of self and others	describe simple ways to communicate care, consideration and respect of self and others	demonstrate effective ways to communicate care, consideration and respect of self and others	demonstrate ways to effectively communicate care, consideration and respect of self and others
5.5	Demonstrate a variety of strategies for solving interpersonal conflicts without harming self or others	demonstrate simple strategies for solving interpersonal conflicts without harming self or others	demonstrate several strategies for solving interpersonal conflicts without harming self or others	demonstrate a variety of strategies for solving interpersonal conflicts without harming self or others	demonstrate a variety of strategies for solving interpersonal conflicts without harming self or others

GOAL 5 (cont'd)		Students will demonstrate healthful interpersonal communication.			
HEALTH EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
5.6	Demonstrate refusal and negotiation skills to avoid potentially harmful or exploitative situations	demonstrate refusal skills and seek adult help	demonstrate refusal skills and seek adult help	demonstrate refusal and negotiation skills to avoid potentially harmful or exploitative situations	demonstrate refusal and negotiation skills to avoid potentially harmful or exploitative situations
5.7	Analyze the possible causes of conflict in schools and communities	differentiate between negative and positive behaviours involving conflict	differentiate between negative and positive behaviours involving conflict	analyze the possible causes of conflict among ones peers in schools and communities	analyze the possible causes of conflict in schools and communities
5.8	Demonstrate strategies used to reduce conflict among young adults in schools and communities	practise a non-violent procedures for resolving conflict in school	utilize non-violent procedures for resolving conflict in school	employ positive strategies to manage conflict in school	demonstrate strategies used to reduce conflict among young adults in schools and communities

GOAL 6		Students will demonstrate the ability to use decision making and goal setting skills which enhance health.			
HEALTH EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
6.1	Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults	identify examples of healthful decision making	demonstrate the ability to apply a decision making process to health issues and problems	demonstrate the ability to apply a decision making process to health issues and problems individually and collaboratively	demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults
6.2	Analyze health concerns that require collaborative decision making	recognize when to ask for assistance when making health related decisions and setting health goals	analyze when to ask for assistance when making health related decisions and setting health goals	analyze the role of individual, family, community and cultural values when making health related decisions	analyze health concerns that require collaborative decision making
6.3	Predict immediate and long term impact of health decisions on the individual, family and community	identify some positive health decisions	describe outcomes of positive health decisions	explain how decisions regarding health behaviours have consequences for self and others	predict immediate and long-term impact of health decisions on the individual, family and community
6.4	Establish a plan for attaining a personal health goal	identify the importance of setting healthful goals	list the steps in setting personal health goals	apply strategies and skills needed to attain personal health goals	establish a plan for attaining a personal health goal

GOAL 6 (cont'd)	Students will demonstrate the ability to use decision making and goal setting skills which enhance health.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Sub Goals	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
6.5 Evaluate progress toward achieving personal health goals	identify a personal health improvement goal	set a personal health goal and make progress toward its achievement	describe how changing abilities, priorities and responsibilities influence personal health goals	evaluate progress toward achieving personal health goals
6.6 Develop an effective plan for lifelong health promotion and disease prevention	explain why it is important to be responsible for one's health	formulate a personal wellness plan which addresses improvement in aspects of physical, mental, emotional, spiritual and social health	formulate a personal wellness plan which addresses needs and health risks	develop an effective plan for lifelong health promotion and disease prevention

GOAL 7		Students will demonstrate the ability to advocate for personal, family and community health.			
HEALTH EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
7.1	Evaluate the impact of various communication methods which accurately express health information and ideas	identify important sources of accurate health information and ideas	describe a variety of methods used to convey accurate health information and ideas	analyze various communication methods which accurately express health information and ideas	evaluate the impact of various communication methods which accurately express health information and ideas
7.2	Express ideas and opinions on health issues by composing a multimedia presentation	express ideas and opinions on health issues	express ideas and opinions on health issues	express ideas and opinions on health issues by composing an original presentation	express ideas and opinions on health issues by composing a multimedia presentation
7.3	Utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions on health issues	demonstrate the ability to influence and support others in making positive health choices	demonstrate the ability to influence and support others in making positive health choices	identify barriers to effective communication of information, ideas, feelings and opinions on health issues	utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions on health issues
7.4	Use communication skills for working cooperatively with others to advocate for a healthful community	identify health and wellness advocates in the community	identify community agencies that advocate for healthful individuals, families and the community	use communication skills for working cooperatively with others to advocate for healthful individuals, families and schools	use communication skills for working cooperatively with others to advocate for a healthful community

GOAL 7 (cont'd)	Students will demonstrate the ability to advocate for personal, family and community health.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Sub Goals	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
7.5 Demonstrate the ability to influence and support others in making positive health choices	demonstrate the ability to influence and support others in making positive health choices	demonstrate the ability to influence and support others in making positive health choices	demonstrate the ability to influence and support others in making positive health choices	demonstrate the ability to influence and support others in making positive health choices
7.6 Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience	create a personalized health communication message	use a variety of media to convert important health messages	demonstrate the ability to adapt health messages and communication techniques to the characteristics of personal health and wellness goals	demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience

DISEASE, PREVENTION AND CONTROL (1of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Communicable Diseases	<ul style="list-style-type: none"> • basic hygiene • disease control • spreading of diseases <ul style="list-style-type: none"> - germs - cold and flu - handwashing 	<ul style="list-style-type: none"> • spreading diseases • defenses against diseases 	<ul style="list-style-type: none"> • spreading diseases • defenses against diseases • stages of diseases • transmission of diseases • common communicable diseases • community resources 	<ul style="list-style-type: none"> • spreading diseases • defenses against diseases • stages of diseases • transmission of diseases • common communicable diseases • community resources
Sexually Transmitted Disease / HIV	N/A	N/A	<ul style="list-style-type: none"> • identification • transmission • preventing the spread of STD's • controlling the spread of STD's • community resources and health advances 	<ul style="list-style-type: none"> • identification • transmission • preventing the spread of STD's • controlling the spread of STD's • community resources and health advances
Chronic Diseases	N/A	<ul style="list-style-type: none"> • types of chronic diseases • risk reduction and health promotion 	<ul style="list-style-type: none"> • causes, treatment prevention (cancer, diabetes and heart disease) • risk reducing strategies • other chronic diseases (asthma, allergies and sickle cell anemia) 	<ul style="list-style-type: none"> • causes, treatment prevention (cancer, diabetes and heart disease) • risk reducing strategies • other chronic diseases (asthma, allergies and sickle cell anemia)

DISEASE, PREVENTION AND CONTROL (2 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Mental Illness	N/A	<ul style="list-style-type: none"> • what is mental illness • dealing with loss 	<ul style="list-style-type: none"> • signs of mental illness • types of mental illness • treatment for mental illness • dealing with loss (DABDAH) 	<ul style="list-style-type: none"> • signs of mental illness • types of mental illness • treatment for mental illness • dealing with loss (DABDAH)
Health Careers	<ul style="list-style-type: none"> • roles <ul style="list-style-type: none"> - nurse - doctor - dentist - pharmacist - hygienist 	<ul style="list-style-type: none"> • roles <ul style="list-style-type: none"> - nurse - doctor - dentist - pharmacist - hygienist 	<ul style="list-style-type: none"> • occupational tasks in health careers • rehabilitation specialists 	<ul style="list-style-type: none"> • occupational tasks in health careers • rehabilitation specialists

PERSONAL & COMMUNITY HEALTH (1 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Personal Health Habits	<ul style="list-style-type: none"> hygienic practices wellness health maintenance 	<ul style="list-style-type: none"> hygienic practices wellness health promotion 	<ul style="list-style-type: none"> hygienic practices wellness individual responsibility health promotion 	<ul style="list-style-type: none"> hygienic practices wellness individual responsibility wellness and technology
Health Care Services	<ul style="list-style-type: none"> health care providers 	<ul style="list-style-type: none"> health care providers prevention services intervention services treatment services 	<ul style="list-style-type: none"> public private non-profit prevention services intervention services treatment services 	<ul style="list-style-type: none"> assessing health care health care marketing regulatory agencies selecting health care provider consumerism
Health Care Products	<ul style="list-style-type: none"> product safety 	<ul style="list-style-type: none"> labeling product choices family and cultural influences 	<ul style="list-style-type: none"> labeling/product information media influences advertising 	<ul style="list-style-type: none"> individual responsibility
Health Economics	N/A	N/A	<ul style="list-style-type: none"> economic affordability personal selection of health care services 	<ul style="list-style-type: none"> economic affordability health care insurance cost effectiveness of prevention and early intervention

PERSONAL & COMMUNITY HEALTH (2 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Environmental Health	<ul style="list-style-type: none"> • clean air/water 	<ul style="list-style-type: none"> • impact of environment in health 	<ul style="list-style-type: none"> • impact of environment in health 	<ul style="list-style-type: none"> • impact of environment in health
Health Careers	<ul style="list-style-type: none"> • health careers 	<ul style="list-style-type: none"> • health careers 	<ul style="list-style-type: none"> • health careers • role of health care providers 	<ul style="list-style-type: none"> • health careers • role of health care providers

TOBACCO, ALCOHOL & OTHER DRUGS (1 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Effects and Interactions	<ul style="list-style-type: none"> • smoking and health • licit and illicit alcohol and other drugs • poison control 	<ul style="list-style-type: none"> • smoking and health • licit and illicit alcohol and other drugs • poison control • medicine safety • harmful effects of alcohol and other drugs 	<ul style="list-style-type: none"> • smoking and health • licit and illicit alcohol and other drugs • poison control • use of pharmaceuticals • harmful effects of alcohol and other drugs 	<ul style="list-style-type: none"> • smoking and health • licit and illicit alcohol and other drugs • poison control • use of pharmaceuticals • harmful effects of alcohol and other drugs
Consequences	<ul style="list-style-type: none"> • medicine safety 	<ul style="list-style-type: none"> • personal, legal and community consequences of tobacco, alcohol and other drug abuse 	<ul style="list-style-type: none"> • personal, legal and community consequences of tobacco, alcohol and other drug abuse • consequences of drinking and driving 	<ul style="list-style-type: none"> • personal, legal and community consequences of tobacco, alcohol and other drug abuse • consequences of drinking and driving
Resistance Skills	<ul style="list-style-type: none"> • assertiveness 	<ul style="list-style-type: none"> • assertiveness • positive alternatives to tobacco, alcohol and other drug abuse 	<ul style="list-style-type: none"> influencing younger children towards safety, health and wellness • positive alternatives to tobacco, alcohol and other drug abuse 	<ul style="list-style-type: none"> • influencing younger children towards safety, health and wellness • personal and community levels of resistance • self-assessment • assertiveness training

TOBACCO, ALCOHOL & OTHER DRUGS (2 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4- P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Chemical Dependency	N/A	<ul style="list-style-type: none"> physical and psychological dependence 	<ul style="list-style-type: none"> physical and psychological dependence nature of chemical dependency 	<ul style="list-style-type: none"> physical and psychological dependence nature of chemical dependency
Community Resources	<ul style="list-style-type: none"> seeking adult assistance 	<ul style="list-style-type: none"> resources and services for prevention, intervention and treatment of tobacco, alcohol and other drug abuse 	<ul style="list-style-type: none"> resources and services for prevention, intervention and treatment of tobacco, alcohol and other drug abuse 12 step programmes 	<ul style="list-style-type: none"> resources and services for prevention, intervention and treatment of tobacco, alcohol and other drug abuse 12 step programmes

MENTAL HEALTH	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Self Concept	<ul style="list-style-type: none"> positive attitudes 	<ul style="list-style-type: none"> self concept consequences of positive and negative behaviour positive attitudes 	<ul style="list-style-type: none"> improvement of self concept positive attitudes 	<ul style="list-style-type: none"> improvement of self concept
Coping Skills	<ul style="list-style-type: none"> stress management 	<ul style="list-style-type: none"> anger management stress management applications violence prevention 	<ul style="list-style-type: none"> community resources stress management applications personal goal setting: violence prevention reality and fantasy 	<ul style="list-style-type: none"> community resources stress management applications personal goal setting: violence prevention coping with stress
Decision Making	<ul style="list-style-type: none"> decision making 	<ul style="list-style-type: none"> peer pressure: causes and effects goal setting 	<ul style="list-style-type: none"> behavioural change goal setting 	<ul style="list-style-type: none"> behavioural change goal setting
Interpersonal Relationships	<ul style="list-style-type: none"> expressing emotions interpersonal communication 	<ul style="list-style-type: none"> expressing emotions interpersonal communication 	<ul style="list-style-type: none"> emotional and social health assessment and monitoring interpersonal communication 	<ul style="list-style-type: none"> emotional and social health assessment and monitoring interpersonal communication

NUTRITION & FITNESS	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Foods	<ul style="list-style-type: none"> foods we eat 	<ul style="list-style-type: none"> classifying into food groups 	<ul style="list-style-type: none"> food pyramid balanced diet 	<ul style="list-style-type: none"> planning meals purchasing foods
Nutrient Sources and Functioning	<ul style="list-style-type: none"> foods energy, growth and health 	<ul style="list-style-type: none"> nutrients and functions food labels 	<ul style="list-style-type: none"> related careers food sources of nutrient food labels 	<ul style="list-style-type: none"> nutrient density nutrient deficiencies
Eating Habits and Food Choices	<ul style="list-style-type: none"> taste 	<ul style="list-style-type: none"> food choices <ul style="list-style-type: none"> - cultural - aesthetics - social - media - breakfast and snacks - fast foods 	<ul style="list-style-type: none"> food choices <ul style="list-style-type: none"> - psychological - physiological - financial - medical - fast foods - advertising techniques 	<ul style="list-style-type: none"> changing food/activity behaviour
Metabolism, Weight Control and Exercise	<ul style="list-style-type: none"> body shape balancing food and activity 	<ul style="list-style-type: none"> relationship of diet and exercise 	<ul style="list-style-type: none"> food and activity (self assessment) weight control eating disorders 	<ul style="list-style-type: none"> assessing fat in diets dietary and fitness assessment
Relationship of Food, Nutrition and Health	<ul style="list-style-type: none"> feeling good fitness food handling 	<ul style="list-style-type: none"> wellness lifestyle fat, salt and sugar food storage 	<ul style="list-style-type: none"> dietary guidelines activity guidelines nutrition quackery foodborne illnesses 	<ul style="list-style-type: none"> diet through life cycle diet related illness food processing pesticides

FIRST AID, SAFETY, INJURY PREVENTION	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Hazardous Situations	<ul style="list-style-type: none"> hazard awareness school safety pedestrian safety 	<ul style="list-style-type: none"> home safety fire safety assessing safety 	<ul style="list-style-type: none"> violence prevention assessing personal and community safety school safety 	<ul style="list-style-type: none"> safety laws environmental hazards community advocacy traffic safety
Injury Prevention	<ul style="list-style-type: none"> injury prevention and practices basic first aid skills 	<ul style="list-style-type: none"> injury prevention and practices basic first aid skills 	<ul style="list-style-type: none"> injury prevention and practices standard first aid skills 	<ul style="list-style-type: none"> injury prevention and practices advanced first aid skills
Emergency Response	<ul style="list-style-type: none"> emergency numbers “Good Samaritan” basic first aid skills 	<ul style="list-style-type: none"> role of first responder first aid for choking victims access to emergency service first aid skills 	<ul style="list-style-type: none"> early heart attack care laws standard first aid skills 	<ul style="list-style-type: none"> early heart attack care CPR advanced first aid skills
Risk Taking Behaviours and Consequences	<ul style="list-style-type: none"> following rules physical abuse/assault 	<ul style="list-style-type: none"> positive risk behaviours negative risk behaviours physical abuse/assault 	<ul style="list-style-type: none"> physical abuse/assault intervention and treatment 	<ul style="list-style-type: none"> physical abuse/assault advocacy and awareness intervention and treatment
Safety Resources	<ul style="list-style-type: none"> safety safety needs and appropriate services 	<ul style="list-style-type: none"> safety safety needs and appropriate services 	<ul style="list-style-type: none"> safety safety needs and appropriate services careers in safety 	<ul style="list-style-type: none"> community safety careers in safety

FAMILY LIFE & HUMAN SEXUALITY (1 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Roles and Responsibilities of Family Members	<ul style="list-style-type: none"> • family tree • roles of family members 	<ul style="list-style-type: none"> • needs of family members • effects of loss on the family 	<ul style="list-style-type: none"> • external influences • family unit cohesiveness • effects of death and loss on the family 	<ul style="list-style-type: none"> • external influences • cohesiveness of the family • effects of death and loss on the family
Family Structure, Customs and Values	<ul style="list-style-type: none"> • importance of family 	<ul style="list-style-type: none"> • values and morals • types of family structures 	<ul style="list-style-type: none"> • values, morals and ethics • family traditions • culture and customs 	<ul style="list-style-type: none"> • values, morals and ethics • family traditions • culture and customs
Dating and Marriage	<ul style="list-style-type: none"> • loving relationships 	<ul style="list-style-type: none"> • decision making skills 	<ul style="list-style-type: none"> • decision making skills and dating • development of friendships and relationships 	<ul style="list-style-type: none"> • decision making skills and relationships • conflict resolution • separation and divorce
Parenthood and Parenting	<ul style="list-style-type: none"> • parental responsibilities and neglect 	<ul style="list-style-type: none"> • parental responsibilities and neglect 	<ul style="list-style-type: none"> • parent-child relationships • impact of teenage parenting • child neglect laws • needs and services 	<ul style="list-style-type: none"> • parent-child relationships • parenting skills • psychological impact of parenting • advocacy against child neglect

FAMILY LIFE & HUMAN SEXUALITY (2 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Gender Identity and Reproduction	<ul style="list-style-type: none"> • animal reproduction 	<ul style="list-style-type: none"> • animal and human reproduction 	<ul style="list-style-type: none"> • human reproduction • sexual orientation • role of father/mother 	<ul style="list-style-type: none"> • human reproduction • sexual orientation • role of father/mother
Sexual Abuse/Assault	<ul style="list-style-type: none"> • warning signals <ul style="list-style-type: none"> - good touch - bad touch - confusing touch 	<ul style="list-style-type: none"> • warning signals • types of sexual offences • community resources 	<ul style="list-style-type: none"> • emotional and psychological effects • community resources 	<ul style="list-style-type: none"> • emotional and psychological effects • community resources

REFERENCES

Joint Committee on National Health Standards. National Health Education Standards: Achieving Health Literacy. Atlanta: American Cancer Society, 1995.

Wisconsin Department of Public Instruction. A Guide to Curriculum Planning in Health Education. Madison: Wisconsin Department of Public Instruction, 1994.

INTRODUCTION TO SENIOR SCHOOL CURRICULUM

The senior school curriculum (S1 - S4) recognizes the distinct needs of the middle to late adolescent learner (14 to 18 years) and is based on the necessity of working consciously with the many developmental changes of students during this phase. It is a time to build on the foundation laid in the middle school by preparing students for work, further education and productive citizenry in the 21st Century.

As members of the senior school community, students have an opportunity to choose from a number of options and to participate in a variety of activities. The more involved students become in the life of the school, the more meaning school will have. Students will get the most from their educational experiences if their choices reflect their personal needs, interests, and talents. Students should select carefully those courses which offer the greatest opportunity for learning and which serve to better individual education and career goals.

Following are some of the characteristics of senior school students:

- intellectual habits increase
- thought processes become more abstract
- awareness of complexity of issues increases; rejection of simplistic explanations
- thought becomes more comprehensive
- ability to hypothesize and analyze increases
- thought becomes less egocentric
- interest in laws that regulate society increases
- ability to focus attention for long periods, increases (i.e. on topics of interest)

The senior school curriculum is a written guide that identifies the goals and curriculum objectives which teachers establish for students to achieve. It makes visible the articulation necessary for preschool through senior level programmes so that students do not have large gaps in their understanding, skills and competencies. Its scope and sequence also allows teachers to plan linkages across the curriculum so those cross-curricular connections can be made more easily between and among various subjects.

Given the above characteristics, the senior school curriculum is intended to provide students opportunities to:

- discuss, explore, investigate and hypothesize
- find solutions to real problems
- utilize both concrete and abstract reasoning skills
- process information at formal operations level

The following section outlines the curriculum to be taught in Bermuda's senior schools.

SENIOR LEVEL EDUCATION

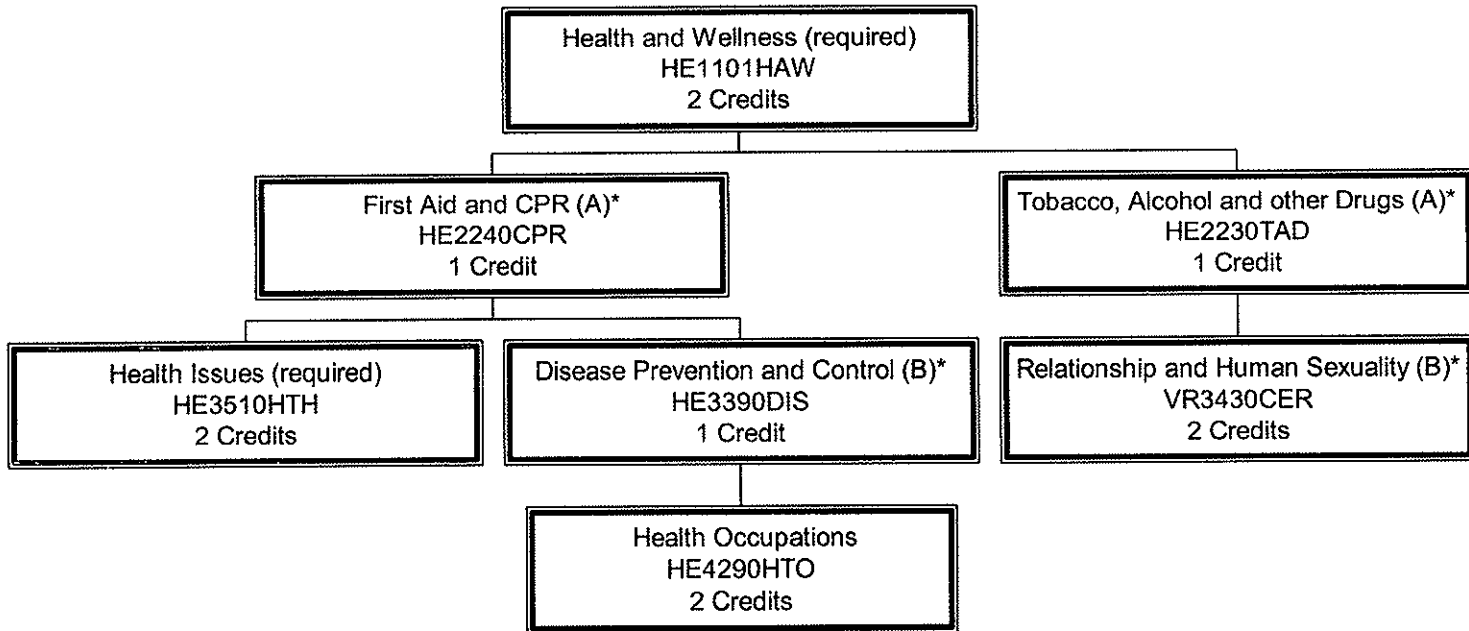
GOAL:

To ensure students become critical and analytical readers, logical and insightful thinkers, and concise users of visual, written and oral language.

SENIOR SCHOOL HEALTH EDUCATION RATIONALE

The Health Education curriculum at the senior school level will build upon knowledge, skills and concepts gained at the middle level. Increasingly, students will be expected to analyze and advocate for important health issues and policies both in Bermuda and globally. Required and elective health education courses will also meet the needs of students who are seriously considering careers in health related occupations. Students will be provided with opportunities to explore selected health issues at a higher level, applying critical thinking through reference and research. The ultimate aim will focus on enhancing attitudes and behaviour toward optimal health and wellness. It is expected that healthful decision making, coping, interpersonal skills and self responsibility will not only benefit young people but also ultimately benefit the Bermuda families and the community.

SENIOR SCHOOL HEALTH COURSES



COURSE DESCRIPTIONS

Health Education (HE)

Health and Wellness (required course)

Prerequisite: None

HE1101 HAW
2 credit (s)

S1 level (s)

This course examines the factors that contribute to optimal health wellness. Enhancing self esteem and personal responsibility are emphasized. Students apply critical thinking skills both by seeking answers to their own health and wellness questions and weighing the benefits and consequences of risk reduction and disease prevention. Local and global health issues will be examined with local bio-statistics and community resources utilized as appropriate. Topics include a focus on health and wellness; mental and emotional health; safety; alcohol, tobacco and other drugs; human sexuality and infectious diseases.

Health Issues (required course)

Prerequisite: Health and Wellness

HE3510 HTH
2 credit (s)

S3-S4 level (s)

This course is designed to extend and refine knowledge already gained in earlier health education courses and increase health literacy and personal responsibility for health and wellness. Students will undergo health behaviour assessments and apply principles of risk reduction and health promotion to selected current health issues. Mental and emotional health; nutrition and physical inactivity; safety, violence and injury prevention; chemical dependency and the risks of unprotected sex are among the health issues to be studied. Independent research and multimedia production activities will be undertaken in addition to critical examination of viewpoints on ethical issues related to health.

Tobacco, Alcohol and Other Drugs (A)*

Prerequisite: Health and Wellness

HE2230 TAD
1 credit (s)

S2 – S4 level (s)

In many communities around the world, alcohol and tobacco are sold in supermarkets along with groceries. Advertisements for wine, beer, liquors and cigarettes appear in magazines and newspapers. Because alcohol and tobacco are sold in so many ordinary places and they are legal, this course is designed to look at use, abuse and addiction to these substances. Additionally, the use, abuse and addiction to illicit drugs will be closely examined. The skills for Action Quest Life Skills Programme provides a basis for this course.

First Aid and CPR (A)*

Prerequisite: Health and Wellness

HE2240 CPR
1 credit (s)

S2-S4 level (s)

This course will follow the American Red Cross programme for standard first aid and safety. Students will be able to recognize and treat these emergencies. The course uses a combination of video, lecture and hands-on experiences to introduce the material. Certified Bermuda Red Cross Trainers will instruct students in Adult, Children and Infant CPR techniques using mannequins. The importance of first aid training will be discussed together with careers in related fields. The American Red Cross test will be used to assess this programme.

Health Occupations

Prerequisite: Health and Wellness; and Health Issues

HE4290 HTO

2 credit (s)

S4 level (s)

This course will provide the student with basic competencies required to enter post secondary health occupations training. Students will gain insight into health care systems both local and global, the variety of health occupations and their entry requirements, the skills required to enter health occupations. Visits and guest speakers will enhance this course.

Relationships and Human Sexuality (B)**

Prerequisite: Health and Wellness

HE3380 RSX

1 credit (s)

S3–S4 level (s)

The focus of this course is to provide sexuality education to help students develop healthful attitudes about relationships and sexuality. Students will gain accurate information and use responsible decision making skills.

Disease Prevention and Control (B)**

Prerequisite: Health & Wellness

HE3390 DIS

1 credit (s)

S3–S4 level (s)

This course is an in-depth examination of disease that extends and refines knowledge already gained at the middle and senior one levels. Students will investigate symptoms, treatment and prevention of various diseases with specific reference to those common in Bermuda. Careers and organizations related to disease prevention and control will be discussed. Videos and guest speakers will be used to promote critical thinking about issues related to disease.

***/**The courses labeled (A and B) will run consecutively as a pair.**

Health and Wellness

Course Code: HE1101HAW



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL HEALTH EDUCATION COURSE OVERVIEW

Title: Health & Wellness

2 credit (s)

60 hour (s)

Prerequisite (s): None

S1 level (s)

Course Code: HE1101HAW

required or **elective**

Course Description

This course examines the factors which contribute to optimal health and wellness. Enhancing self esteem and personal responsibility are emphasized. Students apply critical thinking skills both by seeking answers to their own health and wellness questions and weighing the benefits and consequences of risk reduction and disease prevention. Local and global health issues will be examined with local bio-statistics and community resources utilized as appropriate. Topics include a focus on health and wellness; mental and emotional health; safety; alcohol, tobacco and other drugs; human sexuality and infectious diseases.

Course Requirements

The requirements for this course are as follows:

<p>Performance Assessments: -interviews, data gathering, oral presentations, skills tests, observations, contracts (This assessment can be classwork or homework. Rubrics are provided for scoring. One module can be assessed by a significant performance assessment.)</p>	40%
<p>Product Assessments: chapter assignments, short quizzes, reports, data analysis, poems, posters/collages, pamphlets, games, health journals, portfolios, etc. (This assessment can be classwork or homework. Rubrics are provided for scoring. One module can be assessed by a significant written test.)</p>	30%
<p>Written Assessments: At least five written tests will be based on content cited in modules. The weighting for each module test is given in the course outline. The total for each written test should be 50 marks.</p> <ul style="list-style-type: none"> ▪ no more than 20 multiple choice questions 20 marks ▪ written section (to contain each of the following) 30 marks <p>(i) short answers, (ii) data analysis-based on raw data or newspaper articles, etc. (iii) decision making (problem solving) – based on text model, (iv) critical thinking</p>	30%
Total	100%

Course Resources

Gold, Robert and Greenberg, Jerrold. Holt Health. Atlanta: Holt, Rinehart and Winston, 1995.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Health and Wellness 7 - optimal wellness - wellness assessment - personal and consumer health - health issues		B. Mental & Emotional Health 5 - stress management - self esteem - relationships - dealing with loss	
C. Human Sexuality 7 - physiology of reproductive system - sexual responsibility and decision making - teen pregnancy issues		D. Infectious Diseases 6 - transmission - prevention - HIV, AIDS and other STD's - impact of disease on society	
E. Safety & Emergency Response 7 - first response and first aid - physical assault and abuse, including violence - sexual assault and abuse, including sexual harassment - neglect		F. Licit and Illicit Drugs 6 - licit and illicit drugs - symptoms of abuse - impact of drugs - community resources	

Subtotal	38
Optional double periods	7
Total double periods	45

SENIOR SCHOOL HEALTH EDUCATION

check one: S1 S2 S3 S4

Health and Wellness

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX					
1	Health Promotion and Disease Prevention	1.1	Risk behaviours						x
		1.2	Changes	x				x	
		1.3	Influences	x		x		x	x
		1.4	Environment impact	x			x	x	x
		1.5	Risk reduction	x		x	x	x	x
		1.6	Prevention control	x			x	x	x
		1.7	Policies/laws						x
		1.8	Methods						x
2	Health Information and Resources	2.1	Reliability	x	x	x	x	x	x
		2.2	Selection	x	x	x	x	x	x
		2.3	Decision making	x	x		x		x
		2.4	Analysis	x	x	x	x	x	x
		2.5	Accessibility	x		x	x		x
		2.6	Cost	x		x			x
3	Health Enhancement and Risk Reduction Behaviours	3.1	Responsibility		x	x	x	x	x
		3.2	Risk factors		x	x		x	x
		3.3	Behaviours		x	x		x	x
		3.4	Strategies/improvement	x	x			x	x
		3.5	Strategies/prevention		x			x	x
		3.6	Situations/avoidance		x			x	
		3.7	Methods		x			x	x
		3.8	Actions		x				
		3.9	Stress management		x				
4	Impact of Culture and Technology of Health	4.1	Diversity		x				x
		4.2	Impacts		x				x
		4.3	Government's role	x					x
		4.4	Technology	x					x
		4.5	Influences	x	x			x	x
5	Healthful Interpersonal Communication	5.1	Interpretation		x	x		x	
		5.2	Skills		x	x		x	x
		5.3	Relationships		x	x		x	
		5.4	Methods		x			x	
		5.5	Conflict analysis		x				
		5.6	Negotiation		x				
		5.7	Conflict analysis		x				
		5.8	Conflict reduction		x				

SENIOR SCHOOL HEALTH EDUCATION

check one: S1 S2 S3 S4

Health and Wellness

6	Decision Making and Setting Goal for Health and Wellness	6.1	Strategies	x	x	x		x	x
		6.2	Analysis/concern	x	x			x	x
		6.3	Impact	x	x	x	x	x	x
		6.4	Plans/personal	x	x			x	x
		6.5	Progression	x	x			x	x
		6.6	Plans/lifelong						x
7	Personal Family and Community Health Advocacy	7.1	Communication methods						x
		7.2	Opinions	x	x				x
		7.3	Strategies	x	x				x
		7.4	Problem solving	x	x			x	x
		7.5	Influence	x	x	x		x	x
		7.6	Audience						x
CONTENT STRUCTURE		Mental Health		x	x				
		Personal & Community Health							
		First Aid, Safety & Injury		x				x	
		Disease Prevention & Control						x	
		Tobacco, Alcohol & Other Drugs		x					x
		Nutrition & Fitness		x					
		Human Sexuality		x					
MODULES				A	B	C	D	E	F

MODULE KEY

A - Health and Wellness
 B - Mental and Emotional Health
 C - Human Sexuality

D - Infectious Diseases
 E - Safety and Emergency Response
 F - Licit and Illicit Drugs

(Page 2 of 2)

HEALTH EDUCATION

Course Title: HEALTH AND WELLNESS

Sequence Reference: HE1101HAW-A

Module Title: Health and Wellness

Senior School Level

Number of Periods: 7 double periods

S1	S2	S3	S4
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subgoal Emphasis:

- 1.1 - 1.4 Health Promotion & Disease Prevention
- 2.1 - 2.4 Health Information & Resources
- 3.4 Health Enhancement & Risk Reduction
- 4.3 - 4.5 Healthful Interpersonal Communication
- 6.1 - 6.5 Decision Making and Goal Setting
- 7.2 - 7.5 Personal Family and Community Health

Content Focus

- Personal health habits
- Health care services/products
- Health providers

Curriculum Objectives:

At the end of this module, students will:

- evaluate dimensions of personal wellness
- implement a plan to optimize personal health
- analyze health care status and access in Bermuda
- analyze the impact of culture, media, environment and technology on personal health
- analyze aspects of health risk behavior for teens
- research types of careers in health
- practise decision making skills

Content Detail:

- dimensions of wellness (5 components)
- personal wellness (assessment, individual responsibility, decision making and impact of culture, media and technology)
- risk taking behaviours (taking drugs, having unprotected sex, poor dietary habits, unintentional accidents and lack of physical activity)
- health status data
- health care access (public and private)
- teen risk behaviours
- decision making process

Module Evaluation:

- **Performance Assessments:**
- checklists, inventories, laboratory activities, teacher observations, interviews and debates
- **Product Assessments:**
- data handling (statistics), surveys, reports, posters, models, poems, essays
- portfolio assessment: personal health journal and sample works
- **Written Assessments:**
- test/quizzes

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- library (internet) overhead transparencies/laser discs/CD-ROM/video, newspapers/magazine articles/literature, phone book
- counsellor (careers, decision making, etc.)
- cross curricular connections: family studies, Skills for Action, information technology, physical education
- visits, guests, agencies: fitness centres, gymnasiums, clinics, hospitals, E.A.P. advertising agencies; various health care providers, wellness professionals and counsellors; interagency resources

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Gold, Robert and Greensberg, Jerrold, Health. (Annotated) Teacher's Edition. Atlanta: Holt, Rinehart and Winston, 1995.

REFERENCES - STUDENT:

Gold, Robert and Greensberg, Jerrold, Health. Atlanta: Holt, Rinehart and Winston, 1995.

HEALTH EDUCATION

Course Title: HEALTH AND WELLNESS

Sequence Reference: HE1101HAW-B

Module Title: Mental and Emotional Health

Senior School Level

S1	S2	S3	S4
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Number of Periods: 5 double periods

Subgoal Emphasis:

- 2.1 - 2.4 Health Information & Resources
- 3.1 - 3.9 Health Enhancement & Risk Reduction
- 4.1 - 4.5 Impact of Culture, Media & Technology on Health
- 5.1 - 5.8 Healthful Interpersonal Communication
- 6.1 - 6.5 Decision Making and Goal Setting
- 7.2 - 7.5 Personal Family and Community Health

Content Focus

- Mental Health

Curriculum Objectives:

At the end of this module, students will:

- evaluate the benefits and issues involved with different types of relationships
- demonstrate a variety of strategies for solving interpersonal conflict
- assess personal levels of stress
- practice stress management techniques
- develop personal strategies for self concept improvement
- analyze methods of coping with loss, death, divorce and loneliness
- demonstrate a variety of strategies for solving interpersonal conflict
- assess community resources for mental health

Content Detail:

- relationships – peer, parent, marital
- self-concept and goal setting
- loss/death/divorce/loneliness
- mental and emotional disorders
- community resources

Module Evaluation:

- **Performance Assessments:**
- checklists, inventories, assignments, laboratory activities, teacher observation, interviews and debates
- **Product Assessments:**
- data handling, (statistics), surveys, reports, posters, models, poems, essays
- portfolio assessment: personal health journal and sample works
- **Written Assessments:**

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- library(internet) overhead transparencies/laser discs/CD-ROM/video, newspapers/magazines articles/literature, phone book
- counsellor (careers and decision making etc.)
- cross curricular connections: guidance, social studies; Skills for Action, family studies, R.E.A.C.H.
- visits, guests, agencies: EAP, Women's Resource Centre, physical abuse centre; psychologist, counsellor, mental health nurse, police liaison officer, Bermuda youth counselling service(BYCS), motivational speakers, Child and Adolescent Services, St. Brendan's Hospital

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Gold, Robert and Greensberg, Jerrold, Health. (Annotated) Teacher's Edition. Atlanta: Holt, Rinehart and Winston, 1995.

REFERENCES - STUDENT:

Gold, Robert and Greensberg, Jerrold, Health. Atlanta: Holt, Rinehart and Winston, 1995.

HEALTH EDUCATION

Course Title: HEALTH AND WELLNESS	Sequence Reference: HE1101HAW-C								
Module Title: Human Sexuality	Senior School Level								
Number of Periods: 7 double periods	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">S1</td> <td style="padding: 2px 5px;">S2</td> <td style="padding: 2px 5px;">S3</td> <td style="padding: 2px 5px;">S4</td> </tr> <tr> <td style="text-align: center; padding: 2px 5px;"><input checked="" type="checkbox"/></td> <td style="text-align: center; padding: 2px 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px 5px;"><input type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S1	S2	S3	S4						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.3 - 1.5 Health Promotion and Disease Prevention • 2.1 - 2.6 Health Information and Resources • 3.1 - 3.3 Health Enhancement and Risk Reduction • 5.1 - 5.3 Healthful Interpersonal Communication • 6.1 - 6.3 Decision Making and Goal Setting • 7.1 - 7.5 Personal Family and Community Health 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Family Life • Human Sexuality
---	--

<p style="text-align: center;">Curriculum Objectives:</p> <p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • analyze the structure, function and care of male and female reproductive system • analyze aspects of conception, pregnancy and birth • examine impact of teen pregnancy, incidence of HIV/AIDS • analyze relevant aspects of human sexuality • analyze impact of values and peers on behaviour 	<p style="text-align: center;">Content Detail:</p> <ul style="list-style-type: none"> • reproductive physiology: conception and pregnancy (fetal development, birth, spontaneous abortion, induced abortion) • pregnancy prevention (including birth control) • female health issues and care: menstruation, toxic shock syndrome, infertility, pregnancy, contraception, breast examination and pap smears and cancer: breast, ovarian & cervical • male health issues and care: wet dreams, infertility, contraception, testicular examination, cancers: testicular, prostate • sexual orientation (sexual involvement, influences of family members, community, peers and media) • emotional and sexual intimacy (teen issues) • incidence and transmission of STD's in Bermuda including HIV/AIDS
---	---

Module Evaluation:
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - checklists, inventories, assignments, laboratory activities - teacher observation, interviews and debates • Product Assessments: <ul style="list-style-type: none"> - data handling (statistics), surveys and reports - posters, models, poems, essays - portfolio assessment: personal health journal, sample works • Written Assessments:

<p style="text-align: center;">Prerequisite Skill Areas (if any):</p> <ul style="list-style-type: none"> • N/A 	<p style="text-align: center;">Special Resources (materials, equipment & community involvement):</p> <ul style="list-style-type: none"> • library (internet), overhead transparencies/laser discs/CD-ROM, newspapers/magazine, articles/literature (novels etc.) • counsellor (careers, decision making, etc.) • cross curricular connections: science, family studies, information technology, physical education • visits, guests, agencies: clinics, hospitals, various health care providers: obstetrician and gynecologist, urologist, nurses and staff from teen services
--	--

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Gold, Robert and Greensberg, Jerrold, Health. (Annotated) Teacher's Edition. Atlanta: Holt, Rinehart and Winston, 1995.

REFERENCES - STUDENT:

Gold, Robert and Greensberg, Jerrold, Health. Atlanta: Holt, Rinehart and Winston, 1995.

HEALTH EDUCATION

Course Title: HEALTH AND WELLNESS

Sequence Reference: HE1101HAW-D

Module Title: Infectious Diseases

Senior School Level

Number of Periods: 6 double periods

S1	S2	S3	S4
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subgoal Emphasis:

- 1.4 - 1.8 Health Promotion and Disease Prevention
- 2.1 - 2.5 Health Information and Resources
- 3.1 Health Enhancement and Risk Reduction
- 6.3 Decision Making and Goal Setting

Content Focus

- Disease Prevention and Control

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- analyze causes, symptoms, treatment and prevention of infectious diseases
- determine factors that increase risk of infectious diseases
- identify symptoms of common infectious diseases including HIV and other STD's
- analyze prevention, intervention and treatment of HIV and other sexually transmitted diseases in Bermuda
- analyze the impact of AIDS on the family and the community
- research related careers

- causes of disease
- modes of transmission and control measures
- prevention of infectious diseases
- Bermudian epidemiological data
- community resources

Module Evaluation:

- **Performance Assessments:**
- checklists, inventories assignments, laboratory activities, teacher observation, interviews, debates
- **Product Assessments:**
- data handling (statistics)
- surveys and reports, posters
- models, poems, essays
- portfolio assessment: personal health journal, sample works
- **Written Assessments:**

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- library (internet), overhead transparencies/laser discs/CD-ROM/video, newspapers/magazine articles/literature (novels etc.)
- counsellor (careers and decision making, etc.)
- cross curricular connections: science, Skills for Action, mathematics, information technology, guidance, family studies
- visits, guests, agencies: STD clinics, Allan Vincent Smith Foundation, T.B. Cancer and Health Clinic, women's clinic, Agape House, medical laboratory; nurse epidemiologist, community health nurses and STD/HIV resource team

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Gold, Robert and Greensberg, Jerrold, Health. (Annotated) Teacher's Edition. Atlanta: Holt, Rinehart and Winston, 1995.

REFERENCES - STUDENT:

Gold, Robert and Greensberg, Jerrold, Health. Atlanta: Holt, Rinehart and Winston, 1995.

HEALTH EDUCATION

Course Title: HEALTH AND WELLNESS

Sequence Reference: HE1101HAW-E

Module Title: Safety and Emergency Response

Senior School Level

S1	S2	S3	S4
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Number of Periods: 7 double periods

Subgoal Emphasis:

- 1.1 - 1.6 Health Promotion and Disease Prevention
- 2.1 - 2.4 Health Information and Resources
- 3.1 - 3.7 Health Enhancement and Risk Reduction
- 4.5 Impact of Culture, Media and Technology
- 5.1 - 5.4 Healthful Interpersonal Communication
- 6.1 - 6.5 Decision Making and Goal Setting
- 7.1 - 7.5 Personal Family & Community Health

Content Focus

- Safety, First Aid and Injury Prevention

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- analyze behaviours that result in unintentional injuries/abuse
- analyze data from police, hospital, school and fire service about accidents and medical emergencies
- demonstrate correct skills in CPR first aid for injuries or sudden illness(es)
- identify the nature of and treatment strategies for risk taking behaviours (physical and sexual abuse/harassment)
- research careers related to safety and medical care

- risk taking behaviours (physical abuse/assault including violence, sexual abuse/assault including sexual harassment and neglect)
- Good Samaritan ethics
- first responder: accessing emergency treatment
- CPR
- first aid skills for managing asthma, heart attack, choking, epileptic seizure and water emergencies
- related laws and careers

Module Evaluation:

- **Performance Assessments:**
- checklists, inventories, assignments, laboratory activities, teacher observation, interviews and debates
- **Product Assessments:**
- data handling (statistics), surveys, reports, posters, models, poems, essays
- portfolio assessment: personal health journal and sample works
- **Written Assessments:**

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- library (internet)overhead transparencies/laser, discs/
- CD-ROM/video, newspapers/magazine, articles/literature, phone book
- counsellor (careers, decision making, etc.)
- cross curricular connections: science, R.E.A.C.H., family studies, information technology, Skills for Action, social studies
- visits, guests, agencies: physical abuse centre, hospital, fire department; police and fire officer, emergency medical technician, lawyer, police department, Bermuda Red Cross, and St. John's Ambulance Brigade

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Gold, Robert and Greensberg, Jerrold, Health. (Annotated) Teacher's Edition. Atlanta: Holt, Rinehart and Winston, 1995.

REFERENCES - STUDENT:

Gold, Robert and Greensberg, Jerrold, Health. Atlanta: Holt, Rinehart and Winston, 1995.

HEALTH EDUCATION

Course Title: HEALTH AND WELLNESS

Sequence Reference: HE1101HAW-F

Module Title: Licit and Illicit Drugs

Senior School Level

S1	S2	S3	S4
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Number of Periods: 6 double periods

Subgoal Emphasis:

- 1.1 - 1.8 Health Promotion & Disease Prevention
- 2.1 - 2.6 Health Information & Resources
- 3.1 - 3.7 Health Enhancement & Risk Reduction
- 4.1 - 4.5 Impact of Culture, Media & Technology
- 6.1 - 6.6 Decision Making & Goal Setting
- 7.1 - 7.6 Personal Family & Community Health

Content Focus

- Drugs: Effects and Interactions
- Community Resources
- Resistance Skills

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- | | |
|---|---|
| <ul style="list-style-type: none"> • explain abuse of licit drugs • analyze effects of illicit drugs and drug abuse on self, family and community • examine Misuse of Drugs Act, 1972 • analyze cultural influences on substance use and abuse and their relationship of STD's, HIV and teen pregnancy • evaluate impact of random drug testing in sport • identify support services and resources which are used to combat substance addiction | <ul style="list-style-type: none"> • licit drugs: prescription/over the counter drugs and natural remedies • tobacco • illicit drugs <ul style="list-style-type: none"> - substance use and abuse: continuum of drug use (short/long term effects, legal ramifications, cultural influences and Rastafarian beliefs) • legal and social effects of drug use: stigma, employment, travel etc. • drugs and sport • local community resources, services, support groups: <ul style="list-style-type: none"> - C.A.D.A., PRIDE, Youth to Youth; AA, Al-A-Teen - Addiction Services - Bermuda Youth Counselling Services |
|---|---|

Module Evaluation:

- **Performance Assessments:**
 - checklists, inventories, assignments, laboratory activities, teacher observation, interviews, debates
- **Product Assessments:**
 - data handling (statistics), surveys, reports, posters, - models, poems, essays
 - portfolio assessment: personal health journal and sample works
- **Written Assessments:**

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- library information (internet), overhead transparencies/laser discs/CD-ROM/video, newspapers/magazines articles/literature (novels etc.), Misuse of Drugs Act counsellor (careers and decision making, etc.)
- cross curricular connections: family studies, science, mathematics, guidance, information technology, language arts
- visits, guests, agencies: N.D.C., C.A.D.A., Youth to Youth, Skills for Action, St. Brendan's Hospital, Addiction Services, Fair Haven, The Light House, Agape House, Narcotics and The Minister of Human Affairs, Bermuda Youth Counselling Services(BYCS)

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Gold, Robert and Greensberg, Jerrold, Health. (Annotated) Teacher's Edition. Atlanta: Holt, Rinehart and Winston, 1995.

REFERENCES - STUDENT:

Gold, Robert and Greensberg, Jerrold, Health. Atlanta: Holt, Rinehart and Winston, 1995.

Health Issues

Course Code: HE3510HTH



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL HEALTH EDUCATION COURSE OVERVIEW

Title: Health Issues

**2 credit (s)
60 hour (s)**

Prerequisite (s): Health and Wellness

S3-S4 level (s)

Course Code: HE3510HTH

required or **elective**

Course Description

This course is designed to extend and refine knowledge already gained in earlier health education courses and to increase health literacy and personal responsibility for health and wellness. Students will undergo health behaviour assessments and apply principles of risk reduction and health promotion to selected current health issues. Mental and emotional health; nutrition and physical inactivity; safety, violence and injury prevention; chemical dependency and the risks of unprotected sex are among the health issues to be studied. Independent research and multimedia production activities will be undertaken in addition to critical examination of viewpoints on ethical issues related to health.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - health behaviour contract interviews, data gathering, oral presentations, skill tests, observation - rubrics will be used for scoring.	20%
Product Assessments: - wellness plans (compulsory)chapter assignments, reports, data analysis, poems, posters/ collages, pamphlets, games, health journals, portfolios - rubrics will be used for scoring	20%
Written Assessments: Written tests should be based on content stated in modules. The weighting for each module test is shown in the course outline. Written tests should consist of a variety of assessment components including: <ul style="list-style-type: none"> • Multiple choice (not greater than 20 % of the test total). • short answers • data analysis • decision making & other critical thinking applications (problem solving, categorization, generalization, conceptualization, creative expression, goal setting) 	30%
Health Literacy Project (including presentation) - rubrics used for scoring (refer to appendix)	30%
Total	100%

Course Resources

Gold, R. and Greenberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
 Meeks, L., Heit P. and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Health Behaviour 4 - disease prevention and health promotion - life skills - health behaviour assessments - examinations and personal health records - health behaviour contact - health careers - ethical issues	4	B. Health Literacy Project 4 - self directed health literacy project	4
C. Enhancing Mental and Emotional Health 6 - character development - healthful mental and emotional development - management planning - resiliency skill development - conflict resolution	6	D. Enhancing Fitness, Nutrition and Personal Health 6 - causes and risk reduction - wounds, burns, sprains & broken bones - special situations	6
E. Enhancing Safety and Preventing Injuries 6 - hazards and risk reduction, unintentional injuries, unsafe and impaired riding and driving - “Blow the Whistle on Violence” - personal safety: physical and sexual assault, stalking and sexual harassment - first aid review – emergency simulations	6	F. Enhancing Resistance to Tobacco, Alcohol and other Drug Misuse and Abuse 6 - advocacy for safe use of licit drugs - resistance skills - community options for prevention and treatment - impact of drugs	6
G. Enhancing Teen Abstinence and Reducing Teen Pregnancy 6 - abstinence - reducing risks of STI’s including HIV - pregnancy prevention	6		

Subtotal	38
Optional double periods	7
Total double periods	45

SENIOR SCHOOL HEALTH EDUCATION

check: S1 S2 S3 S4

Health Issues

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX						
1	Health Promotion and Disease Prevention	1.1	Risk behaviours	x	x	x	x	x	x	x
		1.2	Changes	x			x	x		x
		1.3	Influences			x	x	x		x
		1.4	Environment impact					x		
		1.5	Risk reduction	x	x		x	x	x	x
		1.6	Prevention control							
		1.7	Policies/laws		x					
		1.8	Methods	x	x	x	x	x	x	x
2	Health Information and Resources	2.1	Reliability	x	x		x		x	x
		2.2	Selection	x					x	
		2.3	Decision making	x	x	x	x	x	x	x
		2.4	Analysis	x	x	x	x	x	x	
		2.5	Accessibility	x				x	x	
		2.6	Cost	x					x	x
3	Health Enhancement and Risk Reduction Behaviours	3.1	Responsibility	x	x	x	x	x	x	x
		3.2	Risk factors	x	x	x	x	x	x	
		3.3	Behaviours			x		x		
		3.4	Strategies/improvement			x	x	x		
		3.5	Strategies/prevention	x		x		x		
		3.6	Situations/avoidance			x		x		
		3.7	Methods			x		x	x	
		3.8	Actions			x		x		
		3.9	Stress management			x		x		
4	Impact of Culture and Technology of Health	4.1	Diversity		x		x			
		4.2	Impacts		x	x		x	x	x
		4.3	Government's role		x			x	x	
		4.4	Technology	x	x			x		
		4.5	Influences		x	x	x	x	x	x
5	Healthful Interpersonal Communication	5.1	Interpretation	x	x	x		x		x
		5.2	Skills		x	x		x		x
		5.3	Relationships	x		x		x		x
		5.4	Methods	x		x		x		x
		5.5	Conflict analysis			x		x		
		5.6	Negotiation			x		x		
		5.7	Conflict analysis	x				x		
		5.8	Conflict reduction					x		

SENIOR SCHOOL HEALTH EDUCATION

check: S1 S2 S3 S4

Health Issues

6	Decision Making and Setting Goal for Health and Wellness	6.1	Strategies	x	x	x	x	x	x	x	
		6.2	Analysis/concern	x	x	x	x	x	x	x	x
		6.3	Impact	x	x	x	x	x	x	x	x
		6.4	Plans/personal	x	x	x	x	x	x	x	x
		6.5	Progression	x	x	x	x	x	x	x	x
		6.6	Plans/lifelong	x	x	x	x	x	x	x	x
7	Personal Family and Community Health Advocacy	7.1	Communication methods	x	x	x	x	x	x	x	
		7.2	Opinions		x	x		x			
		7.3	Strategies	x	x	x	x	x	x	x	
		7.4	Problem solving	x	x	x					x
		7.5	Influence	x	x	x	x				x
		7.6	Audience		x	x	x			x	x
CONTENT STRUCTURE		Mental Health		x	x	x					
		Personal & Community Health		x	x						
		First Aid, Safety & Injury		x	x				x		
		Disease Prevention & Control		x	x						
		Tobacco, Alcohol & Other Drug		x	x					x	
		Nutrition & Fitness		x	x		x				
		Human Sexuality		x	x						x
MODULES				A	B	C	D	E	F	G	

MODULE KEY

- | | |
|---|--|
| A - Health Behaviour | D - Enhancing Fitness, Nutrition and Personal Health |
| B - Health Literacy Project | E - Enhancing Safety and Preventing Injuries |
| C - Enhancing Mental and Emotional Health | F - Enhancing Resistance to Tobacco, Alcohol and Other Drug Misuse and Abuse |
| | G - Enhancing Teen Abstinence and Reducing Teen Pregnancy |

HEALTH EDUCATION

Course Title: HEALTH ISSUES

Sequence Reference: HE3510HTH-A

Module Title: Health Behaviour

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 4 double periods

Subgoal Emphasis:

- 1.1,1.2,1.5,1.8 Health Promotion & Disease Prevention
- 2.1-2.6 Health Information & Resources
- 3.1,3.2,3.5 Health Enhancement & Risk Reduction
- 4.4 Impact of Culture and Technology
- 5.1,5.3,5.4,5.7 Healthful Interpersonal Communication
- 6.1-6.6 Decision Making and Goal Setting
- 7.1,7.3-7.5 Personal Family and Community Health

Content Focus

- Personal Health Habits
- Health Careers

Curriculum Objectives:

At the end of this module, students will:

- evaluate the hazards of risk taking behaviours
- evaluate the benefits of health promoting behaviours
- design a health behaviour contract
- adjust health behaviours based on needs
- analyze aspects of ethical issues related to health
- analyze trends in health related career opportunities in Bermuda

Content Detail:

- health promotion and wellness
- risk reduction
- strategies for behaviour change
- goal setting and monitoring
- ethical issues in health
- career linkages
- decision making model (Meeks & Heit p. 26)

- **Meeks & Heit: UNIT I Lessons 1- 4**
UNIT 5 Lessons 41 – 42

Module Evaluation:

- **Performance Assessments:**
- checklists, inventories, laboratory activities, teacher observations, interviews and debates

- **Product Assessments:**
- data handling (statistics), surveys, reports, posters, models, poems, essays
- portfolio assessment: personal health journal and sample works

- **Written Assessments:**
- test/quizzes

Prerequisite Skill Areas

(if any):

- decision making (text model) and other critical thinking applications (problem solving, categorization, generalization, conceptualization, creative expression, goal setting)
- data analysis (charts and graphs)
- technology: calculator, computer applications, accessing websites
- mathematics: simple arithmetic operations
- language arts: research (print and non-print materials), reports, presentations

Special Resources

(materials, equipment & community involvement):

- library (Internet) overhead transparencies/laser discs/CD-ROM/video, newspapers/magazine articles/literature, phone book
- counsellor (careers, decision making, etc.)
- cross curricular connections: family studies, Skills for Action, information technology, physical education
- site visits/guest speakers: Department of Health, Attorney's General's Office Staff, Women's Resource, Resource Centre, E.A.P., Dept. of Statistics, Health Promotions Officer, Professional Associations of Health Care Providers, Bermuda Hospital Training Department
- websites: <http://www.apha.org>
<http://www.healthteacher.com>

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Gold, R. and Greenberg, J. Holt Health. (annotated teachers edition). Atlanta: Heit, Rinehart and Winston.
Meeks L., Heit P. and Page R. Health and Wellness. (Teacher Resource Book) Ohio: Meeks Heit Publishing Company, 1998.

REFERENCES - STUDENT:

Gold, R. and Greenberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
Meeks, L., Heit P. and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

HEALTH EDUCATION

Course Title: HEALTH ISSUES

Sequence Reference: HE3510HTH-B

Module Title: Health Literacy Project

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 4 double periods

Subgoal Emphasis:

- 1.1,1.2,1.5,1.8 Health Promotion & Disease Prevention
- 2.1-2.3 Health Information & Resources
- 3.1,3.2 Health Enhancement & Risk Reduction
- 4.1-4.5 Impact of Culture and Technology
- 5.1,5.2 Healthful Interpersonal Communication
- 6.1-6.6 Decision Making and Goal Setting
- 7.1-7.5 Personal Family and Community Health

Content Focus

- Personal Health Habits
- Health Economics
- Health Care Services

Curriculum Objectives:

At the end of this module, students will:

- develop skills needed to be a health literate person
- design and implement a self directed health literacy project
- judge the value of health literacy by use of standards of excellence (using previously gained library research skills or after review by librarian)

Content Detail:

- library research skills (research review):
 - print
 - electronic retrieval
- project design (critical thinking)
- project development (self-directed learning)
- project presentation (effective communication)
- project evaluation (reflective practitioner)
- celebration (human relations)

Module Evaluation:

- **Performance Assessments:**
 - checklists, inventories, laboratory activities, teacher observations, interviews and debates
- **Product Assessments:**
 - data handling (statistics), surveys, reports, posters, models, poems, essays
 - portfolio assessment: personal health journal and sample works
- **Written Assessments:**
 - tests/quizzes

Prerequisite Skill Areas

(if any):

- decision making (text model) and other critical thinking applications (problem solving, categorization, generalization, conceptualization, creative expression, goal setting)
- data analysis (charts and graphs)
- technology: calculator, computer applications, accessing websites
- mathematics: simple arithmetic operations
- language arts: research (print and non-print materials), reports, presentations

Special Resources

(materials, equipment & community involvement):

- libraries: school, KEMH, DOE resource centre (laser disks, videos, software, etc.)
- newspaper, magazine articles
- site visits / guest speakers: health promotions officer, nurse epidemiologist, NDC research officer
- websites: <http://www.apha.org>
<http://www.healthteacher.com>

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Gold, R. and Greenberg, J. Holt Health. (annotated teachers edition). Atlanta: Heit, Rinehart and Winston.
Meeks L. Heit P. and Page R. Health and Wellness. (Teacher Resource Book) Ohio: Meeks Heit Publishing Company, 1998.

REFERENCES - STUDENT:

Gold, R. and Greenberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
Meeks, L., Heit P. and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

HEALTH EDUCATION

<p>Course Title: HEALTH ISSUES</p> <p>Module Title: Enhancing Mental & Emotional Health</p> <p>Number of Periods: 6 double periods</p>	<p>Sequence Reference: HE3510HTH-C</p> <p style="text-align: center;">Senior School Level</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">S1</td> <td style="text-align: center;">S2</td> <td style="text-align: center;">S3</td> <td style="text-align: center;">S4</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
S1	S2	S3	S4						
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
<p>Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1, 1.3, 1.8 Health Promotion & Disease Prevention • 2.3, 2.4 Health Information & Resources • 3.3 - 3.9 Health Enhancement & Risk Reduction • 4.2, 4.5 Impact of Culture and Technology • 5.1 - 5.6 Health Interpersonal Communication • 6.1 - 6.6 Decision Making and Goal Setting • 7.1 - 7.6 Personal Family and Community Health 	<p>Content Focus</p> <ul style="list-style-type: none"> • Interpersonal Relationships • Decision Making • Coping Skills • Health Careers 								
<p>Curriculum Objectives: Content Detail:</p>									
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • evaluate how actions reflect responsible values • analyze behaviours which promote healthful mental and emotional health • demonstrate ability to adjust and learn from difficulties • generate strategies for teens to use in longlasting anger and depression • model effective use of conflict resolution strategies • analyze trends in health related career opportunities in Bermuda 	<ul style="list-style-type: none"> • character: <ul style="list-style-type: none"> - beliefs - self motivation - self esteem and character healthful communication: <ul style="list-style-type: none"> - active listening - assertiveness - self expression • resiliency: <ul style="list-style-type: none"> - description and skills - anger - depression and suicide strategies • conflict resolution: <ul style="list-style-type: none"> - description - skill development - mediation • ethical issues in health • career linkages • decision making skills • physical activities that improve mental health: <ul style="list-style-type: none"> - yoga - tai-chi - meditation etc <p style="text-align: center;">Weeks & Heit Unit 1 Lessons 6-10, 13</p>								
<p>Module Evaluation:</p>									
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - checklists, inventories, laboratory activities, teacher observations, interviews and debates • Product Assessments: <ul style="list-style-type: none"> - data handling (statistics), surveys, reports, posters, models, poems, essays - portfolio assessment: personal health journal and sample works • Written Assessments: <ul style="list-style-type: none"> - test/quizzes 									
<p>Prerequisite Skill Areas</p>	<p>Special Resources</p>								
<p style="text-align: center;">(if any):</p> <ul style="list-style-type: none"> • decision making (text model) and other critical thinking applications (problem solving, categorization, generalization, conceptualization, creative expression, goal setting) • data analysis (charts and graphs) • technology: calculator, computer applications, accessing websites • mathematics: simple arithmetic operations • language arts: research (print and non-print materials), reports, presentations 	<p style="text-align: center;">(materials, equipment & community involvement):</p> <ul style="list-style-type: none"> • library (internet) overhead transparencies/laser discs/CD-ROM/video, newspapers/magazine articles/literature, phone book • counsellor (careers, decision making, etc.) • cross curricular connections: family studies, Skills for Action, information technology, physical education • site visits/guest speakers: school psychologists counselors, practitioners of yoga etc. Bermuda Life Skills Association and Lions Quest Skills for Action 								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Gold, R. and Greenberg, J. Holt Health. (annotated teachers edition). Atlanta: Heit, Rinehart and Winston.
Meeks L. Heit P. and Page R. Health and Wellness. (Teacher Resource Book) Ohio: Meeks Heit Publishing Company, 1998.

REFERENCES - STUDENT:

Gold, R. and Greenberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
Meeks, L., Heit P. and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

HEALTH EDUCATION

Course Title: HEALTH ISSUES

Sequence Reference: HE3510HTH-D

Module Title: Enhancing Fitness, Nutrition and Personal Health

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 6 double periods

Subgoal Emphasis:

- 1.1-1.3, 1.5, 1.8 Health Promotion & Disease Prevention
- 2.1, 2.3, 2.4 Health Information & Resources
- 3.1, 3.2, 3.4 Health Enhancement & Risk Reduction
- 4.1, 4.5 Impact of Culture and Technology
- 6.1 - 6.6 Decision Making and Goal Setting
- 7.1, 7.3, 7.5, 7.6 Personal Family and Community Health

Content Focus

- Eating Habits and Food Choices
- Metabolism, Weight Control and Exercise
- Chronic Diseases
- Health Careers

Curriculum Objectives:

At the end of this module, students will:

- plan a healthful diet that reduces the risk of heart disease, cancer and diabetes
- evaluate selection of foods relative to healthful eating habits
- set goals which assist in maintaining a desirable weight and body composition
- implement a plan for maintaining health related fitness during leisure time
- analyze trends in health related career opportunities in Bermuda

Content Detail:

- healthful diets:
 - motivation
 - planning
 - nutrition and sports
- disease reduction through nutrition
 - dietary guidelines for heart disease
 - dietary guidelines for cancer
 - dietary guidelines for diabetes
- desirable weight
 - strategies for gaining weight
 - strategies for losing weight
 - body composition
- health related fitness and recreation
- career linkages

Weeks and Heit: Units 4 and 5

Module Evaluation:

- **Performance Assessments:**
 - checklists, inventories, laboratory activities, teacher observations, interviews and debates
- **Product Assessments:**
 - data handling (statistics), surveys, reports, posters, models, poems, essays
 - portfolio assessment: personal health journal and sample works
- **Written Assessments:**
 - test/quizzes

Prerequisite Skill Areas

(if any):

- decision making (text model) other critical thinking applications (problem solving, categorization, generalization, conceptualization, creative expression, goal setting)
- data analysis (charts and graphs)
- technology: calculator, computer applications, accessing websites
- mathematics: simple arithmetic operations
- language arts: research (print and non-print materials), reports, presentations

Special Resources

(materials, equipment & community involvement):

- library (internet) overhead transparencies/laser discs/CD-ROM/video, newspapers/magazine articles/literature, phone book
- counsellor (careers, decision making, etc.)
- cross curricular connections: family studies, Skills for Action, information technology, physical education
- site visits/guest speakers: Dept of Statistics, Epidemiologists, Nutritionists, Health Promotions Officer

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Gold, R. and Greensberg, J. Holt Health. (annotated teachers edition). Atlanta: Hiet, Rinehart and Winston.
Meeks L. Heit P. and Page R. Health and Wellness. (Teacher Resource Book) Ohio: Meeks Heit Publishing Company, 1998.

REFERENCES - STUDENT:

Gold, R. and Greensberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
Meeks, L., Heit P. and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

HEALTH EDUCATION

Course Title: HEALTH ISSUES

Sequence Reference: HE3510HTH-E

Module Title: Enhancing Safety & Preventing Injuries

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 6 double periods

Subgoal Emphasis:

- 1.1 -1.5,1.8 Health Promotion & Disease Prevention
- 2.3 - 2.5 Health Information & Resource
- 3.1-3.9 Health Enhancement & Risk Reduction
- 4.2- 4.5 Impact of Culture and Technology
- 5.1 -5.8 Healthful Interpersonal Communication
- 6.1 - 6.6 Decision Making and Goal Setting
- 7.1 - 7.3, Personal Family and Community Health

Content Focus

- Hazardous Situations
- Injury Prevention
- Safety Resources
- Risk Taking Behaviours and Consequences
- Careers

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- evaluate safety risks at home, in the school and in the community
- design strategies to reduce risk of unintentional injuries
- judge the adequacy of violence reduction activities within homes, schools and the community
- design a plan to stay informed about environmental and health safety issues
- analyze trends in health related career opportunities in Bermuda

- unintentional injuries:
- home, school, community, sports injuries
- violence:
- risk factors, protective factors, risk reduction
- personal safety:
- date rape, physical assault and abuse, sexual assault and abuse, sexual harassment
- environmental health and safety:
- Bermudian issues (including Health and Safety Act and Clean Air Act), global issues, pollution - water, air, land and noise
- career linkages
- use of statistics
- emergency room, dental clinic, police department (accident statistics)

Weeks and Heit: Unit 10

Module Evaluation:

- **Performance Assessments:**
- checklists, inventories, laboratory activities, teacher observations, interviews and debates
- **Product Assessments:**
- data handling (statistics), surveys, reports, posters, models, poems, essays
- portfolio assessment: personal health journal and sample works
- **Written Assessments:**
- test/quizzes

Prerequisite Skill Areas

(if any):

- decision making (text model) and other critical thinking applications (problem solving, categorization, generalization, conceptualization, creative expression, goal setting)
- data analysis (charts and graphs)
- technology: calculator, computer applications, accessing websites
- mathematics: simple arithmetic operations
- language arts: research (print and non-print materials), reports, presentations

Special Resources

(materials, equipment & community involvement):

- library (internet) overhead transparencies/laser discs/CD-ROM/video, newspapers/magazine articles/literature, phone book
- counsellor (careers, decision making, etc.)
- cross curricular connections: family studies, Skills for Action, information technology, physical education
- site visits/guest speakers: KEMH – emergency room staff and EMT, Probation Department, Police Service, Human Rights, Physical Abuse Centre

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Gold, R. and Greensberg, J. Holt Health. (annotated teachers edition). Atlanta: Heit, Rinehart and Winston.
Meeks L. Heit P. and Page R. Health and Wellness. (Teacher Resource Book) Ohio: Meeks Heit Publishing Company, 1998.

REFERENCES - STUDENT:

Gold, R. and Greensberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
Meeks, L., Heit P. and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

HEALTH EDUCATION

<p>Course Title: HEALTH ISSUES</p> <p>Module Title: Enhancing Resistance to Tobacco, Alcohol and Other Drugs</p> <p>Number of Periods: 6 double periods</p>	<p>Sequence Reference: HE3510HTH-F</p> <p style="text-align: center;">Senior School Level</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th style="padding: 2px;">S1</th> <th style="padding: 2px;">S2</th> <th style="padding: 2px;">S3</th> <th style="padding: 2px;">S4</th> </tr> <tr> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input checked="" type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
S1	S2	S3	S4						
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1,1.2,1.5,1.8 Health Promotion & Disease Prevention • 2.1-2.6 Health Information & Resources • 3.1,3.2,3.5 Health Enhancement & Risk Reduction • 4.4 Impact of Culture and Technology • 5.1,5.3,5.4,5.7 Healthful Interpersonal Communication • 6.1-6.6 Decision Making and Goal Setting • 7.1,7.3,-7.5 Personal Family and Community Health 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Effects and Interactions • Consequences • Resistance Skills • Careers • Community Resources 								
Curriculum Objectives:									
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • advocate for safe use of prescription and OTC drugs and natural remedies • enhance resistance skills (illicit drugs) • evaluate community options for chemical dependency, prevention, intervention and treatment • examine the process of addiction • evaluate the impact of drugs on the human body • analyze trends in health related careers 	<p>Content Detail:</p> <ul style="list-style-type: none"> • licit drugs: <ul style="list-style-type: none"> - prescription, over the counter, natural remedies • illicit drugs: <ul style="list-style-type: none"> - resisting misuse and abuse of tobacco, alcohol and other drugs, resisting peer pressure, avoiding illegal drug use • process of addiction • prevention, intervention and treatment resources • career linkages • impact of drugs vs. human body <ul style="list-style-type: none"> - physical, social, environmental <p>Meeks and Heit: Unit 6</p>								
Module Evaluation:									
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - checklists, inventories, laboratory activities, teacher observations, interviews and debates • Product Assessments: <ul style="list-style-type: none"> - data handling (statistics), surveys, reports, posters, models, poems, essays - portfolio assessment: personal health journal and sample works • Written Assessments: <ul style="list-style-type: none"> - test/quizzes 									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
<ul style="list-style-type: none"> • decision making (text model) and other critical thinking applications (problem solving, categorization, generalization, conceptualization, creative expression, goal setting) • data analysis (charts and graphs) • technology: calculator, computer applications, accessing websites • mathematics: simple arithmetic operations • language arts: research (print and non-print materials), reports, presentations 	<ul style="list-style-type: none"> • library (internet) overhead transparencies/laser discs/CD-ROM/video, newspapers/magazine articles/literature, phone book • counsellor (careers, decision making, etc.) • cross curricular connections: family studies, Skills for Action, information technology, physical education • site visits / guest speakers: Reach Officer, Addiction Services, Skills for Action 								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Gold, R. and Greenberg, J. Holt Health. (annotated teachers edition). Atlanta: Heit, Rinehart and Winston.
Meeks L. Heit P. and Page R. Health and Wellness. (Teacher Resource Book) Ohio: Meeks Heit Publishing Company, 1998.

REFERENCES - STUDENT:

Gold, R. and Greenberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
Meeks, L., Heit P. and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

HEALTH EDUCATION

<p>Course Title: HEALTH ISSUES</p> <p>Module Title: Enhancing Teen Abstinence and Reducing Teen Pregnancy</p> <p>Number of Periods: 6 double periods</p>	<p>Sequence Reference: HE3519HTH-G</p> <p style="text-align: center;">Senior School Level</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">S1</td> <td style="text-align: center;">S2</td> <td style="text-align: center;">S3</td> <td style="text-align: center;">S4</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
S1	S2	S3	S4						
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1 -1.3, 1.5 Health Promotion & Disease Prevention • 2.1, 2.3, 2.6 Health Information & Resources • 4.2, 4.5 Impact of Culture and Technology • 5.1 - 5.4 Healthful Interpersonal Communication • 6.1 - 6.6 Decision Making and Goal Setting • 7.1, 7.3 - 7.6 Personal Family and Community Health 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Dating and Marriage • Parenthood and Parenting • Sexually Transmitted Disease/HIV 								
Curriculum Objectives:	Content Detail:								
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • advocate for practicing abstinence as a responsible decision for teenagers • recognize harmful relationships and the need to change unsafe sexually active behaviours • analyze strategies for developing healthful friendships and dating standards • evaluate strategies for reducing the risk of STD infection and HIV among Bermuda's teenagers • propose a plan which maximizes pregnancy prevention for Bermuda's teenagers • evaluate consequences of pregnancy of teens 	<ul style="list-style-type: none"> • sexual behaviour: <ul style="list-style-type: none"> - responsible - irresponsible - abstinence advocacy • pregnancy prevention • healthful friendships and dating standards • STI's, including HIV: <ul style="list-style-type: none"> - prevention - treatment and control • consequences of teen pregnancy: health emotional, abortion, adoptions <p style="text-align: right;">Meeks & Heit Lessons 16, 25, 63, 64</p>								
Module Evaluation:									
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - checklists, inventories, laboratory activities, teacher observations, interviews and debates • Product Assessments: <ul style="list-style-type: none"> - data handling (statistics), surveys, reports, posters, models, poems, essays - portfolio assessment: personal health journal and sample works • Written Assessments: <ul style="list-style-type: none"> - test/quizzes 									
Prerequisite Skill Areas	Special Resources								
(if any):	(materials, equipment & community involvement):								
<ul style="list-style-type: none"> • decision making (text model) and other critical thinking applications (problem solving, categorization, generalization, conceptualization, creative expression, goal setting) • data analysis (charts and graphs) • technology: calculator, computer applications, accessing websites • mathematics: simple arithmetic operations • language arts: research (print and non-print materials), reports, presentations 	<ul style="list-style-type: none"> • library (internet) overhead transparencies/laser discs/CD-ROM/video, newspapers/magazine articles/literature, phone book • counsellor (careers, decision making, etc.) • cross curricular connections: family studies, Skills for Action, information technology, physical education • site visits/guest speakers: HIV clinic, Teen Services 								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Gold, R. and Greenberg, J. Holt Health. (teacher annotated edition) Atlanta: Holt, Rinehart and Winston 1995.

Meeks, L., Heit P. and Page R. Health and Wellness.(teacher resource book) Ohio: Meeks Heit Publishing Company, 1998

REFERENCES - STUDENT:

Gold, R. and Greenberg, J. Health. Atlanta: Holt, Rinehart and Winston 1995.

Meeks, L., Heit P. and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

Tobacco, Alcohol and Other Drugs (A)*

Course Code: HE2230TAD



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL HEALTH EDUCATION COURSE OVERVIEW

Title: Tobacco, Alcohol and Other Drugs (A)*

**1 credit (s)
30 hour (s)**

Prerequisite (s): Health and Wellness

S2- S4 level (s)

Course Code: HE2230TAD

required or elective

Course Description

In many communities around the world, alcohol and tobacco are sold in supermarkets along with groceries. Advertisement for wine, beer, liquors and cigarettes appear in magazines and newspapers. Because alcohol and tobacco are sold in so many ordinary places and they are legal, this courses designed to look at use, abuse and addiction to these substances. Additionally, the use, abuse and addiction to illicit drugs will be closely examined. The Skills for Action Quest Life Skills Programme provides a basis for this course.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - interviews, data gathering, oral presentations, skill tests, observation, contracts - rubrics will be used for scoring.	20%
Product Assessments: - chapter assignments, short quizzes, reports, data analysis, poems, posters/collages, pamphlets, games, health journals, portfolios, etc. - rubrics will be used for scoring.	20%
Written Assessments: Written tests will be based on content cited in the modules. The weighting for each test should reflect the time suggested in the curriculum document. The total for each written test should be 50 marks. <ul style="list-style-type: none"> • no more than 20 multiple choice questions 20 marks • written section (containing the following) 30 marks <ul style="list-style-type: none"> (i) short answers, (ii) data analysis, (iii) decision making and other critical thinking applications (problem solving, categorization, generalization, conceptualization, creative expression, goal setting) 	30%
Final Examination: multiple choice (30); data analysis; short answers, decision making and other critical thinking applications (problem solving, categorization, generalization, conceptualization, creative expression, goal setting) (70)	30%
Total:	100%

***this course should be paired with First Aid and CPR Course Code HE2240CPR**

Course Resources

- Apacki, Carol, Exploring the Issues: Teens Alcohol and Other Drugs. Ohio Quest International, 1995.
- Giarratano, Susan, Choosing High School Health Series: Tobacco, Alcohol and Other Drugs. California: ETR Associates, 1997.
- Stang, L. and Miner, K. Drugs: Health Facts. California: ETR Associates, 1997.
- Gold, Robert and Greensberg, Jerrold, Holt Health. Atlanta: Holt, Rinehart and Winston, 1995.
- Meeks, Linda and Heit Philip Health and Wellness Ohio : Meeks Heit Publishing, 1999.
- Merki, M., Merki, D and Gale, C Health A Guide to Wellness Glencoe McGraw Hill, 1999.
- Algra, Bruce, Health and Drug Education Series - Annotated Diagrams:” Harmful Effects of Smoking, Marijuana, Cocaine, Steroids, Heroin, Alcohol”. California: The Algra Corporation, 1992.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Overview of Drugs 4 - definitions - drug dependence - teenage risks		B. Alcohol 5 - effects of alcohol - alcohol and high risk behaviour - drink driving - alcohol use in Bermuda	
C. Tobacco 5 - impact of smoking on youth - smoking and the nonsmoker (incl. foetus) - stopping tobacco use - reducing risk of starting tobacco use		D. Marijuana and Other Drugs 5 - impact of illicit drugs - drugs in sport - organizations and support groups	

Subtotal 19 Optional double periods 3 Total double periods 22

***this course should be paired with First Aid and CPR Course Code HE2240CPR**

SENIOR SCHOOL HEALTH EDUCATION

check: S1 S2 S3 S4

Tobacco, Alcohol and Other Drugs

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX			
1	Health Promotion and Disease Prevention	1.1	Risk behaviours	x	x	x	x
		1.2	Changes				
		1.3	Influences	x	x	x	x
		1.4	Environment impact				
		1.5	Risk reduction		x	x	x
		1.6	Prevention control	x	x		
		1.7	Policies/laws	x	x		
		1.8	Methods	x	x		
2	Health Information and Resource	2.1	Reliability				
		2.2	Selection				
		2.3	Decision making				
		2.4	Analysis	x	x	x	x
		2.5	Accessibility	x	x	x	x
		2.6	Cost	x	x	x	x
3	Health Enhancement and Risk Reduction Behaviours	3.1	Responsibility				
		3.2	Risk factors				
		3.3	Behaviours				
		3.4	Strategies/improvement	x	x	x	x
		3.5	Strategies/prevention				
		3.6	Situations avoidance				
		3.7	Methods				
		3.8	Actions				
		3.9	Stress management				
4	Impact Culture and Technology of Health	4.1	Diversity		x	x	x
		4.2	Impacts				
		4.3	Government's role				
		4.4	Technology				
		4.5	Influences	x	x	x	x
5	Healthful Interpersonal Communication	5.1	Interpretation	x			
		5.2	Skills				
		5.3	Relationships				
		5.4	Methods				
		5.5	Conflict analysis				
		5.6	Negotiation				
		5.7	Conflict analysis				
		5.8	Conflict reduction				

SENIOR SCHOOL HEALTH EDUCATION

check: S1 S2 S3 S4

Tobacco, Alcohol and Other Drugs

Decision Making and Setting Goal for Health and Wellness	6.1	Strategies	x	x	x	x
	6.2	Analysis/concern	x	x	x	x
	6.3	Impact	x	x	x	x
	6.4	Plans/personal	x	x	x	x
	6.5	Progression	x	x	x	x
	6.6	Plans/lifelong	x	x	x	x
Personal Family and Community Health Advocacy	7.1	Communication methods				
	7.2	Opinions		x	x	
	7.3	Strategies				
	7.4	Problem Solving				
	7.5	Influence	x	x		x
	7.6	Audience				
CONTENT STRUCTURE	Mental Health					
	Personal & Community Health					
	First Aid Safety & Injury					
	Disease Prevention & Control					
	Tobacco, Alcohol & Other Drug		x	x	x	x
	Nutrition & Fitness					
	Human Sexuality					
MODULES			A	B	C	D

MODULE KEY

A - Overview of the Issues
B - Alcohol

C - Tobacco
D - Marijuana and Other Drugs

HEALTH EDUCATION

Course Title: TOBACCO ALCOHOL AND OTHER DRUGS

Sequence Reference: HE2230TAD-A

Module Title: Overview of the Issues

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 4 double periods

Subgoal Emphasis

- 1.1 Health Promotion and Disease Prevention
- 2.4 - 2.6 Health Information and Resources
- 3.4 Health Enhancement and Risk Reduction
- 6.1- 6.6 Decision Making and Goal Setting
- 7.1 Personal Family and Community Health

Content Focus:

- Effects and Interactions
- Consequences
- Chemical Dependency

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- define drugs as chemicals that have a direct effect on the structure or function of the body
- outline how drugs can alter thinking and behaviour
- relate the concept of drug dependence to specific drugs
- recognize symptoms of drug dependence
- identify teenage risk factors related to drug dependence
- assess the impact of drug dependence on a young adult and society
- investigate methods of dealing with drug dependence

- drugs : definition
- terms: medicine, prescription drug, over the counter drug, psychoactive drug, illicit and licit drugs
- physiological and psychological effects of drugs - overview of CNS system - impact of specific drugs on the brain (annotated diagrams – ‘The Effect of’)
- drug dependence: tolerance, physical dependence, psychological dependence, withdrawal
- APA symptoms based on drug dependence as a mental disorder (ETS Drugs: Health Facts p. 9)
- Teens and Dependency: legal ramifications, DOE code of conduct, travel restrictions, loss of inhibitions (resulting risk taking behaviours), societal (emotional and financial costs etc.)

refer to Lions Quest Skills for Action- Alcohol and Other Drugs : Sessions 1 - 3

Module Evaluation:

- **Performance Assessments:** [see “Authentic Assessment Strategies for Health Education” in appendix] - interviews, data gathering, oral presentations, skill tests, observation, health contracts
- **Product Assessments:** [see “Authentic Assessment Strategies for Health Education” in appendix] - reports, data analysis, poems, posters/collages, pamphlets, games, health journals, portfolios etc.
- **Written Assessments:** - tests and quizzes

Prerequisite Skill Areas

(if any):

- decision making (text model)
- data analysis (charts and graphs)
- technology: calculator, computer applications, accessing websites
- mathematics: simple arithmetic operations
- language arts: research (print and non print material), reports, presentations

Special Resources

(materials, equipment & community involvement):

- School library and DOE Resource centre (print material, video, laser discs etc)
- cross curricular connections: sciences
- visits/guest speakers: Prevention Resource Centre, Mental Health nurse, lawyer, police school liaison officer, Bermuda Youth Counselling Service (BYCS)
- websites: <http://www.healthteacher.com>

GLOSSARY:

- refer to appendix

ACTIVITIES:

Lions Quest : Skills for Action : Sessions 2 &3, 12
ETR Tobacco Alcohol and Drugs : Units 1 & 7
Glencoe Health - A Guide to Wellness Health Labs Health Lab #
Algra's "Harmful Effects of Alcohol" annotated diagram

REFERENCES - TEACHER:

- Apacki, Carol, Exploring the Issues Teens Alcohol and Other Drugs. Ohio Quest International, 1995.
- Giarratano, Susan, Choosing High School Health Series: Tobacco, Alcohol and Other Drugs. California: ETR Associates, 1997.
- Stang, L. and Miner, K. Drugs: Health Facts. California: ETR Associates, 1997.
- Gold, Robert and Greenberg, Jerrold, Holt Health. (annotated teacher edition) Atlanta: Holt, Rinehart and Winston, 1995.
- Meeks, Linda and Heit Philip Health and Wellness. Ohio : Meeks Heit Publishing, 1999.
- Merki, M., Merki, D and Gale, C. Health A Guide to Wellness. Glencoe McGraw Hill, 1999.
- Algra, Bruce, Health and Drug Education Series - Annotated Diagrams:"Harmful Effects of .. Smoking, Marijuana, Cocaine, Steroids, Heroin, Alcohol". California: The Algra Corporation, 1992.

REFERENCES - STUDENT:

- Apacki, Carol, Exploring the Issues Teens Alcohol and Other Drugs. Ohio Quest International, 1995.
- Giarratano, Susan, Choosing High School Health Series: Tobacco, Alcohol and Other Drugs. California: ETR Associates, 1997.
- Stang, L. and Miner, K. Drugs: Health Facts. California: ETR Associates, 1997.
- Gold, Robert and Greenberg, Jerrold, Holt Health. Atlanta: Holt, Rinehart and Winston, 1995.
- Meeks, Linda and Heit Philip, Health and Wellness. Ohio : Meeks Heit Publishing, 1999.
- Merki, M., Merki, D and Gale, C. Health A Guide to Wellness. Glencoe McGraw Hill, 1999.
- Algra, Bruce, Health and Drug Education Series - Annotated Diagrams:"Harmful Effects of .. Smoking, Marijuana, Cocaine, Steroids, Heroin, Alcohol". California: The Algra Corporation, 1992.

HEALTH EDUCATION

Course Title: TOBACCO ALCOHOL AND OTHER DRUGS

Sequence Reference: HE2230TAD-B

Module Title: Alcohol

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 5 double periods

Subgoal Emphasis

- 1.1, 1.3, 1.5 Health Promotion and Disease Prevention
- 2.4 – 2.6 Health Information and Resources
- 3.4 Health Enhancement and Risk Reduction
- 4.1, 4.5 Impact of Culture and Technology
- 6.1- 6.6 Decision Making and Goal Setting
- 7.2, 7.5 Personal Family and Community Health

Content Focus

- Effects and Interactions
- Consequences
- Resistance Skills
- Chemical Dependency
- Community Resources
- Decision Making

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- explain the effects of alcohol on a young person
- analyze the relationship between using alcohol and high risk behaviour
- illustrate responsible behaviour related to alcohol and riding or driving
- examine alcohol use in Bermuda
- propose methods of dealing with alcohol related situations

- effects of alcohol:
 - physical (incl. short and long term health effects)
 - emotional
 - social
- high risk behaviours and alcohol use:
 - inappropriate sexual behaviour
 - violence
 - drink driving
- drink driving:
 - the law related to drink driving
 - testing for alcohol levels
 - responsible behaviour
 - drink driving statistics
 - accident statistics including fatalities
- alcohol in Bermuda: availability; incidence of alcohol related crime; accident statistics; incidence of alcohol related disease
- dealing with alcohol related situations

refer to **Skills for Action- Alcohol and Other Drugs : Sessions 5& 6**

Module Evaluation:

- **Performance Assessments:** [see “Authentic Assessment Strategies for Health Education” in appendix]
- interviews, data gathering, oral presentations, skill tests, observation, health contracts
- **Product Assessments:** [see “Authentic Assessment Strategies for Health Education” in appendix]
- reports, data analysis, poems, posters/collages, pamphlets, games, health journals, portfolios etc
- **Written Assessments:**
- tests and quizzes

Prerequisite Skill Areas

(if any):

- decision making (text model)
- data analysis (charts and graphs)
- technology: calculator, computer applications, accessing websites
- mathematics: simple arithmetic operations
- language arts: research (print material), reports, presentations

Special Resources

(materials, equipment & community involvement):

- school library and DOE Resource centre (print material, video, laser discs etc)
- cross curricular connections: science, mathematics
- visits/ guest speakers: Alcoholics Anonymous, Al-A-Teen; BCYS counsellor, physician, PRIDE Youth to Youth, police liaison officer

GLOSSARY:

- refer to text

ACTIVITIES:

Skills for Action: Sessions 5 & 6

ETR Tobacco Alcohol and Drugs: Unit 4

Glencoe Health - A Guide to Wellness Health Labs Health Lab #

Algra's "Harmful Effects of Alcohol" annotated diagram

REFERENCES –TEACHER:

Apacki, Carol, Exploring the Issues Teens Alcohol and Other Drugs. Ohio Quest International, 1995.

Giarratano, Susan, Choosing High School Health Series: Tobacco, Alcohol and Other Drugs. California: ETR Associates, 1997.

Stang, L. and Miner, K. Drugs: Health Facts. California: ETR Associates, 1997.

Gold, Robert and Greenberg, Jerrold, Holt Health.(annotated teacher edition) Atlanta: Holt, Rinehart and Winston, 1995.
Meeks, Linda and Heit Philip Health and Wellness Ohio : Meeks Heit Publishing, 1999.

Merki, M., Merki, D. and Gale, C. Health A Guide to Wellness Glencoe McGraw Hill, 1999.

Algra, Bruce, Health and Drug Education Series - Annotated Diagrams:"Harmful Effects of Alcohol". California: The Algra Corporation, 1992.

REFERENCES – STUDENT:

Apacki, Carol, Exploring the Issues Teens Alcohol and Other Drugs. Ohio Quest International, 1995.

Giarratano, Susan, Choosing High School Health Series: Tobacco, Alcohol and Other Drugs. California: ETR Associates, 1997.

Stang, L. and Miner, K. Drugs: Health Facts. California: ETR Associates, 1997.

Gold, Robert and Greenberg, Jerrold, Holt Health. Atlanta: Holt, Rinehart and Winston, 1995.

Meeks, Linda and Heit Philip, Health and Wellness. Ohio : Meeks Heit Publishing, 1999.

Merki, M., Merki, D and Gale, C Health A Guide to Wellness Glencoe McGraw Hill, 1999.

Algra, Bruce, Health and Drug Education Series - Annotated Diagrams:"Harmful Effects of Alcohol". California: The Algra Corporation, 1992.

HEALTH EDUCATION

Course Title: TOBACCO ALCOHOL AND OTHER DRUGS Module Title: Tobacco Number of Periods: 5 double periods	Sequence Reference: HE2230TAD-C <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="width: 25%;">S1</th> <th style="width: 25%;">S2</th> <th style="width: 25%;">S3</th> <th style="width: 25%;">S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										

<p style="text-align: center;">Subgoal Emphasis</p> <ul style="list-style-type: none"> • 1.1, 1.3, 1.5 Health Promotion and Disease Prevention • 2.4 - 2.6 Health Information and Resources • 3.4 Health Enhancement and Risk Reduction • 4.1, 4.5 Impact of Culture and Technology • 6.1- 6.6 Decision Making and Goal Setting • 7.1 Personal Family and Community Health 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Effects and Interactions • Consequences • Resistance Skills • Chemical Dependency • Community Resources • Decision Making
---	--

Curriculum Objectives:	Content Detail:
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • analyze ways in which tobacco use impacts upon a young person • discuss how smoking affects non smokers • investigate how young people are encouraged to begin to use tobacco • determine how to stop or reduce the risk of tobacco use 	<ul style="list-style-type: none"> • impact of tobacco use(short and long term) <ul style="list-style-type: none"> - physical (carbon monoxide, carcinogens, emphysema, heart disease etc.), mental, socio-emotional; financial • smoking and non smokers <ul style="list-style-type: none"> - home, work and community - the developing fetus and children • starting to use tobacco: peer pressure, media, family members, stress, other tobacco products (chewing tobacco etc.) • methods of stopping tobacco use (helping services, medical etc.) • reducing risk of tobacco use: agencies (Youth to Youth etc), leisure activities <p>refer to <u>Lions Quest Skills for Action- Alcohol and Other Drugs : Session 4</u></p>

Module Evaluation:
<ul style="list-style-type: none"> • Performance Assessments: [see “Authentic Assessment Strategies for Health Education” in appendix] - interviews, data gathering, oral presentations, skill tests, observation, health contracts • Product Assessments: [see “Authentic Assessment Strategies for Health Education” in appendix] - reports, data analysis, poems, posters/collages, pamphlets, games, health journals, portfolios etc • Written Assessments: - tests and quizzes

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
<ul style="list-style-type: none"> • decision making (text model) • data analysis (charts and graphs) • technology: calculator, computer applications, accessing websites • mathematics: simple arithmetic operations • language arts: research (print and non print material), reports, presentations 	<ul style="list-style-type: none"> • school library and DOE Resource centre (print material, video, laser discs etc) • cross curricular connections: science • visits/ guest speakers: counsellors, physicians

GLOSSARY:

- refer to text

ACTIVITIES:

Lions Quest Skills for Action : Session 4

ETR Tobacco Alcohol and Drugs : Unit 3

Glencoe Health - A Guide to Wellness Health Labs Health Lab #

Algra's annotated diagram "Harmful Effects of Smoking"

REFERENCES- TEACHER:

Apacki, Carol, Exploring the Issues Teens Alcohol and Other Drugs. Ohio Quest International, 1995.

Giarratano, Susan, Choosing High School Health Series: Tobacco, Alcohol and Other Drugs. California: ETR Associates, 1997.

Stang, L. and Miner, K. Drugs: Health Facts. California: ETR Associates, 1997.

Gold, Robert and Greenberg, Jerrold. Holt Health, (annotated teacher edition) Atlanta: Holt, Rinehart and Winston, 1995.

Meeks, Linda and Heit Philip, Health and Wellness Ohio : Meeks Heit Publishing, 1999.

Merki, M., Merki, D. and Gale, C. Health A Guide to Wellness Glencoe McGraw Hill, 1999.

Algra, Bruce, Health and Drug Education Series - Annotated Diagrams:"Harmful Effects of .. Smoking". California: The Algra Corporation, 1992.

REFERENCES-STUDENT:

Apacki, Carol, Exploring the Issues Teens Alcohol and Other Drugs. Ohio Quest International, 1995.

Giarratano, Susan, Choosing High School Health Series: Tobacco, Alcohol and Other Drugs. California: ETR Associates, 1997.

Stang, L. and Miner, K. Drugs: Health Facts. California: ETR Associates, 1997.

Gold, Robert and Greenberg, Jerrold, Holt Health. Atlanta: Holt, Rinehart and Winston, 1995.

Meeks, Linda and Heit Philip, Health and Wellness Ohio : Meeks Heit Publishing, 1999.

Merki, M., Merki, D. and Gale, C. Health A Guide to Wellness Glencoe McGraw Hill, 1999.

Algra, Bruce, Health and Drug Education Series - Annotated Diagrams:"Harmful Effects of .Smoking,". California: The Algra Corporation, 1992.

HEALTH EDUCATION

Course Title: TOBACCO ALCOHOL AND OTHER DRUGS

Sequence Reference: HE2230TAD-D

Module Title: Marijuana and Other Drugs

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 5 double periods

Subgoal Emphasis

- 1.1, 1.3, 1.5 Health Promotion and Disease Prevention
- 2.4- 2.6 Health Information and Resources
- 3.4 Health Enhancement and Risk Reduction
- 4.1, 4.5 Impact of Culture and Technology
- 6.1 – 6.6 Decision Making and Goal Setting
- 7.2, 7.5 Personal Family and Community Health

Content Focus

- Effects and Interactions
- Consequences
- Resistance Skills
- Chemical Dependency
- Community Resources
- Decision Making

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- examine ways in which use of illicit drugs interferes with the health and goal achievement of young people
- examine the tenets and implications of the policy regarding drugs in sport in Bermuda
- demonstrate how to access organizations that can help persons who have become involved in illicit drug use

- marijuana
 - physical effect (short and long term) and mental emotional effect
 - as a gateway drug
 - effect on relationships
 - debate re: legalization &/or decriminalization
 - as a Rastafarian ritual
- cocaine and heroin
 - physical effect (short and long term) and mental/ emotional effect
- steroids
 - steroid use in sports and types of steroids used
 - side effects (physical, mental emotional etc)
 - alternatives to steroid use
- Bermuda policy re drugs in sport: banned substances; drug testing policy; consequences re positive test; implications for athletes
- Organizations: BYCS, PRIDE Youth to Youth etc.
- **refer to Skills for Action- Alcohol and Other Drugs: Sessions 7 & 8**

Module Evaluation:

- **Performance Assessments:** [see “Authentic Assessment Strategies for Health Education” in appendix]
 - interviews, data gathering, oral presentations, skill tests, observation, health contracts
- **Product Assessments:** [see “Authentic Assessment Strategies for Health Education” in appendix]
 - reports, data analysis, poems, posters/collages, pamphlets, games, health journals, portfolios etc.
- **Written Assessments:**
 - tests and quizzes

Prerequisite Skill Areas

(if any):

- decision making (text model)
- data analysis (charts and graphs)
- technology: calculator, computer applications, accessing websites
- mathematics: simple arithmetic operations
- language arts: research (print and non print material), reports, presentations

Special Resources

(materials, equipment & community involvement):

- school library and DOE Resource centre (print material, video, laser discs etc.)
- cross curricular connections: science, family studies
- visits/ guest speakers: addictions counsellors, trainers, coaches, athletes, BYCS, medical personnel
- drugs in sport policy

GLOSSARY:

- refer to text

ACTIVITIES:

Skills for Action : Sessions 7 & 8

ETR Tobacco Alcohol and Drugs : Unit 5 & 6

Glencoe Health - A Guide to Wellness Health Labs Health Lab #

1. Analyze Algra's annotated diagrams 'Harmful Effects of Marijuana, Cocaine, Steroids, Heroin'
2. Trace the history of drug use by athletes from Greek Olympians to the present.
3. Write and perform a skit to teach primary six students how to handle pressure to use marijuana
4. Debate the topic : Marijuana should not be legalized because it is a gateway drug.
5. Draw a cartoon to show the effects of continual steroid use on a young athlete over several years.
6. Research the role of marijuana as a medicine
7. Critical thinking exercise: Most of the adult family members of the girl friend of your fifteen year old brother smoke marijuana. Your brother's friend has not begun to smoke and she is always welcome in your home. What steps would you take to reduce the risk of these young people becoming marijuana smokers?
8. Write an antidrug jingle for the Youth to Youth organization to be used as a public service announcement on a local radio show.
9. Research topic: Why are endorphins called natural opiates?

REFERENCES – TEACHER:

Apacki, Carol, Exploring the Issues Teens Alcohol and Other Drugs. Ohio Quest International, 1995.

Giarratano, Susan, Choosing High School Health Series: Tobacco, Alcohol and Other Drugs. California: ETR Associates, 1997.

Stang, L. and Miner, K. Drugs: Health Facts. California: ETR Associates, 1997.

Gold, Robert and Greenberg, Jerrold, Holt Health.(annotated teacher edition) Atlanta: Holt, Rinehart and Winston, 1995.

Meeks, Linda and Heit Philip, Health and Wellness Ohio : Meeks Heit Publishing, 1999.

Merki, M., Merki, D and Gale, C. Health A Guide to Wellness Glencoe McGraw Hill, 1999.

Algra, Bruce, Health and Drug Education Series - Annotated Diagrams:" Harmful Effects of Marijuana". California: The Algra Corporation, 1992.

REFERENCES – STUDENT:

Apacki, Carol, Exploring the Issues Teens Alcohol and Other Drugs. Ohio Quest International, 1995.

Giarratano, Susan, Choosing High School Health Series: Tobacco, Alcohol and Other Drugs. California: ETR Associates, 1997.

Stang, L. and Miner, K. Drugs: Health Facts. California: ETR Associates, 1997.

Gold, Robert and Greenberg, Jerrold, Holt Health. Atlanta: Holt, Rinehart and Winston, 1995.

Meeks, Linda and Heit Philip, Health and Wellness Ohio : Meeks Heit Publishing, 1999.

Merki, M., Merki, D. and Gale, C. Health A Guide to Wellness Glencoe McGraw Hill, 1999.

Algra, Bruce, Health and Drug Education Series - Annotated Diagrams:"Harmful Effects of .. Marijuana". California: The Algra Corporation, 1992.

First Aid and CPR (A)*

Course Code: HE2240CPR



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL HEALTH EDUCATION COURSE OVERVIEW

Title: First Aid & CPR (A)*

1 credit (s)

30 hour (s)

Prerequisite (s): Health and Wellness

S2 – S4 level (s)

Course Code: HE2240CPR

required or elective

Course Description

This course will follow the American Red Cross programme for standard first aid and safety. Students will be able to recognize and treat these emergencies. The courses use a combination of video, lecture and hands on experiences to introduce the material. Certified Bermuda Red Cross Trainers will instruct students in Adult, Children and Infant CPR techniques using mannequins. The importance of first aid training will be discussed together with careers in related fields. The American Red Cross tests will be used to assess this programme.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: -interviews, data gathering, oral presentations, skill tests, observation, contracts - rubrics will be used for scoring.	30%
Product Assessments: -chapter assignments, reports, data analysis, poems, posters/ collages, pamphlets, games, health journals, portfolios, etc. - rubrics will be used for scoring	30%
Written Assessments: - written tests will be based on content cited in the modules - the final module assessments will be the official Red Cross tests	40%
Total	100%

* this course should be paired with Tobacco Alcohol and Other Drugs Course Code HE2230TAD

Course Resources

- American National Red Cross, Community First Aid and Safety. Missouri: American National Red Cross 1993.
- Bermuda Special Olympics, Children's Safety Manual
- Bermuda Telephone Directory
- Gold, R. and Greenberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
- Meeks, L., Heit P., and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Introduction to Emergency Situations3 - recognition - preparedness & taking action - possible careers		B. Types of Life Threatening Emergencies: Adult..... 4 - breathing and not breathing - choking	
C. Types of Life Threatening Emergencies: Children and Infants 4 - breathing and not breathing - choking		D. Sudden Illness and Poisoning 4 - seizures and fainting - diabetic coma, heart attack, asthma attack - medications - house and garden products, plants - poisonous plants in Bermuda	
E. Environmental Emergencies 4 -hurricane preparedness - heat and cold related illnesses			

Subtotal	19
Optional double periods	4
Total double periods	23

* this course should be paired with Tobacco Alcohol and Other Drugs Course Code HE2230TAD

SENIOR SCHOOL HEALTH EDUCATION

check: S1 S2 S3 S4

First Aid & CPR

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX				
1	Health Promotion and Disease Prevention	1.1	Risk behaviours	x			x	x
		1.2	Changes					
		1.3	Influences	x			x	x
		1.4	Environment impact				x	
		1.5	Risk reduction	x	x	x	x	x
		1.6	Prevention control		x	x		
		1.7	Policies/laws					
		1.8	Methods					
2	Health Information and Resources	2.1	Reliability		x	x		
		2.2	Selection					
		2.3	Decision making					
		2.4	Analysis	x	x	x	x	x
		2.5	Accessibility	x	x	x	x	x
		2.6	Cost	x				x
3	Health Enhancement and Risk Reduction Behaviours	3.1	Responsibility				x	
		3.2	Risk factors					
		3.3	Behaviours					
		3.4	Strategies/improvement	x				x
		3.5	Strategies/prevention	x			x	
		3.6	Situations avoidance		x	x		
		3.7	Methods					
		3.8	Actions					
		3.9	Stress management					
4	Impact of Culture and Technology of Health	4.1	Diversity				x	x
		4.2	Impacts					
		4.3	Government's role					
		4.4	Technology					
		4.5	Influences				x	x
5	Healthful Interpersonal Communication	5.1	Interpretation					
		5.2	Skills					
		5.3	Relationships					
		5.4	Methods					
		5.5	Conflict analysis					
		5.6	Negotiation					
		5.7	Conflict analysis					
		5.8	Conflict reduction					

SENIOR SCHOOL HEALTH EDUCATION

check: S1 S2 S3 S4

First Aid & CPR

6	Decision Making and Setting Goal for Health and Wellness	6.1	Strategies	x	x	x	x	x
		6.2	Analysis/concern	x	x	x	x	x
		6.3	Impact				x	x
		6.4	Plans/personal				x	x
		6.5	Progression				x	x
		6.6	Plans/lifelong				x	x
7	Personal Family and Community Health Advocacy	7.1	Communication methods					
		7.2	Opinions		x	x	x	x
		7.3	Strategies					
		7.4	Problem solving					
		7.5	Influence		x	x	x	x
		7.6	Audience					
CONTENT STRUCTURE		Mental Health						
		Personal & Community Health						
		First Aid, Safety & Injury		x	x	x	x	x
		Disease Prevention & Control						
		Tobacco, Alcohol & Other Drug						
		Nutrition & Fitness						
		Human Sexuality						
MODULES				A	B	C	D	E

MODULE KEY

- A - Introduction to Emergency Situations
- B - Types of Life Threatening Emergencies Adult
- C - Types of Life Threatening Emergencies Children and Infants

- D - Sudden Illness and Poisoning
- E - Environmental Emergencies

HEALTH EDUCATION

Course Title: FIRST AID AND CPR

Sequence Reference: HE2240CPR-A

Module Title: Introduction to Emergency Situations

Senior School Level

Number of Periods: 3 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Goal and Subgoal Emphasis:

- 1.1, 1.6, 1.7 Health Promotion and Disease Prevention
- 2.4 – 2.6 Health Information and Resources
- 3.1, 3.5, 3.6 Health Enhancement and Risk Reduction
- 6.1- 6.2 Decision Making and Goal Setting

Content Focus:

- Hazardous Situations
- Emergency Response
- Safety Resources

Curriculum Objectives:

At the end of this module, students will:

- recognize an emergency situation
- develop personal plan for emergency preparedness
- cite emergency action steps
- demonstrate how an emergency victim is checked
- describe guidelines for reducing disease transmission when providing first aid
- research careers and summer jobs that require first aid and CPR

Content Detail:

- recognizing emergencies
 - unusual noise
 - unusual signs
 - unusual odours
- preparation for emergencies
- emergency action steps
 - check, call, care
- checking the victim (conscious and unconscious)
- guidelines for reducing disease transmission:
 - barriers and protective clothing
 - hand washing and avoidance of body fluids
 - first aid kit
- careers requiring first aid: summer camp counselors, preschool teachers, health educators, hospital workers and other medical personnel

• **Performance Assessments:**

- American Red Cross Skill Assessments, tests, lab activities, teacher observation of required skills

• **Product Assessments:**

- practical demonstration (skills sheet), posters, reports, pamphlets, peer evaluation, certification

• **Written Assessments:**

- teacher made tests, American Red Cross tests

Prerequisite Skill Areas

(if any):

- recognizing emergency situations
- taking emergency action steps
- using universal precautions

Special Resources

(materials, equipment & community involvement):

- videos: American Red Cross
- transparencies: American Red Cross
- guest speakers/visits: Bermuda Red Cross, Health Dept. nurses, Fire Department, Police Service. KEMH
- career focus: EMT's doctors, nurses, fire fighters, police, nannies, preschool teachers, health educators

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

American National Red Cross, Community First Aid and Safety. Missouri: American National Red Cross 1993.
Bermuda Special Olympics, Children's Safety Manual.
Bermuda Telephone Directory
Gold, R. and Greenberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
Meeks, L., Heit P., and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

REFERENCES - STUDENT:

American National Red Cross, Community First Aid and Safety. Missouri: American National Red Cross 1993.
Bermuda Special Olympics, Children's Safety Manual.
Bermuda Telephone Directory
Gold, R. and Greenberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
Meeks, L., Heit P., and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

HEALTH EDUCATION

Course Title: FIRST AID & CPR

Sequence Reference: HE2240CPR-B

Module Title: Adult Emergencies

Senior School Level

Number of Periods: 4 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Subgoal Emphasis:

- 1.5, 1.6 Health Promotion and Disease Prevention
- 2.1, 2.4, 2.5 Health Information and Resources
- 3.6 Health Enhancement and Risk Reduction
- 6.1- 6.2 Decision Making and Goal Setting
- 7.2, 7.5 Personal Family and Community Health

Content Focus

- Emergency Response

Curriculum Objectives:

At the end of this module, students will:

- list the signs of breathing emergencies
- list the signs of heart emergencies
- demonstrate how to care for a person who is not breathing
- demonstrate how to care for a person who is choking
- demonstrate how to care for a person who is in cardiac arrest

Content Detail:

- breathing emergencies: (p. 40)
 - changes in breathing (slow, rapid, deep, shallow)
 - changes in skin colour or texture
 - light headedness, dizziness etc.
- heart emergencies: (p. 59)
 - persistent chest pain or discomfort
 - breathing difficulty and change in pulse rate
 - skin appearance
- care for person not breathing
 - rescue breathing (p. 48-49) Skills sheets
 - emergency number
 - victim with pulse but no breathing
- care for choking victim:
 - skills sheet (p. 45)
 - abdominal thrust
- cardiac arrest:
 - adult CPR (positions p. 64)
 - skills Sheet (p. 68-69)

Module Evaluation:

- **Performance Assessments:**
 - American Red Cross Skill Assessments, tests, lab activities, teacher observation of required skills
- **Product Assessments:**
 - practical demonstration (skills sheet), posters, reports, pamphlets, peer evaluation, certification
- **Written Assessments:**
 - teacher made tests, American Red Cross tests

Prerequisite Skill Areas

(if any):

- recognizing emergency situations
- taking emergency action steps
- using universal precautions

Special Resources

(materials, equipment & community involvement):

- Community First Aid and Safety textbook (American Red Cross)
- videos, manikins, blankets, transparencies
- guest speakers/visits: Bermuda Red Cross, Health Dept. nurses, Fire Department, Police Service.
- career focus: Emergency Medical Technicians doctors, nurses, fire fighters, police

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

American National Red Cross, Community First Aid and Safety. Missouri: American National Red Cross 1993.
Bermuda Special Olympics, Children's Safety Manual.
Bermuda Telephone Directory
Gold, R. and Greenberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
Meeks, L., Heit P. and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

REFERENCES - STUDENT:

American National Red Cross, Community First Aid and Safety. Missouri: American National Red Cross 1993.
Bermuda Special Olympics, Children's Safety Manual.
Bermuda Telephone Directory
Gold, R. and Greenberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
Meeks, L., Heit P. and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

HEALTH EDUCATION

Course Title: FIRST AID & CPR

Sequence Reference: HE2240CPR-C

Module Title: Infant and Child

Senior School Level

Number of Periods: 4 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Subgoal Emphasis:

- 1.5, 1.6 Health Promotion and Disease Prevention
- 2.1, 2.4, 2.5 Health Information and Resources
- 3.6 Health Enhancement and Risk Reduction
- 6.1- 6.2 Decision Making and Goal Setting
- 7.2, 7.5 Personal Family and Community Health

Content Focus:

- Emergency Response

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- | | |
|---|--|
| <ul style="list-style-type: none"> • list at least 4 signals of breathing emergencies for an infant or child • demonstrate how to care for an infant or child who is not breathing • demonstrate how to care for an infant or child who is choking • demonstrate how to care for an infant or child whose heart has stopped | <ul style="list-style-type: none"> • signs of breathing emergencies: <ul style="list-style-type: none"> - changes in breathing - changes in skin colour or texture - child's self description of present state • care for infant/child who is not breathing: <ul style="list-style-type: none"> - pages 97 - skills sheets for child - pages 112-113 -- skills sheets for infant • care for infant/child who is choking: <ul style="list-style-type: none"> - back blows, chest thrusts - skills sheets pages 116, 117, 118 • care for Infant/Child whose heart has stopped: <ul style="list-style-type: none"> - no breathing, no pulse - skills sheets pages 104-105, 120-121 |
|---|--|

Module Evaluation:

- **Performance Assessments:**
- American Red Cross Skill Assessments, tests, lab activities, teacher observation of required skills
- **Product Assessments:**
- practical demonstration (skills sheet), posters, reports, pamphlets, peer evaluation, certification
- **Written Assessments:**
- teacher made tests, American Red Cross tests

Prerequisite Skill Areas

Special Resources

(if any):

(materials, equipment & community involvement):

- | | |
|--|---|
| <ul style="list-style-type: none"> • recognizing emergency situations • taking emergency action steps • using universal precautions | <ul style="list-style-type: none"> • videos - American Red Cross • Community First Aid and Safety textbook (American Red Cross) • blankets, child and infant mannequins • transparencies: American Red Cross • guest speakers/visits: Bermuda Red Cross, Health Dept. nurses, Fire Department, Police Service. • career focus: EMT's doctors, nurses, fire fighters, police |
|--|---|

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

American National Red Cross, Community First Aid and Safety. Missouri: American National Red Cross 1993.
Bermuda Special Olympic, Children's Safety Manual
Bermuda Telephone Directory
Gold, R. and Greenberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
Meeks, L., Heit P. and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

REFERENCES - STUDENT:

American National Red Cross, Community First Aid and Safety. Missouri: American National Red Cross 1993.
Bermuda Special Olympics, Children's Safety Manual
Bermuda Telephone Directory
Gold, R. and Greenberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
Meeks, L., Heit P. and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

HEALTH EDUCATION

Course Title: FIRST AID & CPR

Sequence Reference: HE2240CPR-D

Module Title: Other Injuries, Sudden Illness and Poisoning

Senior School Level

Number of Periods: 3 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Goal and Subgoal Emphasis:

- 1.1, 1.3 -1.6 Health Promotion and Disease Prevention
- 2.4, 2.5 Health Information and Resources
- 3.1, 3.5 Health Enhancement and Risk Reduction
- 4.1, 4.5 Impact of Culture and Technology
- 6.1- 6.6 Decision Making and Goal Setting

Content Focus:

- Emergency Response

Curriculum Objectives:

At the end of this module, students will:

- investigate causes of injury
- describe ways of reducing risk of injury
- demonstrate how to identify and care for muscle, bone and joint injuries
- distinguish between an injury or sudden illness
- describe how to care for sudden illnesses
- distinguish between types of burns and their care
- demonstrate how to control bleeding
- recognize the unique needs of young persons and older adults during sudden illness
- identify risks in commonly used house and garden products
- recognize common poisonous plants in Bermuda

Content Detail:

- injury
 - trends (Bermuda and global), causes, risk reduction
- muscle, bone and joint injuries
- sudden illness: seizures, vomiting, poisoning, asthma, diabetic emergencies
- burns:
 - types: superficial (1st degree); partial thickness (2nd degree); full thickness (3rd degree)
 - care (stop, cool, cover)
 - don'ts (myths) of burn care
- bleeding : care and universal precautions
- unique needs of young persons and older adults
- risks in use of: cleaning products, pesticides, herbicides
- poisonous plants in Bermuda: oleander; Pride of India; poinsettia etc.

Module Evaluation:

- **Performance Assessments:**
 - American Red Cross Skill Assessments, tests, lab activities, teacher observation of required skills
- **Product Assessments:**
 - practical demonstration (skills sheet), posters, reports, pamphlets, peer evaluation, certification
- **Written Assessments:**
 - teacher made tests, American Red Cross tests

Prerequisite Skill Areas

(if any):

- recognizing emergency situations
- taking emergency action steps
- using universal precautions

Special Resources

(materials, equipment & community involvement):

- videos - American Red Cross
- Community First Aid and Safety textbook (American Red Cross)
- blankets, mannequins for child and infant
- transparencies: American Red Cross
- guest speakers/visits: Bermuda Red Cross, Health Dept. nurses, Fire Department, Police Service.
- career focus: emergency medical technicians(EMT's), doctors, nurses, fire fighters, police

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

American National Red Cross, Community First Aid and Safety. Missouri: American National Red Cross 1993.
Bermuda Special Olympics, Children's Safety Manual.
Bermuda Telephone Directory
Gold, R. and Greenberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
Meeks, L., Heit P. and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

REFERENCES - STUDENT:

American National Red Cross, Community First Aid and Safety. Missouri: American National Red Cross 1993.
Bermuda Special Olympics, Children's Safety Manual.
Bermuda Telephone Directory
Gold, R. and Greenberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
Meeks, L., Heit P. and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

HEALTH EDUCATION

Course Title: FIRST AID & CPR

Sequence Reference: HE2240CPR-E

Module Title: Environmental Emergencies

Senior School Level

Number of Periods: 3 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Subgoal Emphasis:

- 1.1, 1.3, 1.5 Health Promotion and Disease Prevention
- 2.1- 2.4, 2.6 Health Information and Resources
- 3.4 Health Enhancement and Risk Reduction
- 4.1, 4.5 Impact of Culture and Technology
- 6.1- 6.6 Decision Making and Goal Setting
- 7.2, 7.5 Personal Family and Community Health

Content Focus

- Hazardous Situations
- Injury Prevention
- Emergency Response

Curriculum Objectives:

At the end of this module, students will:

- describe how to care for heat related and cold related illnesses
- recognize the dangers of a hurricane
- justify precautions that should be taken to prepare for an approaching hurricane
- evaluate methods of reducing risk of injury during and after a hurricane

Content Detail:

- heat and cold related illness
- hurricanes:
 - potential danger
 - hurricane season - June to November
 - dangers during a hurricane (people, property, pets)
- precautions to take:
 - securing property, pets and other possessions (car, boat, outdoor furniture etc.)
 - accessing the emergency broadcasting station
 - gathering additional supplies (i.e. water batteries canned and dry foods, flashlights)
 - secure other possessions
- post hurricane risks- contaminated water, flooding, downed power lines, power surges, structural damage to buildings

Module Evaluation:

- **Performance Assessments:**
 - American Red Cross Skill Assessments, tests, lab activities, teacher observation of required skills
- **Product Assessments:**
 - practical demonstration (skills sheet), posters, reports, pamphlets, peer evaluation, certification
- **Written Assessments:**
 - teacher made tests, American Red Cross tests

Prerequisite Skill Areas

(if any):

- recognizing emergency situations
- taking emergency action steps
- using universal precautions

Special Resources

(materials, equipment & community involvement):

- library (internet) overhead transparencies/laser discs/CD-ROM/video, newspapers/magazine articles/literature, phone book
- guest speakers/presenters: BELCO, Bermuda Police, Bermuda Red Cross, Bermuda Marine Weather Services, Emergency Measure Organization
- The Bermuda Telephone Directory – Blue Pages Hurricane and Storm Information
- Bermuda Special Olympics Safety Handbook

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

American National Red Cross, Community First Aid and Safety. Missouri: American National Red Cross 1993.
Bermuda Special Olympics, Children's Safety Manual.
Bermuda Telephone Directory
Gold, R. and Greenberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
Meeks, L., Heit P. and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

REFERENCES - STUDENT:

American National Red Cross, Community First Aid and Safety. Missouri: American National Red Cross 1993.
Bermuda Special Olympics, Children's Safety Manual.
Bermuda Telephone Directory
Gold, R. and Greenberg, J. Holt Health. Atlanta: Holt, Rinehart and Winston 1995.
Meeks, L., Heit P. and Page R. Health and Wellness. Ohio: Meeks Heit Publishing Company, 1998.

Relationships and Human Sexuality (B)**

Course Code: HE3380RSX



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL HEALTH EDUCATION COURSE OVERVIEW

Title: Relationships & Sexuality (B)**

**1 credit (s)
30 hour (s)**

Prerequisite (s): Health and Wellness

S3-S4 level (s)

Course Code: HE3380RSX

required or elective

Course Description

The focus of this course is to provide sexuality education to help students to value loving and responsible relationships whilst developing healthful attitudes about sexuality. Students will gain accurate information and use responsible decision making skills.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - interviews, data gathering, oral presentations, skill tests, observation, contracts - rubrics will be used for grading	20%
Health Literacy Project (including presentation) Rubrics used for scoring	20%
Product Assessments: - chapter assignments, short quizzes, reports, data analysis, poems, posters/collages, pamphlets, games, health journals, portfolios, etc. - rubrics will be used for grading	10%
Written Assessments: Written tests should be based on content stated in modules. The weighting for each module test is shown in the course outline. Written tests should consist of a variety of assessment components including: <ul style="list-style-type: none"> • multiple choice (not greater than 20 % of the test total). • short answers • data analysis • decision making & other critical thinking applications (problem solving, categorization, generalization, conceptualization, creative expression, goal setting) 	20%
Final Examination: - multiple choice (30); data analysis; short answers; (iii) decision making and other critical thinking applications (problem solving, categorization, generalization, conceptualization, creative expression, goal setting) (70)	30%
Total	100%

****this course should be paired with Disease Prevention and Control Course Code HE3390DIS**

Course Resources

Gold, Robert and Greenberg, Jerrold, Health. Atlanta: Holt, Rinehart and Winston, 1995.
 Meeks, Linda and Heit Philip, Health and Wellness. Ohio: Meeks Heit Publishing, 1999.
 Merki, M. Merki, D and Gale, C. Health A Guide to Wellness. Glencoe McGraw- Hill, 1999.
 Merki, M. Education in Sexuality. California: Glencoe McGraw-Hill, 1996.
 Hubbard, Betty, Sexuality and Relationships. California: ETR Associates, 1997.
 Hubbard, Betty, STD and HIV. California: ETR Associates, 1997.
 White, J. and Abbey, N. Abstinence. California: ETR Associates, 1997.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Responsible Relationships3 - goal setting and decision making - quality of relationships - parental expectations - dating -marriage -abstinence -inappropriate sexual behaviour		B. Male and Female Health Issues 4 - anatomy and physiology review - reproduction - concepts of masculinity and femininity - sexual concerns and disorders - community resources	
C. Preparation for Parenthood4 - responsibility - family planning - sources of information		D. Conception to Birth 4 - conception and fetal development - termination (spontaneous abortion, - therapeutic abortion, birth - resources	
E. Sexually Transmitted Infections4 - transmission and incubation - symptoms, treatment and convalescence - prevention - reporting - resources			

Subtotal 19 Optional double periods 4 Total double periods 23

****this course should be paired with Disease Prevention and Control Course Code HE3390DIS**

HEALTH EDUCATION

Course Title: RELATIONSHIPS & SEXUALITY

Sequence Reference: HE3380HUM-A

Module Title: Responsible Relationships

Senior School Level

Number of Periods: 3 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Subgoal Emphasis:

- 1.1- 1.4 Health Promotion & Disease Prevention
- 2.1, 2.4-2.6 Health Information & Resources
- 3.1-3.9 Health Enhancement & Risk Reduction
- 4.1,4.2,4.5 Impact of Culture Media and Technology
- 5.1 – 5.6 Healthful Interpersonal Communication
- 6.1- 6.3 Decision Making and Goal Setting
- 7.1, 7.3 Personal Family and Community Health

Content Focus

- Family Structure, Customs, Values
- Dating and Marriage
- Parenthood and Parenting
- Sexual Abuse and Assault
- Interpersonal Relationships

Curriculum Objectives:

At the end of this module, students will:

- relate goal setting to making responsible decisions regarding personal wellness
- recognize the meaning of sexuality
- analyze influences on and decisions about healthful sexuality
- differentiate between types of relationships
- appreciate the normalcy of giving and receiving affection
- analyze benefits of setting sexual and romantic limits
- evaluate human responses to infatuation and love
- investigate serious sexual assaults in Bermuda, the laws governing protection for the victim
- investigate the laws and consequences concerning inappropriate sexual behaviour
- evaluate valid sources of information about relationships and inappropriate sexual behaviour

Content Detail:

- goal setting and decision making
- sexuality: personality, actions, self awareness, relating to total wellness, myths & misconceptions
- relationships: group relationships as precursors to one-on-one relationships; dating; infatuation vs. mature romantic love; marriage
- giving and receiving affection: setting limits , decision making , abstinence
- human responses: physiological and psychological
- inappropriate sexual behaviour
 - sexual harassment
 - serious sexual assaults
 - law regarding inappropriate sexual behaviour
 - consequences of inappropriate sexual behaviour

Module Evaluation:

- **Performance Assessments:** minimum 4 critiques of newspapers, magazine articles (research), surveys, posters and reports, personal health journals, sample work
- **Product Assessments:** activity based units debates, laboratory activities (activity sheets listed next page), teacher observation, interviews
- **Written Assessments:** tests/quizzes

Prerequisite Skill Areas

(if any):

- decision making (text model) and other critical thinking applications
- data analysis (charts and graphs)
- technology: calculator, computer applications, accessing websites
- mathematics: simple arithmetic operations
- language arts: research (print and non-print materials), reports, presentations

Special Resources

(materials, equipment & community involvement):

- school library and Department of Education resource center (print material, video, laser disc etc.)
- cross curricular connections: science, family studies
- visits/guest speakers: counselors, women resources center, psychologist, sex therapist, police, lawyers, school nurses, Rape Crisis Center
- websites: www.apha.org
- <http://www.healthteacher.com>

GLOSSARY:

- refer to text

ACTIVITIES:

- design a pamphlet for middle school students to distinguish between infatuation and love
- debate the following: A girl should “call the shots” in all relationships
- ETR Abstinence - 2:8, 2:3, 2:10, 3:10 (Part 1 and 2)
- Sexuality & Relationships ETR - 2:3, 4:1, 5:1
- Health and Wellness Page 123 - Self-directed Learning, Critical Thinking

REFERENCES - TEACHER:

- Gold, Robert and Greenberg, Jerrold, Health. (annotated teacher edition) Atlanta: Holt, Rinehart and Winston, 1995.
- Meeks, Linda and Heit Philip, Health and Wellness. Ohio: Meeks Heit Publishing, 1999.
- Merki, M. Merki, D. and Gale, C. Health A Guide to Wellness. Glencoe McGraw- Hill, 1999.
- Merki M. Education in Sexuality. California: Glencoe McGraw-Hill, 1996.
- Hubbard, Betty, Sexuality and Relationships. California: ETR Associates, 1997.
- Hubbard, Betty, STD and HIV. California: ETR Associates, 1997.
- White, J. and Abbey, N. Abstinence. California: ETR Associates, 1997.

REFERENCES - STUDENT:

- Gold, Robert and Greenberg, Jerrold, Health. Atlanta: Holt, Rinehart and Winston, 1995.
- Meeks, Linda and Heit Philip, Health and Wellness. Ohio: Meeks Heit Publishing, 1999.
- Merki, M. Merki, D and Gale, C. Health A Guide to Wellness. Glencoe McGraw- Hill, 1999.
- Merki M. Education in Sexuality. California: Glencoe McGraw-Hill, 1996.
- Hubbard, Betty, Sexuality and Relationships. California: ETR Associates, 1997.
- Hubbard, Betty, STD and HIV. California: ETR Associates, 1997.
- White, J. and Abbey, N. Abstinence. California: ETR Associates, 1997.

HEALTH EDUCATION

Course Title: RELATIONSHIPS & SEXUALITY

Sequence Reference: HE3380RSX-B

Module Title: Male and Female Health Issues

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 6 double periods

Subgoal Emphasis:

- 1.1- 1.8 Health Promotion & Disease Prevention
- 2.1- 2.6 Health Information & Resources
- 3.1- 3.4 Health Enhancement & Risk Reduction
- 4.1, 4.5 Impact of Culture Media and Technology
- 6.1- 6.6 Decision Making and Goal Setting
- 7.1- 7.3 Personal Family and Community Health

Content Focus

- Gender Identity and Reproduction
- Personal Health Habits

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- describe the functions of organs in the male and female reproductive system
- explain menstrual cycle
- explain disorders for male and female reproductive organs
- explain sexual dysfunctions that may affect males and females
- discuss recommended treatments for sexual dysfunction

- reproductive organs:
- - functions of: ovaries, testes, fallopian tube, vas deferens, epididymis
- menstrual cycle
- sexual concerns
- disorders and treatment: infertility, inguinal hernia, impotence, PMS, menstrual cramps, enlarged prostate, breast disease, frigidity, toxic shock syndrome

Module Evaluation:

- **Performance Assessments:**
- sample work, assignments, posters, reports, personal health journals
- **Product Assessments:**
- inventories, test, quizzes, assignments, teacher observation, laboratory activities – see activities, interviews, debates, case studies
- **Written Assessments:**
- tests/quizzes

Prerequisite Skill Areas

Special Resources

(if any):

(materials, equipment & community involvement):

- decision making (text model) (iii) decision making and other critical thinking applications (problem solving, categorization, generalization, conceptualization, creative expression, goal setting)
- data analysis (charts and graphs)
- technology: calculator, computer applications, accessing websites
- mathematics: simple arithmetic operations
- language arts: research (print and non-print materials), reports, presentations

- school library and Department of Education resource center (print material, video, laser disc etc.)
- cross curricular connections: science, family studies
- guest speakers: obstetrician and gynecologists, family practitioners, urologist , sex therapist

GLOSSARY:

- refer to text

ACTIVITIES:

- discuss and dispel myths surrounding male and female reproductive systems
- create a pamphlet to explain to the middle school cricket team why the male players should wear a protective cup
- interview cancer survivors - breast cancer , testicular and prostate cancer
- ETR Associates Sexuality & Relationships Unit 7 and 8

REFERENCES - TEACHER:

- Gold, Robert and Greenberg, Jerrold, Health. (annotated teacher edition) Atlanta: Holt, Rinehart and Winston, 1995.
- Meeks, Linda and Heit Philip, Health and Wellness. Ohio: Meeks Heit Publishing, 1999.
- Merki, M. Merki, D. and Gale, C. Health A Guide to Wellness. Glencoe McGraw- Hill, 1999.
- Merki M. Education in Sexuality. California: Glencoe McGraw-Hill, 1996.
- Hubbard, Betty, Sexuality and Relationships. California: ETR Associates, 1997.
- Hubbard, Betty, STD and HIV. California: ETR Associates, 1997.
- White, J. and Abbey, N. Abstinence. California: ETR Associates, 1997.

REFERENCES - STUDENT:

- Gold, Robert and Greenberg, Jerrold, Health. Atlanta: Holt, Rinehart and Winston, 1995.
- Meeks, Linda and Heit Philip, Health and Wellness. Ohio: Meeks Heit Publishing, 1999.
- Merki, M. Merki, D. and Gale, C. Health A Guide to Wellness. Glencoe McGraw- Hill, 1999.
- Merki M. Education in Sexuality. California: Glencoe McGraw-Hill, 1996.
- Hubbard, Betty, Sexuality and Relationships. California: ETR Associates, 1997.
- Hubbard, Betty, STD and HIV. California: ETR Associates, 1997.
- White, J. and Abbey, N. Abstinence. California: ETR Associates, 1997.

HEALTH EDUCATION

Course Title: RELATIONSHIPS & SEXUALITY

Sequence Reference: HE3380RSX-C

Module Title: Preparation for Parenthood

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 4 double periods

Subgoal Emphasis:

- 1.1- 1.3 Health Promotion & Disease Prevention
- 2.1- 2.6 Health Information & Resources
- 3.1- 3.5, 3.9 Health Enhancement & Risk Reduction
- 4.1- 4.5 Impact of Culture Media and Technology
- 5.1- 5.2 Healthful Interpersonal Communication
- 6.1- 6.5 Decision Making and Goal Setting
- 7.1- 7.5 Personal Family and Community Health

Content Focus

- Gender Identity and Reproduction
- Parenthood and Parenting

Curriculum Objectives:

At the end of this module, students will:

- identify factors that strengthen a marriage
- examine responsibilities of parenthood
- assess methods of family planning
- investigate global issues regarding population reduction
- evaluate valid sources of information about pregnancy prevention
- make specific decision statements regarding pregnancy prevention based on health and wellness ethic

Content Detail:

- marriage (Meeks 7 & Heit Lesson 8: marriage success, risks of teen marriage)
- responsibilities of parenthood: physical/social needs, financial/emotional support (clothes, feeding, education), teen parents
- family planning methods:
 - action and effectiveness
 - abstinence, natural (rhythm), chemical (pill, spermicides etc.), mechanical(barrier – condom, IUD etc.)
- issues regarding population reduction and family planning in other countries
- decision making: pregnancy prevention

Module Evaluation:

- **Performance Assessments:**
 - sample work, assignments, posters, reports, personal health journals
- **Product Assessments:**
 - inventories, test, assignments, teacher observation, laboratory activities – see activities, interviews, debates, case studies
- **Written Assessments:**
 - tests/quizzes

Prerequisite Skill Areas

(if any):

- decision making (text model) and other critical thinking applications
- technology: calculator, computer applications, accessing websites
- mathematics: simple arithmetic operations
- language arts: research (print and non-print materials), reports, presentations

Special Resources

(materials, equipment & community involvement):

- planned parenthood videos
- visits/guest speakers: obstetricians, gynecologists, Teen Services, family counselors, foster parents
- website: www.nationalpta.org
- www.who.org

GLOSSARY:

- refer to text

ACTIVITIES:

- interview long term spouses (ie. 23/50th Anniversary) to determine factors that make marriages work.
- invent a birth control device of the future
- research historical development of birth control devices (e.g. stone in uterus – camel etc)
- interview new parents / teen parents - page 154 Project #2)
- Meeks and Heit, Health and Wellness Activity Pages 354-355
- Meeks and Heit, Health & Wellness Page 215 - Effective Communication, Self Directed Learning – Responsible Citizenship
- Survey beliefs about parenthood – present a report addressing the issues raised
- Holt Health Page 397 Check Up - How good a parent would you be?

REFERENCES - TEACHER:

- Gold, Robert and Greenberg, Jerrold, Holt Health. (annotated teacher edition) Atlanta: Holt, Rinehart and Winston, 1995.
- Meeks, Linda and Heit Philip, Health and Wellness. Ohio: Meeks Heit Publishing, 1999.
- Merki, M. Merki, D. and Gale, C. Health A Guide to Wellness. Glencoe McGraw- Hill, 1999.
- Merki M. and Merki D. Education in Sexuality. California: Glencoe McGraw-Hill, 1996.
- Hubbard, Betty, Sexuality and Relationships. California: ETR Associates, 1997.
- Hubbard, Betty, STD and HIV. California: ETR Associates, 1997.
- White, J. and Abbey, N. Abstinence. California: ETR Associates, 1997.

REFERENCES - STUDENT:

- Gold, Robert and Greenberg, Jerrold, Holt Health. Atlanta: Holt, Rinehart and Winston, 1995.
- Meeks, Linda and Heit Philip, Health and Wellness. Ohio: Meeks Heit Publishing, 1999.
- Merki, M. Merki, D. and Gale, C. Health A Guide to Wellness. Glencoe McGraw- Hill, 1999.
- Merki M. and Merki D. Education in Sexuality. California: Glencoe McGraw-Hill, 1996.
- Hubbard, Betty, Sexuality and Relationships. California: ETR Associates, 1997.
- Hubbard, Betty, STD and HIV. California: ETR Associates, 1997.
- White, J. and Abbey, N. Abstinence. California: ETR Associates, 1997.

HEALTH EDUCATION

Course Title: RELATIONSHIPS & SEXUALITY

Sequence Reference: HE3380RSX-D

Module Title: Preparation for Parenthood

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 4 double periods

Subgoal Emphasis:

- 1.1- 1.3 Health Promotion & Disease Prevention
- 2.1- 2.6 Health Information & Resources
- 3.1- 3.5, 3.9 Health Enhancement & Risk Reduction
- 4.1- 4.5 Impact of Culture Media and Technology
- 5.1- 5.2 Healthful Interpersonal Communication
- 6.1- 6.5 Decision Making and Goal Setting
- 7.1- 7.5 Personal Family and Community Health

Content Focus

- Gender Identity and Reproduction
- Parenthood and Parenting

Curriculum Objectives:

At the end of this module, students will:

- identify factors that strengthen a marriage
- examine responsibilities of parenthood
- assess methods of family planning
- investigate global issues regarding population reduction
- evaluate valid sources of information about pregnancy prevention
- make specific decision statements regarding pregnancy prevention based on health and wellness ethic

Content Detail:

- marriage (Meeks 7 & Heit Lesson 8: marriage success, risks of teen marriage)
- responsibilities of parenthood: physical/social needs, financial/emotional support (clothes, feeding, education), teen parents
- family planning methods:
 - action and effectiveness
 - abstinence, natural (rhythm), chemical (pill, spermicides etc.), mechanical(barrier – condom, IUD etc.)
- issues regarding population reduction and family planning in other countries
- decision making: pregnancy prevention

Module Evaluation:

- **Performance Assessments:**
 - sample work, assignments, posters, reports, personal health journals
- **Product Assessments:**
 - inventories, test, assignments, teacher observation, laboratory activities – see activities, interviews, debates, case studies
- **Written Assessments:**
 - tests/quizzes

Prerequisite Skill Areas

(if any):

- decision making (text model) and other critical thinking applications
- technology: calculator, computer applications, accessing websites
- mathematics: simple arithmetic operations
- language arts: research (print and non-print materials), reports, presentations

Special Resources

(materials, equipment & community involvement):

- planned parenthood videos
- visits/guest speakers: obstetricians, gynecologists, Teen Services, family counselors, foster parents
- website: www.nationalpta.org
- www.who.org

GLOSSARY:

- refer to text

ACTIVITIES:

- interview long term spouses (ie. 23/50th Anniversary) to determine factors that make marriages work.
- interview new parents (see page 154 Project #2)
- Meeks and Heit Health and Wellness Activity Pages 354-355
- Interview family studies teacher or nutritionist regarding appropriate diet for pregnant woman
- Holt Health Page 397 Check Up - How good a parent would you be?

REFERENCES - TEACHER:

- Gold, Robert and Greenberg, Jerrold, Holt Health. (annotated teacher edition) Atlanta: Holt, Rinehart and Winston, 1995.
- Meeks, Linda and Heit, Philip, Health and Wellness. Ohio: Meeks Heit Publishing, 1999.
- Merki, M., Merki, D and Gale, C. Health A Guide to Wellness. Glencoe McGraw- Hill, 1999.
- Merki M. and Merki D. Education in Sexuality. California: Glencoe McGraw-Hill, 1996.
- Hubbard, Betty, Sexuality and Relationships. California: ETR Associates, 1997.
- Hubbard, Betty, STD and HIV. California: ETR Associates, 1997.
- White, J. and Abbey, N. Abstinence. California: ETR Associates, 1997.

REFERENCES - STUDENT:

- Gold, Robert and Greenberg, Jerrold, Holt Health. Atlanta: Holt, Rinehart and Winston, 1995.
- Meeks, Linda and Heit, Philip. Health and Wellness. Ohio: Meeks Heit Publishing, 1999.
- Merki, M. Merki, D and Gale, C. Health A Guide to Wellness. Glencoe McGraw- Hill, 1999.
- Merki M. and Merki D. Education in Sexuality. California: Glencoe McGraw-Hill, 1996.
- Hubbard, Betty, Sexuality and Relationships. California: ETR Associates, 1997.
- Hubbard, Betty, STD and HIV. California: ETR Associates, 1997.
- White, J. and Abbey, N. Abstinence. California: ETR Associates, 1997.

HEALTH EDUCATION

Course Title: RELATIONSHIPS & SEXUALITY

Sequence Reference: HE3380RSX-E

Module Title: Sexually Transmitted Infections

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 4 double periods

Subgoal Emphasis:

- 1.1- 1.8 Health Promotion & Disease Prevention
- 2.1-2.6 Health Information & Resources
- 3.1- 3.4 Health Enhancement & Risk Reduction
- 4.1- 4.6 Healthful Interpersonal Communication
- 5.1 –5.4 Impact of Culture and Technology
- 6.3 Decision Making and Goal Setting
- 7.1, 7.3 –7.6 Personal Family and Community Health

Content Focus

- Communicable Diseases
- Sexually Transmitted Infectious/HIV

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- identify the cause, method of transmission and symptoms of common sexually transmitted infections, including HIV disease
- assess the effectiveness of treatment of STI's including HIV disease
- identify ways to reduce risks of STI's including HIV disease
- examine myths surrounding HIV disease
- assess the impact of STI's including HIV disease
- evaluate valid sources of information about sexually transmitted infections
- make specific decision statements regarding reducing risk of sexually transmitted infections

- STI's: gonorrhea, chlamydia, syphilis, genital herpes, genital warts, pelvic inflammatory disease, HIV disease
- Reporting, treatment :e.g. HIV disease: use of HAART (Combivir etc.), counseling
- prevention/risk reduction: abstinence, monogamous marriage, drug free lifestyle, barrier methods, regular check-ups including blood tests (both partners), compliance with treatment and follow-up
- resources and support groups
- **Quest Skills for Action: Unit 7 & 8**

Module Evaluation:

- **Performance Assessments:** (See "Authentic Assessment Strategies for Health Education" in appendix)
- interviews, data gathering, oral presentations, skills tests, observation, health contracts
- **Product Assessments:** (See "Authentic Assessment Strategies for Health Education" in appendix)
- reports, data analysis, poems, posters/collages, pamphlets, games,
- **Written Assessments:**
- tests/quizzes

Prerequisite Skill Areas

(if any):

- decision making (text model) and other critical thinking applications (problem solving, categorization, generalization, conceptualization, creative expression, goal setting)
- data analysis (charts and graphs)
- technology: calculator, computer applications, accessing websites
- mathematics: simple arithmetic operations
- language arts: research (print and non-print materials), reports, presentations

Special Resources

(materials, equipment & community involvement):

- school library and Department of Education resource center (print material, video, laser disc etc.)
- cross curricular connections: science, family studies
- visits/guest speakers: HIV AIDS team, communicable disease clinic staff, physicians, patient with HIV disease, counselor
- Internet: www.apha.org
www.cdc.org
www.who.org

GLOSSARY:

- refer to text

ACTIVITIES:

- ETR Association - Activity Page 21 (2.8)
- Meek & Heit, Health & Wellness - Self Directed Learning - Page 495
- Meek & Heit, Health & Wellness Critical Thinking - Pages 495, 505
- Meek & Heit, Health & Wellness Page 497 “An AIDS Compassion Quilt”

Frequently Asked Questions about Relationships and Sexuality

- How do you know when you are in love?
- How can I talk to my parents about a relationship?
- When are boys old enough for serious relationships?
- What is serious sexual assault? incest?
- What is child molestation?
- What should a girl or boy do if a parent or family member approaches her/him for sex?
- How many babies can a woman have?
- How does a baby breathe while in the womb?
- Do you have to have sex to have a baby?
- How are twins conceived?
- What is the difference between identical and fraternal twins?
- How can a male prove that he is (or is not) the father of a child?
- Can a baby have more than one biological father?
- Can twins or multiple births siblings have different fathers?
- How does a woman know when she is pregnant?
- By what age should all girls have their periods?
- Do all women have period pains?
- What is the longest menstrual cycle a girl can have?
- Can a woman be pregnant if she has never had a period?
- What is an abortion?
- What is a miscarriage?
- What are risks to a woman during an abortion?
- At what age can a girl obtain contraception without parental consent?
- Is contraception a form of abortion?
- Is abortion the same as murder?
- Why is abortion legal in some countries and illegal in others?
- Who commits the crime when an abortion is performed?
- Why is marriage recommended when some married men do not behave any differently from single men?
- Can all males get a woman pregnant?
- What can be done to make an infertile woman have a baby?
- What is “tying tubes”?
- Can urine come out of a man’s penis while he is having sex?
- Should women who want babies wait for marriage to have babies when some men do not want to get married?
- What is wrong with having sex if you are in love?
- When is a male first ready to have sex with a girl?
- Where can a person get treatment for Sexually Transmitted Infections?
- Can an abortion be performed safely and legally in Bermuda?
- Can a teenager get an abortion without parental permission?
- How can a woman over fifty carry out a successful pregnancy?
- Why would a woman over sixty want to have artificial insemination?
- How does a doctor check for prostate, testicular or breast cancer?

Disease Prevention and Control (B)**

Course Code: HE3390DIS



MINISTRY OF EDUCATION

Bermuda
2000

SENIOR SCHOOL HEALTH EDUCATION COURSE OVERVIEW

Title: Disease Prevention and Control (B)**

**1 credit (s)
30 hour (s)**

Prerequisite (s): Health and Wellness

S3-S4 level (s)

Course Code: HE3390DIS

required or elective

Course Description

This course is an in-depth examination of diseases that extends and refines knowledge already gained at the middle and senior one levels. Students will investigate symptoms, treatment and prevention of various diseases with specific reference to those common in Bermuda. Careers and organizations related to disease prevention and control will be discussed. Videos and guest speakers will be used to promote critical thinking about issues related to disease.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - interviews, data gathering, oral presentations, skill tests, observation, contracts - rubrics will be used for scoring	20%
Product Assessments: - chapter assignments, short quizzes, reports, data analysis, poems, posters/collages, pamphlets, games, health journals, portfolios, etc. - rubrics will be used for scoring.	20%
Written Assessments: Written tests should be based on content cited in the modules. The weighting for each test should reflect the time suggested in the course outline. The total for each written test should be 50 marks. <ul style="list-style-type: none"> • no more than 20 multiple choice questions 20 marks • written section containing the following: 30 marks <ul style="list-style-type: none"> (i) short answers, (ii) data analysis-based on text model, (iii) decision making and other critical thinking applications (problem solving, categorization, generalization, conceptualization, creative expression, goal setting) 	30%
Final Examination: multiple choice (30); data analysis; short answers; critical thinking applications (decision making, problem solving, categorization, generalization, conceptualization, creative expression, goal setting) (70)	30%
Total:	100%

****this course should be paired with Relationships and Sexuality Course Code HE3380RSX**

Course Resources

- Benenson, Abram ed. Control of Communicable Diseases in Man. Washington D.C.: American Public Health Association, 1999.
- Bronson, M et al. Health A Guide to Wellness. California: Glencoe McGraw Hill, 1999.
- Gold, Robert and Greenberg, Jerrold, Holt Health. Atlanta: Holt, Rinehart and Winston, 1995.
- Meeks, Linda and Heit Philip, Health and Wellness Ohio : Meeks Heit Publishing, 1999.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Communicable Diseases10 - types of pathogens - transmission of pathogens - immune system response and immunity - common communicable diseases including STI's		B. Chronic Diseases 9 - cardiovascular diseases other chronic diseases - major Bermuda prevention and management initiatives	

Subtotal	19
Optional double periods	<u>3</u>
Total double periods	<u>22</u>

****this course should be paired with Relationships and Sexuality Course Code HE3380RSX**

SENIOR SCHOOL HEALTH EDUCATION

check: S1 S2 S3 S4

Disease Prevention and Control

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX	
1	Health Promotion and Disease Prevention	1.1	Risk behaviours		x
		1.2	Changes		x
		1.3	Influences		x
		1.4	Environment impact	x	x
		1.5	Risk reduction	x	x
		1.6	Prevention control	x	x
		1.7	Policies/laws	x	x
		1.8	Methods	x	x
2	Health Information and Resource	2.1	Reliability		
		2.2	Selection		x
		2.3	Decision making	x	x
		2.4	Analysis	x	x
		2.5	Accessibility	x	
		2.6	Cost	x	
3	Health Enhancement and Risk Reduction Behaviours	3.1	Responsibility	x	
		3.2	Risk factors	x	
		3.3	Behaviours	x	
		3.4	Strategies/improvement	x	
		3.5	Strategies/prevention		
		3.6	Situations avoidance		
		3.7	Methods		
		3.8	Actions		
		3.9	Stress management		
4	Impact Culture and Technology of Health	4.1	Diversity	x	x
		4.2	Impacts	x	
		4.3	Government's role		
		4.4	Technology		
		4.5	Influences		
5	Healthful Interpersonal Communication	5.1	Interpretation		x
		5.2	Skills		x
		5.3	Relationships		x
		5.4	Methods		x
		5.5	Conflict analysis		
		5.6	Negotiation		
		5.7	Conflict analysis		
		5.8	Conflict reduction		

SENIOR SCHOOL HEALTH EDUCATION

check: S1 S2 S3 S4

Disease Prevention and Control

6	Decision Making and Setting Goal for Health and Wellness	6.1	Strategies	x	
		6.2	Analysis/concern	x	
		6.3	Impact	x	x
		6.4	Plans/personal	x	x
		6.5	Progression	x	x
		6.6	Plans/lifelong	x	x
7	Personal Family and Community Health Advocacy	7.1	Communication methods		
		7.2	Opinions		
		7.3	Strategies		
		7.4	Problem Solving	x	
		7.5	Influence		
		7.6	Audience		
CONTENT STRUCTURE		Mental Health			
		Personal & Community Health			
		First Aid Safety & Injury			
		Disease Prevention & Control		x	x
		Tobacco, Alcohol & Other Drug			
		Nutrition & Fitness			
		Human Sexuality			
MODULES			A	B	

MODULE KEY

- A - Communicable Disease
B - Chronic Diseases

HEALTH EDUCATION

Course Title: DISEASE PREVENTION AND CONTROL	Sequence Reference: HE3390DIS-A								
Module Title: Communicable Diseases	Senior School Level								
Number of Periods: 10 double periods	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th style="padding: 2px;">S1</th> <th style="padding: 2px;">S2</th> <th style="padding: 2px;">S3</th> <th style="padding: 2px;">S4</th> </tr> <tr> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input checked="" type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
S1	S2	S3	S4						
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
Subgoal Emphasis: <ul style="list-style-type: none"> • 1.4 -1.8 Health Promotion and Disease Prevention • 2.3 - 2.4 Health Information and Resources • 3.1 - 3.4 Health Enhancement and Risk Reduction • 4.1, 4.2 Impact of Culture and Technology • 6.1 - 6.6 Decision Making and Goal Setting • 7.4 Personal Family and Community Health 	Content Focus <ul style="list-style-type: none"> • Communicable Diseases • Sexually Transmitted Diseases 								
Curriculum Objectives:	Content Detail:								
At the end of this module, students will: <ul style="list-style-type: none"> • differentiate among communicable, non-communicable and chronic diseases • identify and describe disease causing organisms (pathogens) of particular communicable diseases including STD's • explain modes of transmission of communicable diseases • compare and contrast various communicable diseases (using specific criteria listed in content detail) • describe methods of control of communicable diseases • explore related careers 	<ul style="list-style-type: none"> • definitions • pathogens: <ul style="list-style-type: none"> - viruses (AIDS, colds, ebola, herpes etc); bacteria (strap throat, tuberculosis, chlamydia); fungi (athlete's foot, yeast infections etc); protozoa (malaria, trichomoniasis); parasitic worms (tapeworms etc) • modes of transmission: contact (colds, influenza); food & water; airborne (from pests or soil); vectors (mosquitoes - dengue fever etc) • criteria for comparison (symptoms, infectious agent, occurrence, reservoir, mode of transmission, incubation, period of communicability, susceptibility and resistance) • methods of control: Public Health Efforts (refer to next page), immunization, healthy life style, treatment issues (bacterial vs. viral, drug resistance etc.) • careers: nurse, physician, epidemiologist, medical statistician, medical laboratory technician, medical researcher 								
Module Evaluation:									
<ul style="list-style-type: none"> • Performance Assessments: [see "Authentic Assessment Strategies for Health Education" in appendix] <ul style="list-style-type: none"> - interviews, data gathering, oral presentations, skill tests, observation, health contracts • Product Assessments: [see "Authentic Assessment Strategies for Health Education" in appendix] <ul style="list-style-type: none"> - reports, data analysis, poem, posters/collages, pamphlets, games, health journals, portfolios etc. • Written Assessments: <ul style="list-style-type: none"> - tests and quizzes 									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
<ul style="list-style-type: none"> • decision making (text model) and other critical thinking applications • data analysis (charts and graphs) • technology: calculator, computer applications, accessing websites • mathematics: simple arithmetic operations • language arts: research (print material), reports, presentations 	<ul style="list-style-type: none"> • school library and DOE Resource centre (print material, video, laser discs etc) • cross curricular connections: biology, mathematics, food & nutrition • visits/ guest speakers: nurse epidemiologist, health promotions officer, health department laboratories, Bermuda College biology department, KEMH, restaurant kitchens, dairy • websites: http://www.apha.org • http://www.healthteacher.com 								

GLOSSARY:

- refer to text

ACTIVITIES:

- research the evidence that suggests that vitamin C and/ or zinc can reduce the severity of a cold
- research the discovery of HIV/ AIDS
- analyze the impact of public health efforts on diseases in Bermuda and design a multi media public relations effort for each of the following efforts: health education, safe water supply, proper sewage disposal, food safety in restaurants, dairy inspection and milk testing, rodent and pest control, immunisation and STD clinics
- investigate how the Bermuda Department of Health would respond if there was a major disease outbreak in Bermuda [salmonella, dengue fever etc]
- debate the importance of maintaining accurate birth and death records
- explain how stress can affect the resistance to communicable diseases
- design a power point presentation for primary five students to show why hand washing is an effective disease prevention method
- Glencoe Health - A Guide to Wellness Health Labs Health Lab # 27 Can transmission of STD's be traced
- Glencoe Health - A Guide to Wellness Health Labs Health Lab # 26 Can Influenza Activities be Predicted ?
- Glencoe Health - A Guide to Wellness Health Labs Health Lab # 28 How does the AIDS virus replicate ?
- Health Laboratory: The Hidden Germs [in conjunction with nurse and/or biology teacher]
 - Swab samples from several places around the school [door knobs, bathroom taps, etc.]
 - Return samples to health department and obtain print out of results
 - Analyze results from each area and determine prevention measures

REFERENCES - TEACHER:

Benenson, Abram ed. Control of Communicable Diseases in Man. Washington D.C.: American Public Health Association, 1999.

Gold, Robert and Greenberg, Jerrold, Holt Health. (annotated Teacher's edition) Atlanta: Holt, Rinehart and Winston, 1995.

Meeks, Linda and Heit Philip, Health and Wellness Ohio: Meeks Heit Publishing , 1999.

Bronson, M. et al. Health A Guide to Wellness. (teachers edition and Health Labs book) California: Glencoe McGraw Hill, 1999.

ETR Associates, Choosing High School Health Series (California: ETR Associates, 1997.)

REFERENCES – STUDENT:

Gold, Robert and Greenberg, Jerrold, Holt Health. Atlanta: Holt, Rinehart and Winston, 1995.

Meeks, Linda and Heit, Philip, Health and Wellness Ohio : Meeks Heit Publishing, 1999.

HEALTH EDUCATION

Course Title: DISEASE PREVENTION AND CONTROL

Sequence Reference: HE3390DIS-B

Module Title: Chronic Diseases

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 9 double periods

Subgoal Emphasis

- 1.1 - 1.8 Health Promotion and Disease Prevention
- 2.2 - 2.4 Health Information and Resources
- 3.1 Health Enhancement and Risk Reduction
- 4.1 Impact of Culture and Technology
- 5.1 - 5.4 Healthful Interpersonal Communication
- 6.3 - 6.6 Decision Making and Goal Setting

Content Focus

- Chronic Diseases

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- | | |
|---|---|
| <ul style="list-style-type: none"> • outline the cardiovascular system • describe the causes, symptoms and treatment of cardiovascular diseases • describe the nature of cancer • outline the causes, symptoms and treatment of lung, breast and prostate cancer • describe the method of detecting and diagnosing cancer • identify causes (if known) symptoms and treatment of selected chronic diseases prevalent in Bermuda • describe major health initiatives related to chronic diseases in Bermuda • demonstrate the appropriate emergency response to an asthma attack, heart attack or stroke | <ul style="list-style-type: none"> • cardiovascular system: heart, blood vessels, blood • cardiovascular diseases: <ul style="list-style-type: none"> - atherosclerosis, hypertension, heart attack, stroke - risk factors (smoking, hypertension, cholesterol, diabetes, obesity, lack of exercise, stress) - treatment: drugs, surgical • nature of cancer: cancer cells vs normal cells; invasiveness, metastasis, remission • causes of cancer: heredity, viruses, chemicals • cancer in Bermuda: lung cancer, breast cancer, prostate cancer • other chronic diseases: asthma, diabetes, Alzheimer's, sickle cell anemia • major health initiatives: Diabetes, Asthma • careers: cardiologist, ECG technician, ultrasound and CAT scan technicians, intensive care nurses, public health • emergency response |
|---|---|

Module Evaluation:

- **Performance Assessments:** [see "Authentic Assessment Strategies for Health Education" in appendix]
 - interviews, data gathering, oral presentations, skill tests, observation, health contracts
- **Product Assessments:** [see "Authentic Assessment Strategies for Health Education" in appendix]
 - reports, data analysis, poem, posters/collages, pamphlets, games, health journals, portfolios etc.
- **Written Assessments:**
 - tests and quizzes

Prerequisite Skill Areas

(if any):

- decision making (text model), and other critical thinking applications
- data analysis (charts and graphs)
- technology: calculator, computer applications, accessing websites
- mathematics: simple arithmetic operations
- language arts: research (print and non-print materials), reports, presentations

Special Resources

(materials, equipment & community involvement):

- school library and DOE Resource Centre (print material, video, laser discs etc)
- cross curricular connections: biology, mathematics
- visits/guest speakers: KEMH: Imaging department, tumor registry, diabetes centre, ECG laboratory, emergency dept
- websites: www.apha.org

GLOSSARY

- refer to text

ACTIVITIES:

- Glencoe Health - A Guide to Wellness Health Labs Health Lab # 29 : What are the chances of surviving cancer?
- Research the incidence of chronic diseases locally and globally and predict trends
- Design a survey to assess a teenager's personal risk of chronic diseases
- Trace the history of diabetes in Bermuda including the establishment of the Diabetes Centre at KEMH
- Design a pamphlet or poster to inform middle school students about the nature of cancer
- Interview a cancer survivor about his/her experience with cancer from detection to treatment
- Design a publicity poster/ flyer for a support group or helping service of one of the chronic diseases
- The Fitness Test
 - Guide students through a number of tests that measure fitness - running, weight, push ups etc
 - Involve them in entering the data into an analysis programme
 - Involve them in creating bar graphs/pie charts that provide a group report for the class
 - Allow them to determine the health implications of the results and what they could do to improve their fitness level

REFERENCES - TEACHER:

- Benenson, Abram ed. Control of Communicable Diseases in Man. Washington D.C.: American Public Health Association, 1999.
- Gold, Robert and Greenberg, Jerrold, Holt Health. (annotated Teacher's edition and Health Labs) Atlanta: Holt, Rinehart and Winston, 1995.
- Meeks, Linda and Heit Philip, Health and Wellness Ohio: Meeks Heit Publishing , 1999.
- Bronson, M et al. Health A Guide to Wellness. California: Glencoe McGraw Hill, 1999.
- ETR Associates, Choosing High School Health Series (California: ETR Associates, 1997.)

REFERENCES: STUDENT

- Benenson, Abram ed. Control of Communicable Diseases in Man. Washington D.C.: American Public Health Association, 1999.
- Gold, Robert and Greenberg, Jerrold, Health. (annotated Teacher's edition) Atlanta: Holt, Rinehart and Winston, 1995
- Meeks, Linda and Heit Philip, Health and Wellness Ohio: Meeks Heit Publishing , 1999.
- Bronson, M et al. Health A Guide to Wellness. California: Glencoe McGraw Hill, 1999.
- ETR Associates, Choosing High School Health Series (California: ETR Associates, 1997.)

EXEMPLAR SCORING GUIDE (0 - 4 Scale)

Level	Definition	EQUIVALENT	
		Letter	% mark
4	An excellent performance <ul style="list-style-type: none"> • focuses on the purpose of the task • meets or exceeds all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes appropriate detail to support ideas or conclusions • demonstrates creativity, originality and/or initiative 	A	90-100
3	A good performance <ul style="list-style-type: none"> • focuses on purpose of the task • meets all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes some detail to support ideas or conclusions 	B	80-89
2	A fair performance <ul style="list-style-type: none"> • has some awareness of the purpose of the task • meets most of the requirements of the task • organizes content and ideas in a logical way • presents information in an understandable way • may not include significant details to support ideas or conclusions 	C	70-79
1 (R)	A poor performance <ul style="list-style-type: none"> • does not fit the purpose of the task • does not meet the requirements of the task • presents information in an unorganized or confused way • does not include details to support ideas or conclusions • Remediation required. 	D	60-69
0 (R)	An unscorable performance <ul style="list-style-type: none"> • does not demonstrate the required knowledge, skills or capabilities • is not understandable, is incomplete or 'defiant' (e.g. "I won't do this"). • Extensive remediation is required. 	F	Below 60

'R' – Extensive Remediation required: student may need to repeat or restart work, or teaching method may need to be altered.

An '0' student may be one who refuses to work or needs specialist help.

* Adapted from British Columbia

AUTHENTIC ASSESSMENT STRATEGIES FOR HEALTH EDUCATION

Authentic assessments are products and performances meant to reflect real life situations. Assessments should be graded using rubrics and students should be involved in self and peer assessment. Students will also be expected to present /explain finished products to a class or group.

STRATEGY	DESCRIPTION	EXAMPLE
1. AUDIO/VIDEO TAPE	an audio /video version of an event, interview or situation	produce a videotaped interview of a health care professional
2. BULLETIN BOARD	a display of information about a particular topic	create a bulletin board display about school safety
3. BUMPER STICKER	an information strip for use on a car or bike	design a bumper sticker that will advocate for reducing a teen risk behaviour
4. CARTOON	a pictorial storyline about a particular topic-often humorous	draw a four frame cartoon for 5 year olds about spreading germs via a sneeze
5. CASE STUDY	a description or analysis of a real or imagined event or situation preferably involving a young person	analyze or write a case study about a teenager who has become sexually active and wants to stop
6. CHECKLIST	a method used by teachers for assessing affective outcomes or particular skills	assess the student skill level of infant CPR
7. DATA ANALYSIS	the extraction of information about trends etc. from a set of data	examine hospital emergency room data about bike accidents: time, gender and type of injuries
8. 'DEAR ABBY'	a simulation of advice column responses using typical teen questions	respond to a teen who is having difficulty coping with exam stress
9. DEBATE	a formal discussion of opposing viewpoints	debate the topic: "This House believes that marijuana should be legalized"
10. EXPERIMENT	a hands-on activity investigating or showing a particular concept	carry out an experiment to show how tar is deposited on lung tissue when inhaling cigarette smoke
11. MIND MAP / CONCEPT MAP	a graphic organizer of information about a concept/topic	mind map female/ male health issues (and their care)
12. MODEL	a 3- dimensional physical representation of an object or concept	make a model of a body identifying the parts affected by cocaine
13. NEWSLETTER &/OR ARTICLE/ LETTER	a written piece or series of pieces about a topic	write a letter to the editor advocating for a full time school nurse
14. PAMPHLET	a brochure for information about a given topic	design a pamphlet for a middle school student about sexual harassment
15. POSTER /COLLAGE	annotated drawing(s)/group of pictures around a theme	create a poster showing the five dimensions of wellness
16. PROJECT	a major assessment piece based on a particular topic and incorporating an hypothesis statement, data gathering analysis and subsequent discussion	possible topics/themes: HIV & AIDS; teen pregnancy; fitness levels of teens; Hospital Care in Bermuda; sickle cell anemia
17. PUZZLE / GAME	a product that can be played by one or more persons	design a game to teach primary six students about reproduction
18. QUILT	a patterned product made of individual squares (paper/fabric)	create a square for a class "quilt" with a theme of HIV/AIDS
19. RAP / POEM /SONG	a piece, usually rhymed that can be set to a beat or music	perform a rap which addresses the issues of violence in a school
20. ROLE PLAY	an enactment of a real life situation	demonstrate how a teen might deal with divorce of parents
21. SURVEY	KABB (knowledge attitude behaviour) survey about health issues - includes design & data analysis	design and carry out a survey to determine the incidence of influenza during this month at your school

Essays, tests and quizzes that are often used for end of chapter/topic assessments are not included in this list.

It should be noted that each assessment should meet one or more of the goals of health education listed in the top left corner of the curriculum document.

adapted from Gilbert , G. and Sawyer R. *Health Education: Creating Strategies for School and Community Health* Boston: Jones & Bartlett Publishers, 1995

HEALTH EDUCATION PRESENTATION RUBRIC

Assessor(s): _____

Title of Presentation: _____

Presenting student(s): _____

Choose the appropriate value that you would give to each part of the project presentation. Then total your scores.

Did the presenter(s):	2	1	.5
1. state a health problem/question/hypothesis			
2. collect data to support the question			
3. clearly show knowledge of subject area and use data to develop ideas			
4. use appropriate visual, pictures diagrams etc.			
5. use good format – beginning, body & conclusion			
6. use good presentation style – speaking clearly & enthusiastically, using eye contact, humour etc.			
Maximum = 10	TOTAL:		

Constructive Comments:

RUBRIC FOR HEALTH EDUCATION PROJECT

Note: This is a **FIVE** point rubric - a multiplier can be applied to obtain the 10% as stated in the assessment plan

5

- well selected and clearly stated hypothesis statement
- well researched and data appropriately collected
- data analysed in depth
- sophisticated understanding of results and issues
- body contains clear and logical links from hypothesis to conclusion
- visual organisers/ aids skillfully used

4

- hypothesis well stated
- evidence of solid research
- data collected and analysed satisfactorily
- body contains logical conclusions based on information gathered
- appropriate use of visual organisers /aids

3

- acceptable hypothesis statement
- evidence of research
- satisfies most requirements of written answer(length clarity accuracy)
- minimal use of visual aids

2

- hypothesis statement not clear
- research/data incomplete
- written response less than satisfactory
- significant errors in interpretation of data
- no visual aids/ graphics

1

- hypothesis statement incomplete or absent
- unsatisfactory written explanation
- minimal attempt at research/ data collection

0

- no attempt
-

HEALTH EDUCATION RUBRIC FOR CRITICAL THINKING

	GENERAL CRITERIA	SPECIFIC CRITERIA
6	<ul style="list-style-type: none"> • shows exceptional understanding of issue • uses logical reasoning to reach solution • suggests innovative solutions to problem • uses all terminology correctly and effectively • provides clear effective answer 	
5	<ul style="list-style-type: none"> • shows complete understanding of issue • presents solution with supporting reasons • uses terminology correctly • satisfies all requirements of written answer 	
4	<ul style="list-style-type: none"> • understands issue • presents in coherent manner • develops arguments/solutions for required response • satisfies most requirements of written answer 	
3	<ul style="list-style-type: none"> • understands scope of problem • suggests and supports solution to problem • written information accurate, but sometimes unclear • written information only partly developed 	
2	<ul style="list-style-type: none"> • shows some evidence of understanding the situation • suggests one solution but does not support it • meets only basic requirements of written response • makes some errors in interpretation and logic 	
1	<ul style="list-style-type: none"> • shows minimal understanding of problem • unsatisfactory written explanation 	
0	<ul style="list-style-type: none"> • no attempt 	

**SENIOR 1 HEALTH EDUCATION CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>A. HEALTH AND WELLNESS</p> <ul style="list-style-type: none"> <input type="checkbox"/> evaluate dimensions of personal wellness <input type="checkbox"/> implement a plan to optimize personal health <input type="checkbox"/> analyze health care status and access in Bermuda <input type="checkbox"/> analyze the impact of culture, media, environment and technology on personal health <input type="checkbox"/> analyze aspects of health risk behaviour for teens <input type="checkbox"/> research types of careers in health <input type="checkbox"/> practise decision making skills <p>B. MENTAL AND EMOTIONAL HEALTH</p> <ul style="list-style-type: none"> <input type="checkbox"/> evaluate the benefits and issues involved with different types of relationships <input type="checkbox"/> demonstrate a variety of strategies for solving interpersonal conflict <input type="checkbox"/> assess personal levels of stress <input type="checkbox"/> practice stress management techniques <input type="checkbox"/> develop personal strategies for self concept improvement <input type="checkbox"/> analyze methods of coping with loss, death, divorce and loneliness <input type="checkbox"/> demonstrate a variety of strategies for solving interpersonal conflict <input type="checkbox"/> assess community resources for mental health <p>C. HUMAN SEXUALITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> analyze the structure, function and care of male and female reproductive system <input type="checkbox"/> analyze aspects of conception, pregnancy and birth <input type="checkbox"/> examine impact of teen pregnancy, incidence of HIV/AIDS <input type="checkbox"/> analyze relevant aspects of human sexuality <input type="checkbox"/> analyze impact of values and peers on behaviour 			<p>D. INFECTIOUS DISEASE</p> <ul style="list-style-type: none"> <input type="checkbox"/> analyze causes, symptoms, treatment and prevention of infectious diseases <input type="checkbox"/> determine factors that increase risk of infectious diseases <input type="checkbox"/> identify symptoms of common infectious diseases including HIV and other STD's <input type="checkbox"/> analyze prevention, intervention and treatment of HIV and other sexually transmitted diseases in Bermuda <input type="checkbox"/> analyze the impact of AIDS on the family and the community <input type="checkbox"/> research related careers <p>E. SAFETY AND EMERGENCY RESPONSE</p> <ul style="list-style-type: none"> <input type="checkbox"/> analyze behaviours that results in unintentional injuries/abuse <input type="checkbox"/> analyze data from police, hospital, school and fire service about accidents and medical emergencies <input type="checkbox"/> demonstrate correct skills in CPR first aid for injuries or sudden illness(es) <input type="checkbox"/> identify the nature of and treatment strategies for risk taking behaviours (physical and sexual abuse/harassment) <input type="checkbox"/> research careers related to safety and medical care <p>F. LICIT AND ILLICIT DRUGS</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain abuse of licit drugs <input type="checkbox"/> analyze effects of illicit drugs and drug abuse on self, family and community <input type="checkbox"/> examine Misuse of Drugs Act, 1972 <input type="checkbox"/> analyze cultural influences on substance use and abuse and their relationship of STD's HIV and teen pregnancy <input type="checkbox"/> evaluate impact of random drug testing in sport <input type="checkbox"/> identify support services and resources which are used to combat substance addiction. 		

**SUGGESTIONS FOR INFUSING
LIBRARY INFORMATION, INFORMATION TECHNOLOGY AND CAREER EDUCATION ACROSS
HEALTH AND WELLNESS**

LIBRARY INFORMATION	S1 Students will:	INFORMATION TECHNOLOGY	S1 Students will:	CAREER EDUCATION	S1 Students will:
Research and Thinking Skills	<ul style="list-style-type: none"> retrieve, select and organize information about mental health 	Databases	<ul style="list-style-type: none"> select and compare health care providers 	Career Planning	<ul style="list-style-type: none"> choose courses that meet requirements for health related careers recognize role of volunteers in health care organizations evaluate aspects of health education that will be essential for personal and professional wellness
Appreciation of Literature	<ul style="list-style-type: none"> select and use local books and journals to find out about local health care providers and the history of health care in Bermuda 	Desktop Publishing	<ul style="list-style-type: none"> design and make a poster on dangers of drug abuse for primary students design an advertisement for a student council forum on sexual harassment 		
Production, Application and Communication	<ul style="list-style-type: none"> make a multimedia presentation on sexual harassment in schools 	Enrichment/ Demonstrative Software	<ul style="list-style-type: none"> use software to explore Human Sexuality 		
		Internet Use	<ul style="list-style-type: none"> use web site for Centre for Disease Control (CDC) to research rare diseases and epidemics design a web page "The Student Consumer Watchdog" 		

**SUGGESTIONS FOR INFUSING
LIBRARY INFORMATION, INFORMATION TECHNOLOGY AND CAREER EDUCATION ACROSS
HEALTH AND WELLNESS**

LIBRARY INFORMATION	S1 Students will:	INFORMATION TECHNOLOGY	S1 Students will:	CAREER EDUCATION	S1 Students will:
Orientation and Organization	<ul style="list-style-type: none"> locate health and related sections in library based on Dewey Decimal System use vertical file to research information about incidence of HIV and AIDS in Bermuda 	Word Processing	<ul style="list-style-type: none"> compile a career plan for a health related career compose poems, songs, skits for presentations make health journal entries 	Self Assessment	<ul style="list-style-type: none"> match interests and personality to health related careers met at this level practise setting realistic goals analyze how lifestyle practices and relationships affect performance in the world of work
Selection and Utilization	<ul style="list-style-type: none"> use print and non print media to support interests in health related careers use encyclopedias and internet to research safety of prescription and over the counter drugs 	Spreadsheet	<ul style="list-style-type: none"> record and analyze statistics on incidences of HIV and other STD's compare costs of a variety of health care services 	Career Directions	<ul style="list-style-type: none"> interview a person in health related career

PLANNING FOR INTEGRATED CURRICULUM IN THE SENIOR SCHOOLS

When you walk through the Botanical Gardens, you don't hear kiskadees for ten minutes, then the wind rustling for five minutes, and then smell the flowers for three minutes. All of this impacts on you at once and you make the experience into a meaningful whole.

"Young people are interested in the entire world around them - it doesn't make sense to them to say, 'Mathematics', 'Science' or 'Social Studies'. When instruction jumps from one discipline to another every 45 minutes, learning is fragmented unnecessarily."

*By Susan Krog,
Professor of Education
Western Washington University*

Where Are We Now?

If we consider a continuum from parallel connections across each discipline to a blending of all subject areas, teachers may be at different stages of integrating curriculum.

Simplest Stage: Parallel teachers realign content so that related topics are taught concurrently.

More Ambitious Stage: Teachers begin to link subjects by scrutinizing what they teach, reinforcing overlapping concepts and avoiding needless repetition.

Most Ambitious Stage: Teachers create interdisciplinary modules that focus on a theme or project.

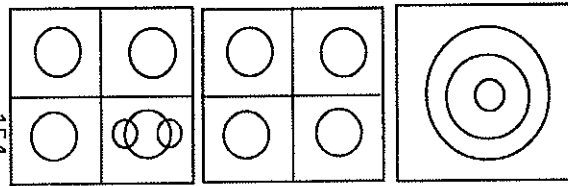
The process of collaboration at the building level will strengthen integrated curriculum and give a vital tool for professional growth of teachers. Appropriate and meaningful staff development, perusal of professional literature, and/or university training on approaches to integrating curriculum is vital to any significant change in education practice. Teachers should find ways to naturally integrate subjects and develop meaningful instruction.

Design Options (see next page)

Techniques for designing an integrated curriculum include mapping the curriculum and planning an integrated module. To design an integrated curriculum, teachers need to know what is taught in other subject areas and at other grade levels - information that is traditionally not shared.

How to Integrate the Curriculum

154

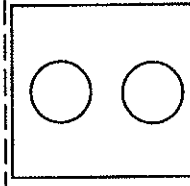


Connected

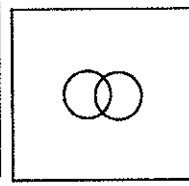
Fragmented

Nested

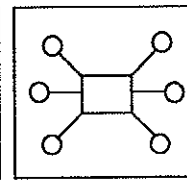
Within single
disciplines



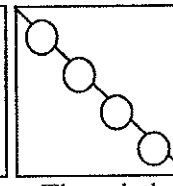
Sequenced



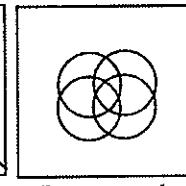
Shared



Webbed

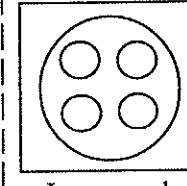


Threaded

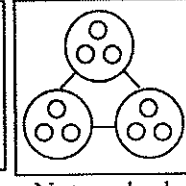


Integrated

Across several disciplines



Immersed

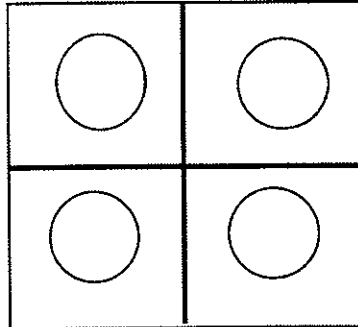


Networked

Inside the
mind of the
learner

Design options for curriculum might include:

Disciplined-based

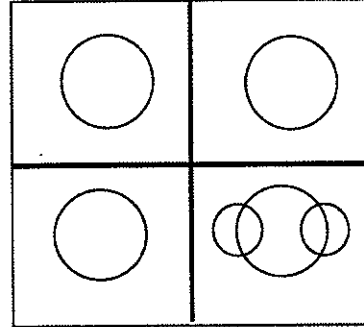


Description

The traditional model of separate and distinct disciplines which fragments the subject areas.

Example

Teacher applies this view in ics. science and social studies.



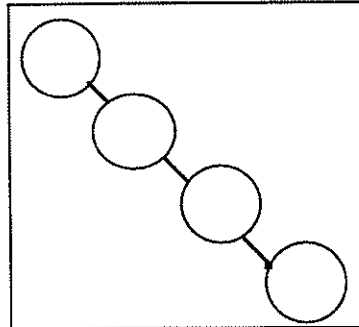
Description

Within each subject area, course content is connected topic to topic, concept to concept, one year's work to next and relates idea(s)

Example

Teacher relates the concept of to decimals, which in turn relates to money, grades,

Parallel Disciplines

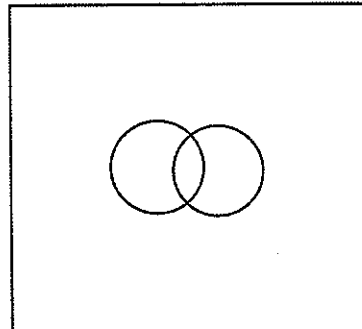


Description

The metacurricular approach threads thinking skills, multiple technology and study skills through various disciplines.

Example

Teaching staff targets prediction in reading, mathematics and science lab experiments while the social studies teacher targets forecasting current events and thus threads the skill (prediction) across all



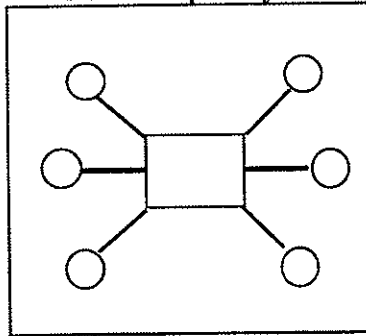
Description

Shared planning and teaching take place in two disciplines in which lapping concepts or ideas emerge as organizing

Example

Science and mathematics teachers data collection, charting and as shared concepts that can be team-taught.

Multidisciplinary



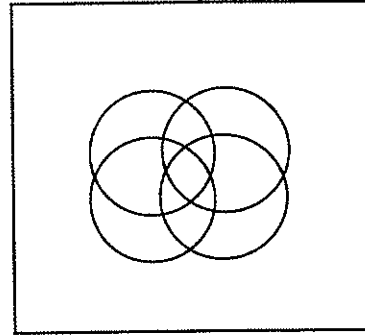
Description

The fertile theme is webbed to various contents and disciplines; use the theme to sift out appropriate concepts, topics and

Example

Teacher presents a simple topical theme, such as the circus, and weaves it into the subject areas. A conceptual theme, such as conflict, can be used for more depth in the theme

Interdisciplinary



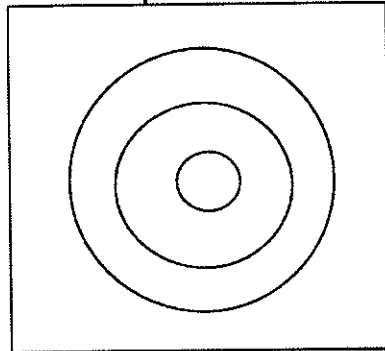
Description

This interdisciplinary approach matches subjects for overlaps in content and concepts with some teaming in an authentic integrated

Example

In science, the arts, health, family studies and design and technology, teachers look for patterning models and approach content through these

Disciplined-based



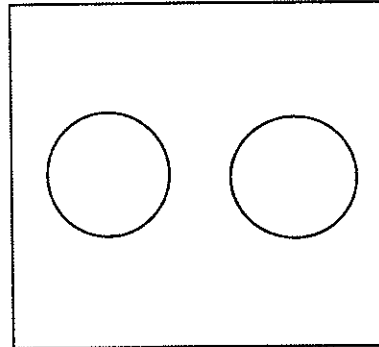
Description

Within each subject area, the teacher targets multiple skills: a social skill, a thinking skill and a concept-specific skill.

Example

Teacher designs the unit on photosynthesis to simultaneously target consensus seeking (social skill), sequencing (thinking skill) and plant life cycle (science skill)

Parallel-based

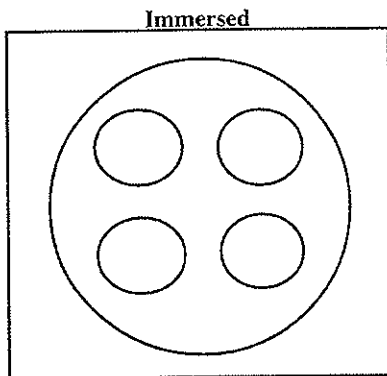


Description

Topics or units of study are rearranged and sequenced to coincide with one another. Similar ideas are taught in concert while remaining separate subjects.

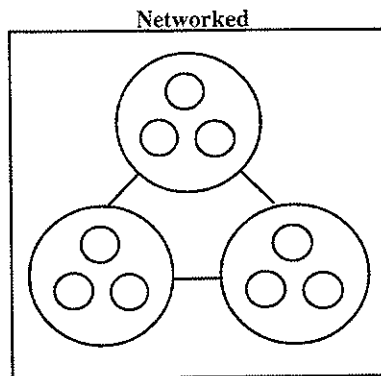
Example

English Language Arts teacher teaches an historical novel depicting a particular period while Social Science teacher teaches covers the same period.



Description

The disciplines become part of the learner's lens of expertise: the learner filters all content through this lens and becomes immersed in his or her own experience.



Description

Learner filters all learning through the expert's eye and makes internal connections that lead to external networks of experts in related fields.

Choosing a Theme

In the initial development of senior schools, four career pathways have been identified:

- Applied Technologies
- Arts and Communications
- Health and Human Services
- International Business and Tourism

Interdisciplinary teachers, along with teachers of other subjects areas should utilize related materials located in their professional library, modifying these as appropriate to their students' needs and interests.

It is important that senior school teachers keep abreast of current research and trends on integrating curriculum and careers associated with the various pathways. Teachers are encouraged to take part in related staff development workshops, read professional literature and/or take university courses.

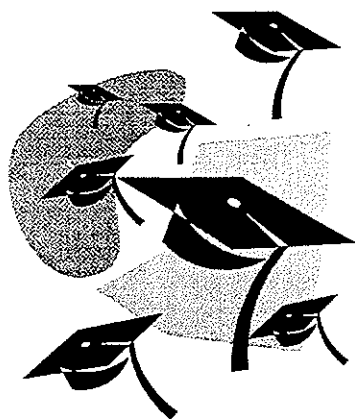
Teachers should:

- take inventory of what is already being done - career awareness initiatives, writing across the curriculum, etc.
- design a curriculum map by listing the content of associated subjects and then identify a theme or umbrella
- design an integrated module and develop related lesson plans
- decide on the length of time for completion and an appropriate title
- discover student interest - ask them what they want to know!
- decide whether the theme has substance and application to the real world
- display student work
- celebrate success!

**Department of
Education**

Career Pathways

SEPTEMBER 2000

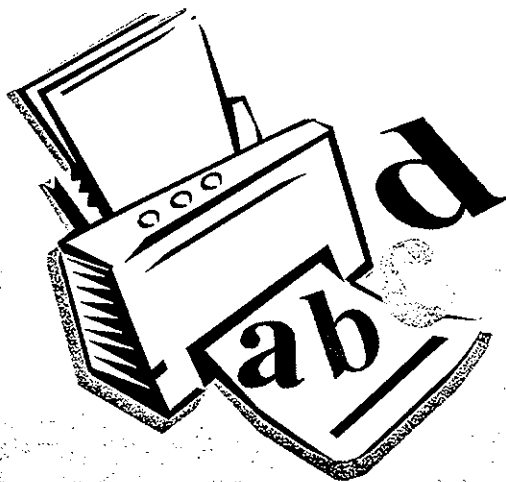


**FOR
BERMUDA'S
SENIOR SCHOOLS**

Applied Technologies

Are you practically inclined? Do you enjoy doing puzzles and solving problems? Are you curious about how things work? Are you fascinated by technology? Do you like designing and creating things? Do you love nature? Are you interested in plants and animals? Are you interested in numbers and symbols?

This may be the pathway for you!



APPLIED TECHNOLOGIES

PRODUCTION OCCUPATIONS

Blue-Collar Worker Supervisors

Food Processing Occupations

Butchers & Meat, Poultry, & Fish Cutters

Inspectors, Testers & Graders

Boilermakers

Jewellers

Machinists

Metalworking & Plastics-Working Machine Operators

Tool & Die Makers

Welders, Cutters & Welding Machine Operators

Plant & Systems Operators

Electric Power Generating Plant Operators & Power

Distributors & Dispatchers

Stationary Engineers

Water & Wastewater Treatment

Plant Operators

Printing Occupations

Prepress Workers

Printing Press Operators

Bindery Workers

Textile, Apparel and Furnishings Occupations

Shoe & Leather Workers & Repairers

Upholsterers

Woodwork Occupations

Miscellaneous Production Occupations

Dental Laboratory Technicians

Painting & Coating Machine Operators

Photographic Process Workers



Transportation & Material Moving Occupations

Bus drivers

Material Moving Equipment Operators

Truckdrivers

Water Transportation Occupations

Handlers, Equipment Cleaners, Helpers & Labourers

Job Opportunities in the Armed Forces

ARCHITECTS & SURVEYORS

Architects

Landscape Architects

Surveyors

CONSTRUCTION TRADES & EXTRACTIVE OCCUPATIONS

Stonemasons

Bulldozer Operators

Carpenters

Carpet Installers

Concrete Masons and Terazzo Workers

Drywall Workers and Lathers

Electricians

Engineering Technicians

Forklift Operators

Glaziers

Insulation Workers

Painters & Paperhangers

Plasterers

Plumbers & Pipefitters

Roofers

Structural & Reinforcing Ironworkers

Tilesetters



COMPUTER, MATHEMATICAL & OPERATIONS

RESEARCH OCCUPATIONS

Actuaries

Computer Service Technicians

Computer Systems Analysts

Mathematicians

Operations Research Analysts

Statisticians



TECHNOLOGISTS (EXCEPT HEALTH)

Air Traffic Controllers

Broadcast Technicians

Computer Programmers

Drafters

Engineering Technicians

Science Technicians

MECHANICS, INSTALLERS & REPAIRERS

Aircraft Mechanics and Engine specialists

Automotive Body Repairers

Automotive Mechanics

Biomedical Technicians

Diesel Mechanics

Electronic Equipment Repairers

Commercial and Industrial Electronics

Equipment Repairs

Communications Equipment

Mechanics

Computer & Office Machine Repairers

Electronic Home Entertainment

Equipment Repairers

Telephone Installers & Repairers

TV & Radio Repairers

Elevator Installers & Repairers

General Maintenance Mechanics

Heating, Air-Cond. & Refrigeration Technicians

Home Appliance & Power Tool Repairers

Industrial Machinery Repairers

Line Installers & Cable Splicers

Millwrights

Mobile Heavy Equipment Mechanics

Motorcycle, Boat, & Small-Engine Mechanics

Musical Instrument Repairers & Tuners

Small Engine Mechanics

Vending Machine Servicers & Repairers

ENGINEERS

Chemical Engineers

Civil Engineers

Electrical and Electronics Engineers

Industrial Engineers

Mechanical Engineers



Career Pathway: Applied Technologies

-----SENIOR SCHOOL-----

-----POST SENIOR-----

Subject	100	200	300	400	
English Language Arts 16cr	ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Bermuda College Associate Degree Programmes <ul style="list-style-type: none"> ▪ Associate in Science ▪ Associate in Arts and Science ▪ Associate in Arts (<i>Computer Information Systems</i>) ▪ Associate in Computer Information Systems ▪ Associate in Science (<i>Electronics</i>) ▪ Associate in Electronics Technology Certificate Programmes <ul style="list-style-type: none"> ▪ Certificate in Electrical Structure and Maintenance ▪ Certificate in Engineering Competencies ▪ Certificate in Telecommunications and Electronics ▪ Certificate in Motor Vehicle Bodywork ▪ Certificate in Motor Vehicle Mechanics ▪ Certificate in Plumbing ▪ Certificate in Heating, Ventilating and Air Conditioning ▪ Certificate in Horticulture ▪ Certificate in Wood Trades ▪ Developmental Technology Other Academic Institutions <ul style="list-style-type: none"> ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board
Math 12cr	Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Introductory Calculus or Advanced Math		
Science 12cr	Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr	Overview of Social Studies 4cr	Politics and Law in Action 4cr	Preserving Our Heritage or World Geography or World History		
D & T or Family Studies 2cr	Design & Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr	Business Essentials I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr	Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr	Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...	Computer Studies Science	Family Studies Foreign Language	Design & Technology Physical Education	Health	
Possible Electives for Career Pathway	<ul style="list-style-type: none"> • All Computer Science Courses, Technical Theatre & Music Technology • Graphic Communications, Design & Realization, Fashion & Textiles, Electronics Technology, Transportation Technology, Textile Design, & Interior Decorating • Business Essentials II, Foreign Languages & American History 				

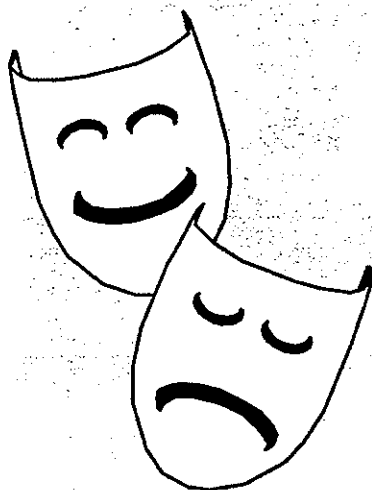
Career Pathway: "Student Constructed"

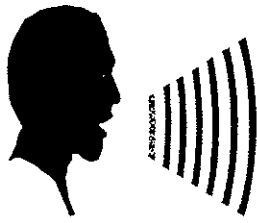
-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		2cr				Certificate Programmes
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				Other Academic Institutions
						<ul style="list-style-type: none"> ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes
						Apprenticeship and Trainee Programmes under the Bermuda National Training Board

Arts and Communications

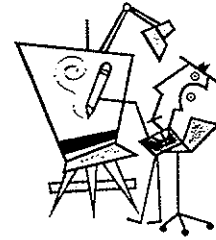
Do you like to communicate ideas? Do you like to express yourself creatively? Do you like to travel and learn about other cultures? Do you enjoy going to concerts and performances? Are you imaginative, innovative and original? Do you like to perform in front of an audience?

This may be the pathway for you!





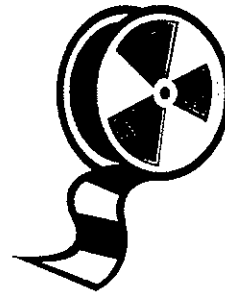
ARTS &



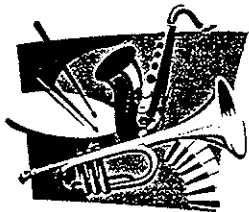
COMMUNICATIONS

COMMUNICATION OCCUPATIONS

Announcers & Newscasters
 Broadcast Technicians
 Composition/Typesetters
 Interpreters & Translators
 Public Relations Specialists
 Radio & Television
 Reporters & Correspondents
 Technical Writers
 Writers & Editors



VISUAL ARTS OCCUPATIONS



Commercial Artists
 Fashion Designers
 Florists
 Graphic Designers
 Interior Decorators
 Jewelers
 Merchandise Display Workers
 Photographers & Camera Operators
 Visual Artists



PERFORMING ARTS OCCUPATIONS

Actors, Directors, & Producers
 Dancers & Choreographers
 Models
 Musicians



Career Pathway: Arts & Communications

-----SENIOR-----

-----POST SENIOR-----

Subject	100	200	300	400	
English Language Arts 16cr	ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Bermuda College Associate Degree Programmes <ul style="list-style-type: none"> ▪ Associate in Arts ▪ Associate in Arts & Science ▪ Associate in Art & Design
Math 12cr	Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Introductory Calculus or Advanced Math		
Science 12cr	Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr	Overview of Social Studies 4cr	Politics and Law in Action 4cr	Preserving our Heritage or World Geography or World History or Introduction to Africa		
D&T or Family Studies 2cr	Design & Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr	Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr	Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr	Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...	Computer Studies Science	Family Studies Business Studies	Design & Technology Foreign Languages	Health	
Possible Electives for Career Pathway	<ul style="list-style-type: none"> • Business Essentials II, Marketing & Graphic Communication • Journalism & Publications, Speech and Debate, Writer's Workshop, Foreign Languages • Fashion & Textiles Design, Interior Decorating, Textiles Design & Photography 				
	Other Academic Institutions <ul style="list-style-type: none"> ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes 				
	Apprenticeship and Trainee Programmes under the Bermuda National Training Board				

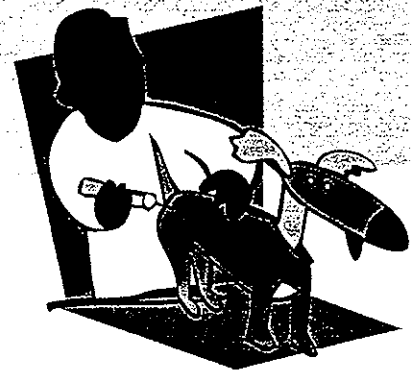
Career Pathway: "Student Constructed"

-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		Certificate Programmes
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				Other Academic Institutions <ul style="list-style-type: none"> ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		2cr				
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				Apprenticeship and Trainee Programmes under the Bermuda National Training Board

Health and Human Services

Do you like to care for people or animals who are sick? Are you fitness and wellness oriented? Are you interested in how the body works and how disease or drugs affect us? Are you friendly, outgoing, compassionate and cooperative? Do you like to work with people to solve problems? Is it important for you to provide service to the community by doing something that makes things better for other people?

This may be the pathway for you!



HEALTH & HUMAN SERVICES

Health Services

Health Diagnosing Practitioners

Chiropractors
Dentists
Opticians
Optometrists
Physicians
Podiatrists
Veterinarians



Health Assessment & Treating Occupations

Activity Therapists
Dietitians & Nutritionists
Occupational Therapists
Pharmacists
Physical Therapists
Physician Assistants
Recreational Therapists
Registered Nurses
Respiratory Therapists
Speech-Language Pathologists & Audiologists
Nursing Aides & Psychiatric Aides



Health Technologists & Technicians

Certified Nurses Aides
Clinical Laboratory Technologists & Technicians
Dental Hygienists
Dialysis Technicians
Dispensing Opticians
EEG Technologists
EKG Technicians
Emergency Medical Technicians
License Practical Nurses
Medical Record Technicians
Nuclear Medicine Technologists
Radiologic Technologists
Surgical Technicians
Ultrasound Technologists



Health Service Occupations

Dental Assistants
Home Health Aides
Medical Assistants

Human Services

Lawyers & Judges



Social Scientists & Urban Planners

Economists & Marketing Research Analysts
Psychologist
Sociologists
Urban & Regional Planners

Social & Recreation Workers

Human Services Workers
Marriage Counsellors
Social Workers
Social Worker Aides
Recreation Workers
Substance Abuse Counsellors
Janitors & Cleaners
Private and Household Workers



Religious Workers

Clergy
Protestant Ministers
Religious Workers
Rabbis
Roman Catholic Priests



Teachers, Librarians, & Counsellors

Adult Education Teachers
Archivists & Curators
College & University Faculty
Counsellors
Teachers
Librarians
Paraprofessional



Technologists, Except Health

Library Technicians
Paralegals

Protective Service Occupations

Correction's Officers
Firefighting Occupations
Security Guard
Police

Food & Beverage Preparation & Service Occupations

Chefs, Cooks, & Other
Kitchen Workers
Food & Beverage Service
Occupations
Meat Cutter/Butcher



Personal Service & Building & Grounds Service Occupations

Animal Caretakers
Barbers & Cosmetologists
Flight Attendants
Gardeners & Groundkeepers
Homemaker-Home Health Aides

Career Pathway: Health and Human Services

-----SENIOR-----						-----POST SENIOR-----
Subject		S1	S2	S3	S4	
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Bermuda College Associate Degree Programmes <ul style="list-style-type: none"> ▪ Associate in Arts ▪ Associate in Science ▪ Associate in Arts & Science ▪ Associate in Arts (<i>Business Administration</i>) ▪ Associate in Business Administration ▪ Associate in Arts (<i>Hospitality Management</i>) ▪ Associate in Hospitality Management ▪ Associate in Office Administration ▪ Associate in Arts (<i>Human Services</i>) ▪ Associate in Human Services Certificate Programmes <ul style="list-style-type: none"> ▪ Certificate for General Secretaries ▪ Certificate for Culinary Arts ▪ Certificate for Front Office Procedures ▪ Certificate in Secretarial Skills ▪ Certificate in Food & Beverage Service ▪ Certificate for Child Care Assistant ▪ Certificate for Geriatric Aids ▪ Certificate in Legal Studies ▪ Certificate in Hairdressing Other Academic Institutions <ul style="list-style-type: none"> ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Calculus or Advanced Math		
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	World Geography or World History or Introduction to American History		
D & T or Family Studies 2cr		Design Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		<ul style="list-style-type: none"> • All Health Courses & Business Essentials II • Exploring Family Living, Discovery Food & Nutrition, Meal Management & Hospitality, Exploring Careers in Nutrition & Hospitality, Personal Care, & Child Care • Speech and Debate, Foreign Languages & Preserving Our Heritage 				

Career Pathway: "Student Constructed"

-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		2cr				Certificate Programmes
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				
						Other Academic Institutions
						<ul style="list-style-type: none"> ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes
						Apprenticeship and Trainee Programmes under the Bermuda National Training Board

International Business and Tourism

Do you enjoy being a leader, organizing people, talking and planning activities? Do you enjoy initiating an idea and seeing it through to the end product? Do you like things neat and orderly? Are you business-minded in organizing your life? Do you value the importance of travel and tourism in Bermuda?

This may be the pathway for you!



International Business & Tourism



EXECUTIVE ADMINISTRATIVE, & MANAGERIAL OCCUPATIONS

Accountants & Auditors
Administrative Services Managers
Budget Analysis
Construction & Building Inspectors
Construction Contractors & Managers
Cost Estimators
Education Administrators
Employment Interviewers
Engineering, Science, & Data Processing Managers
Financial Managers
General Managers & Top Executives
Government Chief Executives & Legislators
Health Services Managers
Hotel Managers & Assistants
Industrial Production Managers
Inspectors & Compliance Officers, Except Construction
Management Analysts & Consultants
Marketing, Advertising, & Public Relations Managers
Personnel, Training, & Labour Relations Specialists & Managers
Property & Real Estate Managers
Purchasing Agents & Managers
Restaurant & Food Service Managers
Underwriters
Wholesale & Retail Buyers & Merchandise Managers

174



MARKETING AND SALES OCCUPATIONS

Advertising Agent
Cashiers
Counter & Rental Clerks
Insurance Agency & Brokers
Manufacturer's & Wholesale Sales Representatives
Real Estate Agents, Brokers & Appraisers
Retail Sales Workers
Securities & Financial Service Sales Representatives
Services Sales Representatives
Stockbrokers
Travel Agents

ADMINISTRATIVE SUPPORT OCCUPATIONS

Adjusters, Investigators, & Collectors
Bank Tellers
Clerical Supervisors & Managers
Computer & Peripheral Equipment Operators
General Office Clerks
Credit Clerks and Authorizers



Information Clerks

Hotel & Motel Clerks
Interviewing & New Accounts Clerks
Receptionists
Reservation & Transportation Ticket Agents and Travel Clerks

Mail Clerks & Messengers

Material Recording, Scheduling, Dispatching and Distributing Occupations

Dispatchers
Stock Clerks
Traffic, Shipping & Receiving Clerks

Postal Clerks & Mail Carriers

Record Clerks

Billing Clerks
Bookkeeping, Accounting & Auditing Clerks
Brokerage Clerks & Statement Clerks
File Clerks
Library Assistants & Bookmobile Driver
Order Clerks
Payroll & Timekeeping Clerks
Personnel Clerks

Receptionists

Secretaries
Stenographers & Court Clerk/Reporters
Telephone, Telegraph & Teletype Operators
Typist, Word Processors and Data Entry Keyers

Career Pathway: International Business & Tourism

-----SENIOR-----						-----POST SENIOR-----
Subject		100	200	300	400	Bermuda College Associate Degree Programmes <ul style="list-style-type: none"> ▪ Associate in Arts ▪ Associate in Science ▪ Associate in Arts & Science ▪ Associate in Arts (<i>Business Administration</i>) ▪ Associate in Business Administration ▪ Associate in Arts (<i>Hospitality Management</i>) ▪ Associate in Hospitality Management ▪ Associate in Arts (<i>Computer Information Systems</i>) ▪ Associate in Computer Information Systems Certificate Programmes <ul style="list-style-type: none"> ▪ Certificate for Accounting Systems ▪ Certificate for General Secretaries ▪ Certificate in Secretarial Skills ▪ Certificate in Culinary Arts ▪ Certificate for Front Office Procedures ▪ Certificate in Food & Beverage Service ▪ Certificate in Legal Studies Other Academic Institutions <ul style="list-style-type: none"> ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Introductory Calculus or Advanced Math		
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	World Geography or World History		
D&T or Family Studies 2cr		Design & Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Studies I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...		Computer Studies Science	Family Studies Foreign Languages	Design & Technology Health		
Possible Electives for Career Pathway		<ul style="list-style-type: none"> • All Computer Science Courses, Computer Keyboarding & Business Applications, • Accounting, Business Essentials II, Business & Personal Law, Economics, Insurance, International Business, Marketing, Office Technology, Small Business Management, Office Technology & Business Application, Travel & Tourism • Personal Care, Discovering Food & Nutrition, Meal Management & Hospitality, Exploring Careers in Nutrition & Hospitality, Speech and Debate and Foreign Languages 				

