COURSE TITLE: ATHLETIC TRAINING

COURSE NUMBER: 2921 / 2922

DEPARTMENT: Health (Health Science and Medical Technology Industry Sector)

PRE-REQUISITE: None

LENGTH OF COURSE: One Year

SEMESTER PERIOD OF CREDITS: 5 per semester

EUHSD graduation credit for Health is applied only if the student maintains a passing grade in both semesters of the year long Athletic Training/Health Education course. In order to meet the EUHSD graduation requirement and fulfill the California Content Standards for Health, if a student fails either semester A or semester B or the student drops the course after only one semester, the student must retake the original course or enroll in the EUHSD semester long class.

GRADE LEVEL (S): 9-12

DATE ADOPTED: August 8, 2006

MEETS EUHSD Health/Safety Education Requirement if both semesters are taken with passing grades (May be used to satisfy EUHSD CTE Requirement)

TEXTBOOK: Arnheims Principles of Athletic Training ©2006

COURSE DESCRIPTION: Athletic Training is two semesters designed to cover basic anatomy, exercise, physiology, kinesiology, the mechanisms of injury, prevention, care, and treatment of injuries and the follow-up and rehabilitation of those injuries. Special problems pertaining to training, heat disorders, internal injuries, drugs, and nutrition are also covered. Application techniques of taping, wrapping, bandaging and splinting are included. Students are certified in both CPR and Standard First Aid. They are exposed to various career opportunities in the medical field and athletic training. The course is aligned to the state mandated instruction in health education, which exposes students to current health information and positive health attitudes that will enable students to make positive health decisions.

The course is required for students that wish to be considered for the student athletic trainer program at the school.
### COURSE UNITS/TOPICS & SUGGESTED PACING GUIDE

#### ATHLETIC TRAINING

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ATHLETIC TRAINING

I. BASIC CONCEPTS OF ATHLETIC TRAINING/HEALTH RELATED TOPICS OF SELF RESPONSIBILITY FOR WELLNESS

1.0 LEARNING GOAL: Understand techniques used in athletic training and sports medicine.

1.1 Benchmarks: Students demonstrate an awareness of current trends in athletic training and sports medicine.
   1.1.1 Students will read articles pertaining to athletic training and sports medicine.
   1.1.2 Students will attend clinics and on-the-job training with practical applications of skills.
   1.1.3 Students will demonstrate proper basic terminology and vocabulary used in athletic training and sports medicine.
   1.1.4 Students will become familiar with career-oriented information and how to research careers in athletic training.

Performance Task (Performance Assessment):
- Written assessment including “Career Paper” on a chosen field in the area of Sports Medicine.

Academic Vocabulary: Athletic Trainer, certification, Sports Medicine, biomechanics, exercise physiology.

Learning Activities:
- Internet research
- Guest Speakers
- Professional journal summaries
- Research paper

Instructional Resources/Technology Link(s):
- Arnheim Athletic Training Website: http://highered.mcgraw-hill.com/sites/0072461756/information_center_view0/

2.0 LEARNING GOAL: Understand a problem-solving approach in making responsible decisions that lead to actions that are healthful, safe, legal, show respect for self and others, and follow parents or guardians guidelines.

2.1 Benchmarks: Students are aware of current health information and regularly engage in health appraisal.
   2.1.1 Students will identify health awareness and give an example of health appraisal.
   2.1.2 Students will design a health behavior contract.
   2.1.3 Students will identify the process for having a healthful lifestyle.
2.1.4 Students will explain the relationships between health promotion and optimum health.

2.2 **Benchmarks:** Students explain how harmful behaviors and risk behaviors affect the health status of a group.

2.2.1 Students will identify healthful behaviors and risk behaviors.
2.2.2 Students will identify their own health responsibilities.
2.2.3 Students will understand the importance of personal hygiene.
2.2.4 Students will use protective equipment to protect their body.

**Performance Task (Performance Assessment):**
- Students design a health behavior contract.

**Academic Vocabulary:** hygiene, appraisal, contract, optimum

**Learning Activities:**
- Journals
- Group brainstorm
- Class surveys

**Instructional Resources/Technology Link(s):** N.A.

### II. UNDERSTANDING THE HUMAN BODY: HUMAN SKELETAL MUSCLES AND OTHER ORGANS; SUPPORT AND CONTROL SYSTEMS

1.0 **LEARNING GOAL:** Understand the structure, function, and care of the human skeletal and muscle and other organs.

1.1 **Benchmarks:** Students demonstrate knowledge of the location and identification of human anatomical parts and muscle and other organs.

1.1.1 Students will describe the structure of the skeletal system and how its parts function as a unit.
1.1.2 Students will identify conditions that enable the skeletal system to function optimally.

1.2 **Benchmarks:** Students identify various kinds of safety measures for the body that specifically apply to athletics.

1.2.1 Students will discuss characteristics of safety equipment.
1.2.2 Students will discuss why using safety equipment is important.
1.2.3 Students will discuss conditioning of and sizing of all equipment.

1.3 **Benchmarks:** Students discuss the divisions and functions of the peripheral nervous system.

1.3.1 Students will differentiate between the EEG (electroencephalogram-brain wave scan) and an EKG (electrocardiogram – heart monitor).
1.3.2 Students will identify how messages travel throughout the nervous system damage and how to regain body movements.
Performance Task (Performance Assessment):
- Students complete a lab
- Written performance tests

Academic Vocabulary: structure, function, musculoskeletal, sympathetic, autonomic, all anatomical terms for musculature, soft tissue, bones, directional plains, etc. (See Chapter by chapter in Arnheim Text; Principles of Athletic Training, 12th Edition)

Learning Activities:
- Anatomy drawings
- Vocabulary lists
- Anatomy and taping labs
- Injury assessment
- Protective equipment project

Instructional Resources/Technology Link(s):
- http://highered.mcgraw-hill.com/sites/0072461756/information_center_view0/
- Adam’s Inside Story (CD-Rom), Dynamic Human (CD-Rom)

2.0 LEARNING GOAL: Understand the structure, function, and care of the body ‘s energy and transport system.

2.1 Benchmarks: Students identify the structure and functions of the circulatory system.
2.1.1 Students will discuss the anatomy of the heart.
2.1.2 Students will describe how arteries, veins, and capillaries function.
2.1.3 Students will define blood pressure and describe how to measure systolic and diastolic blood pressure.
2.1.4 Students will draw a picture of the blood flow through the heart, lungs, and vascular system.

2.2 Benchmarks: Students discuss the structure and function of the respiratory system.
2.2.1 Students will understand the relationship between respiration and other body systems.
2.2.2 Students will differentiate between the muscles used in exhaling and inhaling.
2.2.3 Students will draw a picture of the blood flow through the heart, lungs, and the vascular system.

2.3 Benchmarks: Students explain how the urinary system removes waste from the body.
2.3.1 Students will describe the structure and function of the urinary system.
2.3.2 Students will explain how important their kidneys are because damaged kidneys cannot regenerate themselves.
2.3.3 Students will explain how important six glasses of water a day are to help maintain healthy kidneys.
Performance Task (Performance Assessment):
- Students complete a lab and a written performance test
- Systems Project

Academic Vocabulary: cardiovascular, respiratory, pulmonary, system specific anatomy (See Chapter by chapter in Arnheim Text; Principles of Athletic Training, 12th Edition)

Learning Activities:
- Exercise physiology labs
- Vocabulary lists
- Group presentations
- Anatomy drawings
- Research project
- Video observations of sports injury mechanisms

Instructional Resources/Technology Link(s):
- http://highered.mcgraw-hill.com/sites/0072461756/information_center_view0/
- Adam’s Inside Story (CD-Rom), Dynamic Human (CD-Rom)

3.0 Learning Goal: Provide current, factual, and medically correct information concerning the endocrine and reproductive systems.

3.1 Benchmarks: Students identify the endocrine system glands and their effects on health.
- 3.1.1 Students will discuss the importance of having regular medical checkups.
- 3.1.2 Students will explain how the adrenal glands assist the body in emergency conditions.
  (Reproductive systems covered in Sex Education unit, Pg. 12)

Performance Task (Performance Assessment):
- Students demonstrate knowledge, understanding, and application on a written test.

Academic Vocabulary: All endocrine and reproductive system organs, and their specific functions.

Learning Activities:
- Vocabulary lists
- Group presentations
- Anatomy drawings
- Research project

Instructional Resources/Technology Link(s):
- Adam’s Inside Story (CD-Rom)
- Dynamic Human (CD-Rom)
III. EXERCISE AND FITNESS

1.0 LEARNING GOAL: Knowledge in the organization of an Athletic Training Room.

1.1 Benchmarks: Students develop the knowledge and understanding of record maintenance, supplies, and equipment uses, development, and enforcement of training room rules and regulations.
   1.1.1 Student will demonstrate the ability to incorporate proper safety procedures.
   1.1.2 Students will understand ways to stay healthy and safe during exercise.

Performance Task (Performance Assessment):
- Students complete the Ideal Training Facility Project.

Academic Vocabulary: liability, tort, negligence, inventory, budget, hydrotherapy and other equipment specific terms

Learning Activities:
- Writing professional letters
- Cost analysis
- Spreadsheet budgeting
- Training room design draft
- Group brainstorming
- Class presentations
- Internet research.

Instructional Resources/Technology Link(s):
- Arnheim Text
- Athletic Training Website: http://highered.mcgraw-hill.com/sites/0072461756/information_center_view0/

2.0 LEARNING GOAL: Understand the effects of physical exercise on the human body.

2.1 Benchmarks: Students list and identify various forms of exercise and how they affect the body.
   2.1.1 Students will identify aerobic and anaerobic exercise and their benefits to the body in training and athletic performance.
   2.1.2 Students will identify various muscle groups and develop exercise programs that can be used to enhance the performances and strength of specific muscles.

2.2 Benchmarks: Students follow guidelines to develop a physical fitness plan.
2.2.1 Students will identify the guidelines for designing a personal physical fitness plan.
2.2.2 Students will identify techniques and develop strategies for injury prevention as a component of the physical fitness plan.
2.2.3 Students will learn how to calculate maximum heart rate and apply the calculation to controlling cardiovascular training.
2.2.4 Students will write training/performance goals and programs to achieve them with athletes.
2.2.5 Students will participate in physical fitness testing as well as learn to test others. Training and performance goals will be established and programs developed to achieve them.
2.2.6 Students will explore ways to continue regular exercise routines where schedules change, such as during travel.

Performance Task (Performance Assessment):
- Students create a Personal Fitness Plan
- Students complete a Training and Conditioning Project

Academic Vocabulary: aerobic, anaerobic, fitness, endurance, strength, flexibility, body composition, metabolism

Learning Activities:
- Research project
- Lab activities
- Personal fitness plan
- Journals

Instructional Resources/Technology Link(s):
- Athletic Training Website: http://highered.mcgraw-hill.com/sites/0072461756/information_center_view0/

IV. SAFETY AND FIRST AID

1.0 LEARNING GOAL: Understand basic first-aid procedures, identify when to perform them, and utilize techniques in first-aid procedures that relate to the general care and rehabilitation of athletic injuries.

1.1 Benchmarks: Students identify situations that require first-aid treatment.
1.1.1 Students will carry appropriate emergency equipment, using latex gloves (or non-latex if an allergy exists) when assisting individuals who are bleeding.
1.1.1 Students will identify risk factors that reduce risks of accidents.
1.1.2 Students will use thinking and decision making skills in high-risk situations involving motor vehicles and other safety hazards.
1.1.3 Students will carry appropriate emergency equipment, using latex gloves (or non-latex) when assisting individuals who are injured.

1.2 Benchmarks: Students describe and execute basic first-aid methods.
1.2.1 Students will describe and execute general care of trauma victims.
1.2.2 Students will describe methods for stopping severe bleeding.
1.2.3 Students will identify first-aid treatment for heart attack and stroke.
1.2.4 Students will describe first-aid treatment for possible bone fractures.
1.2.5 Students will describe signs and symptoms of open wounds and the first aid-treatment, including the use of latex (or non-latex) gloves.
1.2.6 Students will describe first-aid treatment for contact with poisonous snakes and insects.
1.2.7 Students will describe prevention, signs, and symptoms and the first-aid care of heat and cold overexposure.

1.3 **Benchmarks:** Students have the opportunity to receive certification in CPR and Basic First Aid.
1.3.1 Students will participate in CPR and Basic First Aid instruction.
1.3.2 Students will receive certification upon completion, of CPR and/or First Aid Training, successful completion of all skill tests, and written test.

1.4 **Benchmarks:** Students understand how to begin and maintain a family emergency plan.
1.4.1 Students will learn to maintain emergency supplies in the home and in their cars.
1.4.2 Students will identify an action plan for their families in case of fire, earthquake, flooding, and severe traumas.
1.4.3 Students will identify appropriate emergency services in the community.
1.4.4 Students will understand when it is necessary to contact each type of emergency service.

**Performance Task (Performance Assessment):**
- Students complete a First Aid Kit Assembly Project
- CPR and First Aid Certification
- Mock Disaster Drill

**Academic Vocabulary:** Prophylactic, splinting, bracing, immobilization, Cardio-pulmonary resuscitation, terms for shock, EMS, and ABCs

**Learning Activities:**
- Injury research
- Labs for kit assembly
- Emergency procedures including: bandaging, bracing, splinting, CPR, First Aid

**Instructional Resources/Technology Link(s):**
- Local Fire Department
V. MENTAL HEALTH, ABUSE, AND STRESS MANAGEMENT

1.0 LEARNING GOAL: Understand what stress is and how our bodies respond to stressors and the effect of stress.

1.1 Benchmarks: Students describe the effects of stress.
1.1.1 Students will discuss the relationships of diet and stress.
1.1.2 Students will explain how drugs contribute to stress.
1.1.3 Students will explain the relationships between stress, disease, and substance abuse.

1.2 Benchmarks: Students utilize stress management skills.
1.2.1 Students will discuss the role of problem solving in stress management.
1.2.2 Students will discuss the role of diet and exercise in stress management.
1.2.3 Students will apply the concept of stress on a muscle through weight lifting or a specific exercise.
1.2.4 Students will write, in journal format, the results of stress on a muscle, comparing positive stress vs. overworked muscles.
1.2.5 Students will study the effects of lactic acid build-up in a muscle.

Performance Task (Performance Assessment):
• Written test

Academic Vocabulary: Burnout, stressor, psychosomatic, anxiety, depression, denial

Learning Activities:
• Journals
• Stress management activities
• Roll playing

Instructional Resources/Technology Link(s):
• Athletic Training Website: http://highered.mcgraw-hill.com/sites/0072461756/information_center_view0/

2.0 LEARNING GOAL: Understand factors that influence mental health status and the quality of student’s lifestyle.

2.1 Benchmarks: Students develop a positive self-concept by developing strengths, recognizing limitations, and understanding their feelings.
2.1.1 Students will define mental health and list characteristics that describe persons who are mentally healthy.
2.1.2 Students will describe ways in which heredity, environment, culture, and self-concept influence personality.
2.2 **Benchmarks:** Students express love, hurt, anxiety, anger, guilt, and depression in healthful ways.

2.2.1 Students will describe a healthful way to deal with being hurt by identifying the source and express their feelings.

2.2.2 Students will describe healthful ways to express emotions resulting from loss or rejection.

2.3 **Benchmarks:** Students identify and manage feelings appropriately.

2.3.1 Students will develop a focus on the future in dealing with coping strategies, including time-management.

2.3.2 Students will develop and use effective communication skills.

**Performance Task (Performance Assessment):**
- Written Test
- Research Paper on Motivation

**Academic Vocabulary:** Balance, expression, self-concept, environmental influence, rejection, relaxation, visualization.

**Learning Activities:**
- Relaxation and visualization exercise
- Journaling
- Written strategy development

**Instructional Resources/Technology Link(s):** N/A

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VI. **FAMILY AND SOCIAL HEALTH**

1.0 **LEARNING GOAL:** Understand methods that promote healthful family relationships.

1.1 **Benchmarks:** Students discuss factors that promote healthful family relationships.

1.1.1 Students will discuss reasons to support and value all family members.

1.1.2 Students will demonstrate ways to help support positive family interactions.

1.1.3 Students will discuss health-promoting behaviors within the family.

1.1.4 Students will identify self-initiated activities beyond assigned chores.

1.1.5 Students will identify effective strategies to cope with change in the family.

1.2 **Benchmarks:** Students know effective communicative skills.
1.2.1 Students will discuss the skills necessary for effective communication.
1.2.2 Students will identify the skills needed for effective communication.

1.3 **Benchmarks:** Students understand the use of assertive behavior instead of passive or aggressive behavior.
1.3.1 Students will be able to discuss the healthful and harmful aspects of aggressive, passive, and assertive behavior.
1.3.2 Students will identify the healthful and harmful aspects of aggressive behavior.
1.3.3 Students will understand refusal skills and practice them in role-play scenarios in the classroom.

1.4 **Benchmarks:** Students recognize effective interaction with many different people, including both males and females, and members of different ethnic and cultural groups.
1.4.1 Students will avoid making demeaning statements to others.
1.4.2 Students will use positive health behaviors among peers.
1.4.3 Students will participate in group activities as a means of getting to know each other.
1.4.4 Students will respect the dignity of others.

**Performance Task (Performance Assessment):**
- Design Behavior Contract
- Cultural research project
- Written test

**Academic Vocabulary:** diversity, ethnicity, assertive, sociological, refusal skill, passive, aggressive, avoidance

**Learning Activities:**
- Roll play
- Journal
- Cultural research project

**Instructional Resources/Technology Link(s):** N/A

2.0 **LEARNING GOAL:** Understand the symptoms of violence and know measures to prevent or stop it.

2.1 **Benchmarks:** Students discuss services available for help and discuss types of abuse and methods of treatment.
2.1.1 Students will identify services available and identify abuse.
2.1.2 Students will identify services available to assist with family members involved in alcohol or drug abuse.

**Performance Task (Performance Assessment):**
• “Truth about Violence”, written response

**Academic Vocabulary:** intervention, verbal and physical assault, discrimination, tolerance

**Learning Activities:**
- Roll play
- Journal
- “Truth about Violence” video

**Instructional Resources/Technology Link(s):** N/A

3.0 **LEARNING GOAL:** Understand human physiology, anatomy, and sexual behavior.

3.1 **Benchmarks:** Students describe human physiology and anatomy as related to reproduction and physical development.
- 3.1.1 Students will discuss and identify birth control methods and their failure rates.
- 3.1.2 Students will learn the causes, characteristics, and effects of sexually transmitted disease.
- 3.1.3 Students will understand that the most effective method of preventing pregnancy and sexually transmitted disease is abstinence.

3.2 **Benchmarks:** Students describe the parts of the male and female reproductive systems and identify how they can be kept healthy.
- 3.2.1 Female students will learn how to give themselves a monthly breast self-examination.
- 3.2.2 Female students will describe how a yearly Pap smear is a wise, preventive measure.
- 3.2.3 Male students will learn how to give themselves a testicular self-examination each month.
- 3.2.4 Students will learn how exercise affects the menstrual cycle.
- 3.2.5 Students will study the male/female hormones and the effects on strength training, and the endocrine system.

3.3 **Objective:** Students learn how to make responsible decisions about sexual behavior.
- 3.3.1 Students will discuss the criteria for responsible decision-making relating to sexual involvement. They will understand that abstinence is a valid choice for everyone.
- 3.3.2 Students will analyze appropriate behaviors in a dating relationship.
- 3.3.3 Students will understand the factors that contribute to a successful marriage, such as fidelity, commitment, trust, communication, honesty, discipline, sacrifice, and love.
- 3.3.4 Students will demonstrate assertive refusal skills in response to peer pressure to have sex.
3.3.5 Students will analyze how societal messages about sex influence behavior.
3.3.6 Students will identify appropriate ways to show affection.
3.3.7 Students will counteract false media representation in relation to sexual norms.

**Performance Task (Performance Assessment):**
- Written test

**Academic Vocabulary:** reproduction, fertilization, sexuality, abstinence, STDs, menstruation, hormones

**Learning Activities:**
- STD research project
- Class presentations
- HIV test simulation

**Instructional Resources/Technology Link(s):**
- District approved media and materials

4.0 **LEARNING GOAL:** Understand the importance of a pregnant woman receiving regular medical treatment throughout the pregnancy.

4.1 **Benchmarks:** Students identify why early prenatal care and healthful lifestyle are important to the development of the unborn child.
   4.1.1 Students will list the health needs of the mother and child.

4.2 **Benchmarks:** Students understand how pregnancies occur.
   4.2.1 Students will research and present the different stages of development of a fetus from conception to birth.

4.3 **Benchmarks:** Students identify dangerous situations, know how to prevent them, and act safely during environmentally unsafe times.
   4.3.1 Students will identify, avoid, and report crimes against their own person.
   4.3.2 Students will describe actions that will reduce the risk of becoming a victim of crime.
   4.3.3 Students will define sexual assault.
   4.3.4 Students will learn appropriate self-defense techniques.

**Performance Task (Performance Assessment):**
- Written test

**Academic Vocabulary:** pregnancy, prenatal, gestation, embryonic, fetus, sexual assault
Learning Activities:
- Article and film summaries
- Surveys

Instructional Resources/Technology Link(s):
- “Truth about Sex” video, or
- Other district approved materials

VII. GROWTH AND DEVELOPMENT

1.0 LEARNING GOAL: Understand the physical, mental, and social characteristics associated with aging and respect the positive aspects of aging.

1.1 Benchmarks: Students understand the characteristics of the different life stages.
   1.1.1 Students will identify the unique characteristics of the infancy, childhood, adolescence, and adulthood stages of development.
   1.1.2 Students will list the characteristics of the different life stages.

1.2 Benchmarks: Students identify internal and external changes that occur with aging.
   1.2.1 Students will describe the changes that occur as a result of the mental aspects of aging.
   1.2.2 Students will review family histories and determine whether a genetic disorder exists in the family.

1.3 Benchmarks: Students discuss the social aspects of aging and identify fact from fiction concerning myths about aging.
   1.3.1 Students will list the physical, mental, and social characteristics associated with aging.

1.4 Benchmarks: Students plan to be healthy in old age by following healthful habits now.
   1.4.1 Students will describe some healthful behaviors to follow in planning for good health in old age.
   1.4.2 Students will be able to identify healthful behaviors necessary to achieve good health in old age.

1.5 Benchmarks: Students understand the needs of dying people so that they can comfort them as well as learn how to cope with death.
   1.5.1 Students will identify the needs of a person who is dying and describe services available to help this person and their family.
   1.5.2 Students will list the needs of a dying person and their family.

1.6 Benchmarks: Students learn to help a grieving person by communicating their friendship, being sincere, and showing them they care.
1.6.1 Students will define bereavement and grief and discuss ways to help a grieving person.
1.6.2 Students will identify the needs of a grieving person.

Performance Task (Performance Assessment):
- Research paper of Life Cycles.

Academic Vocabulary: grief, aging, bereavement, adolescence, disorder

Learning Activities:
- Article and journal review

Instructional Resources/Technology Link(s): N/A

VIII. NUTRITION

1.0 LEARNING GOAL: Understand how to make informed choices regarding the type of food to eat.

1.1 Benchmarks: Students use information to make better consumer choices concerning health products, services, and food labels.
1.1.1 Students will identify the information required by federal law on food labels.
1.1.2 Students will identify fat and sugar content in foods.
1.1.3 Students will use consumer skills to understand the purchase of healthy foods.
1.1.4 Students will develop and apply criteria for the selection or rejection of health products, services, and information.

1.2 Benchmarks: Students make a plan to maintain ideal weight.
1.2.1 Students will define and discuss the causes and risks associated with being over-fat, overweight, and obese.
1.2.2 Students will discuss healthful and harmful ways to reduce weight and percentage of body fat.

1.3 Benchmarks: Students identify and discuss eating disorders.
1.3.1 Students will discuss the causes and treatment for Anorexia Nervosa and Bulimia.
1.3.2 Students will be able to describe the effects of food on performances.
1.3.3 Students will log their eating habits and then evaluate them for healthy trends.
1.3.4 Students will adjust their eating habits and write the results in a journal format.
1.3.5 Students will develop an ideal training, pre-game, and competition diet.

1.4 Benchmarks: Students identify and describe how food is processed in the body.
1.4.1 Student will discuss the effects of stress on the human body.
1.4.2 Student will develop a sound daily nutritional plan.
1.4.3 Student will apply the daily nutritional plan to a physical conditioning program.
1.4.4 Student will identify foods containing fiber, such as beans, whole wheat, fruits, and leafy vegetables to maintain a healthy body.

1.5 **Benchmarks:** Students describe a balanced diet that will keep the bones healthy.
1.5.1 Students will identify foods that contain calcium, phosphorus, and vitamins to keep the bones healthy.

**Performance Task (Performance Assessment):**
- Nutritional Analysis Project
- Written test

**Academic Vocabulary:** basal metabolic rate, nutrients, calories, carbohydrates, proteins, lipids, anorexia, bulimia

**Learning Activities:**
- Food choice surveys
- Nutritional journals and logs
- Label comparison
- Food properties lab
- Research papers

**Instructional Resources/Technology Link(s):**
- Athletic Training Website: [http://highered.mcgraw-hill.com/sites/0072461756/information_center_view0/](http://highered.mcgraw-hill.com/sites/0072461756/information_center_view0/)

**IX. SUBSTANCE ABUSE**

1.0 **LEARNING GOAL:** Understand current factual and scientifically correct information dealing with the physiological, psychological, emotional, sociological, and illegal aspects of potentially harmful substances.

1.1 **Benchmarks:** Students describe how drugs affect the body and the mind.
1.1.1 Students will differentiate between drug use and misuse and distinguish between helpful and harmful substances.
1.1.2 Students will discuss how drugs enter the body: injection, orally, inhalation.
1.1.3 Students will identify ways in which drugs can affect the developing child.
1.1.4 Students will describe how smoking cigarettes, marijuana, and other substances will promote lung disease and other health issues.
1.1.5 Students will develop techniques to counteract the negative effects of living in an environment where drug dependency exists.
1.1.6 Students will help to develop and support the school’s ‘no use’ policy.

1.2 **Benchmarks:** Students identify various kinds of illegal and controlled substances.
1.2.1 Students will describe the characteristics of depressant drugs and the harmful effects of amphetamines, cocaine, crystal, and their addictive nature.
1.2.2 Students will discuss why psychedelics are illegal as well as extremely dangerous to one’s health.
1.2.3 Students will describe the harmful effects of marijuana.

1.3 **Benchmarks:** Students describe how a chemically dependent person can be helped.
1.3.1 Students will identify the various methods of treatment for a chemically dependent person.
1.3.2 Students will identify and discuss lifestyle choices that promote health and minimize or eliminate the risk of irresponsible drug use.
1.3.3 Students will identify the effects of drug use and athletic performances.
1.3.4 Students will map the effects of drugs physiologically.
1.3.5 Students will research steroids and report their effects on the body, focusing on the physiology of their use and the side effects.
1.3.6 Students will understand the consequences of selling and using steroids.

**Performance Task (Performance Assessment):**
- Magazine project
- Class presentations

**Academic Vocabulary:** addiction, withdrawal, steroids, pharmacology, controlled substances

**Learning Activities:**
- Substance abuse research magazine creation project
- Class presentations
- Roll playing

**Instructional Resources/Technology Link(s):**
- District approved videos and material, Athletic Training Website: [http://highered.mcgraw-hill.com/sites/0072461756/information_center_view0/](http://highered.mcgraw-hill.com/sites/0072461756/information_center_view0/)

2.0 **LEARNING GOAL:** Understand the moral and scientific aspects of tobacco in order to make wise personal decisions.

2.1 **Benchmarks:** Students examine the alternatives and consequences through appropriate decision-making skills in the use of tobacco.
2.1.1 Students will discuss reasons for not smoking or chewing tobacco.
2.1.2 Students will describe the harmful effects of smoking on pregnancy.
2.2 **Benchmarks:** Students discuss and identify the harmful affects of tobacco on the body.

2.2.1 Students will discuss the effects of nicotine from smoking and chewing tobacco.

2.2.2 Students will discuss what chemical substances in smoke are carcinogens.

2.2.3 Students will describe the effects of smoking on the circulatory and respiratory systems.

2.2.4 Students will point out the differences between the effects of smoking and be able to identify the effects of “second-hand” smoke.

2.3 **Benchmarks:** Students promote a tobacco-free lifestyle for themselves and others.

2.3.1 Students will describe the different methods of how to quit smoking.

2.3.2 Students will describe the benefits of quitting smoking.

**Performance Task (Performance Assessment):**
- Research Project on Tobacco’s Effect in Society, and Individual Health

**Academic Vocabulary:** nicotine, carcinogen, second hand smoke, emphysema, cancer, TUPE

**Learning Activities:**
- Journals
- Tobacco and development
- Roll play

**Instructional Resources/Technology Link(s):**
- Truth or Dare: Smoking Video (or other district approved materials)

**X. DISEASE AND DISORDERS**

1.0 **LEARNING GOAL:** Understand communicable and non-communicable diseases that exist today and the agencies and methods available for control and treatment.

1.1 **Benchmarks:** Students describe how communicable diseases are caused, spread, and prevented, including personal responsibility for halting the spread of the disease.

1.1.1 Students will identify the causes, treatment, and methods of prevention of the common cold, influenza, pneumonia, hepatitis, and mononucleosis.

1.2 **Benchmarks:** Students identify the causes, methods of prevention, and treatments of common STDs with emphasis on abstinence as the most effective way of preventing these diseases.
1.2.1 Students will identify the causes, symptoms, and treatment of trichomoniasis, chlamydia, monelasis, genital warts, pediculosis, scabies, NGU, Syphilis, AIDS, Gonorrhea, and genital herpes.

1.3 **Benchmarks:** Students differentiate communicable and non-communicable diseases.
1.3.1 Students will describe how diseases are spread via direct and indirect contact.

**Performance Task (Performance Assessment):**
- Research
- Poster Presentations

**Academic Vocabulary:** communicable, non-communicable, contagious, disease transmission, AIDS, HIV, epidemic, pandemic

**Learning Activities:**
- Internet research project
- Article summaries
- Disease transmission simulations

**Instructional Resources/Technology Link(s):** N/A

2.0 **LEARNING GOAL:** Understand how to reduce risks of developing cardiovascular disease (by proper diet and exercise) and cancer by becoming aware of the diseases that affect the heart and blood vessels and the risks associated with these diseases and behaviors that promote the health of the heart.

2.1 **Benchmarks:** Students explain causes, treatments, and methods of prevention of cardiovascular diseases.
2.1.1 Students will describe arteriosclerosis and problems that may result.
2.1.2 Students will describe the dangers of hypertension and risk factors linked to its cause.
2.1.3 Students will describe the symptoms of angina pectoris and the seven common signals of a heart attack.
2.1.4 Students will discuss lifestyle changes that promote cardiovascular health.

2.2 **Benchmarks:** Students identify the causes of cancer and describe lifestyle choices that reduce the risks of cancer.
2.2.1 Students will define cancer and differentiate between benign and malignant tumors.
2.2.2 Students will discuss carcinogens and how lifestyle can affect one’s risk of getting cancer.
2.2.3 Students will list the warning signs of cancer and types of cancer treatment.

**Performance Task (Performance Assessment):**
- Cancer research project
Written test

Academic Vocabulary: benign, malignant, hypertension, arteriosclerosis, tumor, angina, risk factors

Learning Activities:
- Journals
- Surveys
- Internet research
- Article summaries

Instructional Resources/Technology Link(s): N/A

XI. COMMUNITY AND ENVIRONMENTAL HEALTH

1.0 **Learning Goal:** Understand the relationship between the health of others to their own health and identify the services provided by various agencies ranging from local to world level.

1.1 **Benchmarks:** Students select behaviors for themselves and others in their community that promotes a safe and healthy environment in which to live.
   - 1.1.1 Students will describe the characteristics of a healthy community.
   - 1.1.2 Students will identify steps to preventing human and industrial pollution of waters and air pollution.
   - 1.1.3 Students will identify sources of noise pollution and describe the potential damage to hearing.
   - 1.1.4 Students will identify steps to reducing noise pollution caused by auto, industry, and neighbors.

1.2 **Benchmarks:** Students identify actions that may lead to accidents and ways to avoid them or perform them safely and obtain assistance when faced with unsafe situations.
   - 1.2.1 Students will describe how stress, fatigue, age, and drugs relate to the risk of accidents.
   - 1.2.2 Students will discuss how to prevent water accidents.
   - 1.2.3 Students will discuss why accidents with firearms occur and describe steps that reduce the risk of firearm accidents.
   - 1.2.4 Students will list the leading causes of accidents in the home and how to prevent them.
   - 1.2.5 Students will identify the types of accidents that happen in the workplace and describe how to prevent work-related accidents.
   - 1.2.6 Students will use decision-making skills in high-risk situations involving motorized vehicles, safety hazards, and wearing seat belts.
   - 1.2.7 Students will practice safe behavior in recreational activities even in the absence of adults.

1.3 **Benchmarks:** Students identify hazardous environmental situations.
1.3.1 Students will describe characteristics of tornadoes, hurricanes, and earthquakes.

1.3.2 Students will describe steps to follow to keep safe during each environmental hazard.

1.4 **Benchmarks:** Students acquire skills that will enable them to become successful within the school environment.

1.4.1 Students will identify all school rules and the consequences for not following them.

1.4.2 Students will participate in school efforts to promote health and encourage others to do the same.

1.4.3 Students will assume responsibility for helping take care of their school.

1.4.4 Students will analyze the impacts of laws, practices, and policies on health-related issues.

1.4.5 Students will describe the services provided by the local health department.

1.4.6 Students will describe the services provided by the state health department.