

High Point Regional High School Junior Health Education Curriculum Guide

Name of Course Junior Health

Course Numbers 900.00 through 950.00

Date Written May, 2012

Level College Prep A

Number of Credits 5 days a week – 5 credits
4 days a week – 4 credits

Prerequisites: Successful completion of the previous year.

Grade levels offered to 11 and repeat grade 12 students

Course Description The Junior Health Unit includes Family Life Education II and Current Health Issues I. **Family Life Education II** is a comprehensive program which seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn medically accurate information about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS and unintended pregnancy (Descriptive Statement, CCCS 2.4, 2004). The **Current Health Issues Unit** will provide information about various health issues in our society today. Students will acquire an awareness of agencies that are available as a source of assistance to them. *All students are encouraged to discuss any material covered in the Family Life Education II and Current Health Issues Units with their parents or guardians.*

High Point Regional High School's curriculum and instruction are aligned to the state's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in the educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socio-economic status.

Standards: RST, CCW, CCR

English Language Arts Standards » Science & Technical Subjects » Grades 11-12 (RST)

Standards in this strand:

- **RST.11-12.1 RST.11-12.2 RST.11-12.3 RST.11-12.4 RST.11-12.5 RST.11-12.6**
- **RST.11-12.7 RST.11-12.8 RST.11-12.9 RST.11-12.10**

Key Ideas and Details

RST.11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.

RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

English Language Arts Standards » Writing » Grades 11-12 (CCW)

Standards in this strand:

- W.11-12.1
- W.11-12.2
- W.11-12.3
- W.11-12.4
- W.11-12.5
- W.11-12.6
- W.11-12.7
- W.11-12.8
- W.11-12.9
- W.11-12.10

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

- **W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- **W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

- **W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- **W.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Range of Writing

- **W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

English Language Arts Standards » Reading » Grades 11-12 (CCR)

Standards in this strand:

- **RL.11-12.1**
- **RL.11-12.2**
- **RL.11-12.3**
- **RL.11-12.4**
- **RL.11-12.5**
- **RL.11-12.6**
- **RL.11-12.7**
- **RL.11-12.8**
- **RL.11-12.9**
- **RL.11-12.10**

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

- **RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RL.11-12.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- **RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- **RL.11-12.5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

- **RL.11-12.6.** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

- **RL.11-12.7.** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- **RL.11-12.8.** (Not applicable to literature)
- **RL.11-12.9.** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

- **RL.11-12.10.** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

FAMILY LIFE EDUCATION II (FLE)

Course Objectives

Week 1-9

- Week 1 All students will be able to understand and determine the difference between sex and sexuality.
- Week 1-5 All students will be able to recognize qualities that are important for promoting successful healthy relationships.
- Week 2-3 All students will know the importance of male and female reproductive health.
- Week 3-4 All students will become aware and be able to identify the concepts and/or decisions about birth control, conception, developmental stages of pregnancy, and the birthing process.
- Week 4-5 All students will be able to identify preventions, causes, signs, symptoms, transmissions, and treatments of HIV/AIDS and other STIs.

CURRENT HEALTH ISSUES (CHI)

- Week 1-9 All students will be able to compare and analyze the media's impact on sex and societal issues.
- Week 1-9 All students will be able to develop a background of knowledge sufficient to enable them to make responsible personal/interpersonal decisions regarding abstinence, dating, sexual decisions and other health issues.
- Dating Violence:
- Define Dating Violence
 - Identify the warning signs and ways to recognize those signs
 - Explain the resources available for victims or friends/family members of victims
 - Compare and contrast Dating Violence vs Healthy relationships
 - Have a member of DASI come to be a guest speaker
 - Have Students participate in the DASI Walk-a Thon
- Week 1-9 All students will be able to demonstrate and understand the importance of mental, social, emotional, and physical components of health and wellness within current health trends today.
- Week 6-9 All students will be able to identify, define, and present information regarding the causes and effects of various current health issues in our society.

Core Curriculum Content Standards Addressed:

CCCS 2.1 All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

CCCS 2.2 All students will use health enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

CCCS 2.3 All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

CCCS 2.4 All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy and active lifestyle.

Units: 35-45 days based on 9 week unit with labs

All of the following unit activities will be completed in one marking period. Units and activities will cover the course objectives and the Core Curriculum Content Standards for **Family Life Education II and Current Health Issues I**.

Implementation of Technology: Internet, videos, smart board, DVDs

Assignments

Week

Addendum: Any class activity that incorporates debates, discussions or reading can include a written reaction at anytime per instructor's discretion

Week 1 RST.11-12.4	Introduction of topics
Week 1 RST.11-12.4	Introduction to the FLE/CHI outline and discussion of classroom ground rules.
Week 1	Students will participate in "Ice Breaker" activities to demonstrate the importance of communication skills in healthy relationships.
Week 1 RST.11-12.4 CCR 11-12.7	Description and definition of Health and Wellness.
Week 1 RST.11-12.2	Question/Answer session where students learn how to build relationships between acquaintances, friendships, and intimate relationships by finding out about one another.
Week 1 RST.11-12.4 CCR 11-12.7	Define and discuss the difference between Sex and Sexuality.
Week 1 RST.11-12.2 RST.11-12.7 CCW 11-12.4	Students will be asked to develop and design a collage, with a partner, of pictures representing what sexuality means to them.
Week 1 RST.11-12.2 R 11-12.7	Brainstorm what people look for when choosing friends vs. choosing partners.
Week 1-2 RST.11-12.7 CCW 11-12.7	Brainstorming activity: List all different types of media and identify which media has the most influence on people.
Week 1-2 RST.11-12.7	Sex in the Media Project – Students will be asked to video tape a show they watch during primetime television (8-10pm), on a primetime cable channel (2, 4, 5, 7, 9, 11).
Week 1-2 RST.11-12.7 CCW 11-12. 1,2,3 R 11-12.7	Class will discuss what shows are considered to be inappropriate and why.
Week 1-5 RST.11-12.4 CCW 11-12. 1,2,3	Discussion regarding the development of relationships.
Week 1-5 RST.11-12.4 CCW 11-12. 1,2,3	Define intimacy and discuss the difference between intimacy and sex.
Week 1-5 RST.11-12.4 CCW 11-12. 1,2,3	Discuss and identify mixed messages about our sexuality.
Week 1-5 RST.11-12.4	Discuss abstinence and setting boundaries.
Week 2 – 3	Students will develop a better understanding of prevention, warning signs, testing,

RST.11-12.7 R 11-12.4 Week 2-3	treatment, cures, and stages of reproductive system cancers. Detailed description of male and female reproduction systems.
RST.11-12.4 R 11-12.4 Week 2-3	Read from the Human Sexuality Text Chapter 4 pages 52 – 63, Male Reproductive System.
RST.11-12.10 CCW 11-12.1,2,3 Week 2-3	Partner worksheets on questions and answers from chapter 4.
RST.11-12.2	
Week 2-3 RST.11-12.10 CCW 11-12.1,2,3 Week 2-3	Read From the Human Sexuality Text Chapter 5 pages 64 – 79, Female Reproductive System. Partner worksheets on questions and answers from chapter 5.
RST.11-12.2	
Week 2-5 RST.11-12.3 RST.11-12.4 CCW 11-12.3 Week 2-5	Role Play and discuss the use of effective refusal skills when discussing abstinence, peer pressure, and engaging in sexual activity. Read stories and narratives written by students and discuss negative perceptions society has on teenage relationships.
RST.11-12.2 CCW 11-12.3 R 11-12.1,3,4,5,6 Week 3-4	Watch various videos and supplement with text information Human Sexuality chapter 10 Pages 162 – 203, Birth Control methods.
RST.11-12.7 CCW 11-12.1,2,3 Week 3-4	Partner worksheets on questions and answers pertaining to birth control methods.
RST.11-12.2	
Week 3-4 RST.11-12.3 CCW 11-12.3 Week 3-4	Role Reversal role play – address the gender issues in pregnancy and parenting. Research all available types of contraceptives including abstinence.
RST.11-12.7 CCW 11-12.7 R 11-12.1,4 Week 3-4	Group work: Partners Design a one month budget: single, married, children. Students will include the variables that are necessary for yearly costs and responsibilities.
RST.11-12.3	
Week 3-4 RST.11-12.4 R 11-12.3,4 Week 3-4	Lecture on conception, stages of pregnancy and the birthing process. Watch various videos and supplement discussion with text information from Human Sexuality chapter 9 Pages 138 – 161.
RST.11-12.7 R 11-12.1,4,7 Week 4-5	What makes a successful relationship? How does this relate to healthy vs. unhealthy relationships? Why do people stay in unhealthy relationships and/or marriages?
R 11-12.7	

Week 4-5 RST.11-12.2 RST.11-12.7 RST.11-12.10 CCW 11- 12.1,2,3 R 11-12.1,4,7	Students will identify causes, signs, symptoms, treatments and cures of various STIs through the use of charts, pamphlets, internet, and other resources.
Week 4-5 RST.11-12.2 RST.11-12.7 RST.11-12.10 CCW 11- 12.4,5,6,7,8 R 11-12.7	Sexually Transmitted Infections (STI) Project – Students choose an STI, develop presentation and present to the class.
Week 4-5 CCW 11-12.1, 2	Discuss the statistics of reported HIV/AIDS cases in NJ, USA, and Worldwide.
Week 6 RST.11-12.2 RST.11-12.7 RST.11-12.10 R 11-12.1,4	Read, discuss, and understand the impact of diabetes on overall health and wellness.
Week 6 RST.11-12.7 CCW 11-12.6 R 11-12.7	Students will identify the differences between healthy and unhealthy eating habits, through video, internet research, articles, or handouts.
Week 6-9 RST.11-12.6 RST.11-12.7 R 11-12.7	Students will select a Current Event Article from: newspaper, journal, or internet resource. Each student will locate research, read, write, present, and analyze their article.
Week 7 RST.11-12.2 RST.11-12.7 CCW 11- 12.2,4,5	Students will discuss the process of goal setting. Each student will design a project to describe 10 short /long term goals, including their vision of their life 15 years from today. They will create their project in the form of essay, collage, computer, written, or three dimensional forms.
Week 8 RST.11-12.2 RST.11-12.4 RST.11-12.10 R 11-12.1,4	Students will develop a better understanding of the warning signs, testing, treatment, cures, and stages of cancers.
Week 8 RST.11-12.7 R 11-12.1,4,7	Students will use articles, handouts, activities to identify stress and use stress management techniques to help reduce stress. Discussion will include coping skills.
Week 9 RST.11-12.7 R 11-12.7	Students will watch various video clips on eating disorders and address the signs and symptoms, resources, and treatments. Students will critique internet resources.

**THE FOLLOWING MATERIAL MAY BE COVERED AT ANY TIME DURING
THE NINE WEEK MARKING PERIOD**

Week 1-9 RST.11-12.4	Students will practice and demonstrate <u>courtesy, respect, and tolerance</u> .
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Week 1-9 RST.11-12.6 CCW11-12.1,2 R 11-12.1,3,4,7	Students will read and discuss articles on various current health issues topics.
Week 1-9 RST.11-12.6 RST.11-12.7	Students will watch videos on various current health issues.
Week 1-9	Identify difference agencies, services, and resources that are available for information.
Week 1-9	Students practice communication skills of thinking, speaking, and active listening.
Week 1-9 RST.11-12.2 CCW 11-12.2,3 R 11-12.4	Essays/Conversations on Healthy vs. Unhealthy Relationships.
Week 1-9 RST.11-12.3 CCW11-12.1,2,3	Discuss and role play situations: use decision making, and conflict resolution skills.
Week 1-9 RST.11-12.4	Define and discuss the six components of Health: Social, Emotional, Mental, Physical, Spiritual, and Environmental.
Week 1-9 RST.11-12.4 CCW 11-12.1,2	Discuss the importance of having a balance between all six components of health.
Week 1-9 RST.11-12.4 CCW 11-12.1,2	Discuss morals, values, and respect, and their impact on decision making.
Week 1-9 RST.11-12.7 CCW 11-12.6 R 11-12.7	Students will utilize technology for information on various current health issues.
Week 1-9 RST.11-12.4	<u>Abstinence will be covered and stressed as the only completely effective protection against unplanned pregnancy, sexually transmitted infection, and HIV/AIDS when transmitted sexually, and will be the central theme of lessons related to sexuality and sexual activity.</u>
<u>Week 2-9</u> RST.11-12.7	<u>Guest speakers will provide presentations of various health issues.</u>
Week 8 RST.11-12.2 RST.11-12.10 CCW 11-12.1,2	Students will read articles on various cancers and analyze the effects on the mental, social, physical, and emotional wellness of the individual, their family, and friends.
Week 9 R 11-12.1,4,7	Students will develop a better understands of the warning signs and symptoms of depression and suicide and assess various resources available for assistance.
Week 9 R 11-12.1,4,7	Students will analyze various factors that influence healthy relationships versus dating violence. Students will develop strategies to address domestic or dating violence and how to end unhealthy relationships (CCCS 2.4 #7)

Additional Materials

Human Sexuality Workbook
Rutgers Newsletters
Sex, Etc.
Handouts/Worksheets
Pamphlets / Articles
Videos/DVDs
Computer / internet

Evaluation Tools

The Health Education grade will be based on Participation (60 points), Class work /Homework (20 points), Knowledge / Quizzes (20 points). Teachers will send home school and departmental progress reports during the marking period. Students participating in Junior Health during marking period two will take a comprehensive exam during midterms. All students are expected to attend class during the week of midterms. This grade will be included as part of the student's second marking period grade.

1. **Participation** – Class participation in discussion, question and answer, group work, and projects to demonstrate an overall understanding of health and wellness.
2. **Class work/Homework** – Demonstration and application of overall concepts, strategies, and life skills that support healthy sexuality and positive personal and interpersonal relationships. Identify, define, and present information regarding causes and effects of various current health issues in our society today.
3. **Knowledge** – Demonstration of an understanding of the core curriculum content standards and proficiencies addressed in Family Life Education II and Current Health Issues I.
4. **Student Survey**- The purpose of this survey is to create a mutually respectful classroom atmosphere, ideally improving the relationship between the student and the teacher. Student input will help the teacher to see ways to improve the learning environment. The anonymous survey will be given at the completion of the course.

Course Policy

Junior Health is a mandatory program that allows students to experience one unit each year, combined with two activities in one marking period. Board Policy #5250 (Excusal from Class or Program) will be adhered to. Alternative assignments will be provided for students to complete independently. Students' grades for Junior Health are one quarter of their Health and Physical Education grade. This health grade is combined with three quarters of Physical Education for their final grade for the year.

References, Text Books, and Optional Elements

Illustrations

Family Life Series
Female Reproductive System
HIV & AIDS
Male Reproductive System
Pregnancy & Birth

Books / Periodicals

Current Health Issues- newspapers, current magazines, internet resources
Discovering Me (teaching health and building self esteem)
Drugs Alcohol and Tobacco
Education for Sexuality & HIV/AIDS

Environmental Health Booklets (50)
Health: A Guide to Wellness 3
Health: A Guide to Wellness (Teachers) 2
Human Sexuality (32) Teacher's Edition
Nobody Told Me it Was Rape
Positive Images: Teaching Abstinence, Contraception and Sexual Health
Reality of Violence (33)
 Teacher's Edition (4)
Streetwise to Sex-wise (sexuality Ed for High risk youth)
Teaching with SEX ETC: articles and activities (Teacher's edition)
SEX, ETC.
Teens Guide to Sexuality (61)
Violence Prevention

Compact Disc

Adam (Essentials) Human Sexuality

Family Life Tapes

A Matter of Choice
AIDS Facts & Fears - Crisis & Controversy
And They Lived Happily Ever After
Birth Control
Body Culture
Body Story (Invasion of the Embryo)
HIV and Drugs
HIV and AIDS
How Not to Have a Baby
Human Reproduction – What you should know
It's Your Choice
Johnson's An AIDS Story
Just Wait
Life in the Womb
Miracle of Life
Sex, Teens, and Public Schools
Sometimes I wonder if it's Worth It (I and II)
Straight Talk
Teenage Sexuality
Understanding Healthy Relationships and Sexuality
Straight Talk
Why Am I Gay

Current Health Tapes/DVDs

Abusive Relationships
Adolescent
Suicide
Anorexia Nervosa
Campus Confidence (I & II)
Child Abuse and Neglect
Dangerous Dieting
Dare to be Different?
Did Jenny Have To Die?
Eating Disorders and Student Athletes
Ethical Choices
Fitting in a New Look At Peer Pressure
Getting Through the Bad Times

Heart Decisions for Life
Me Power - Building Self Confidence
Patch Adams
Stress and Anxiety
Suicide
Take a Bite Out of Rabies
Teen Suicide
Teen Age Blues

National Geographic: In the Womb, In the Womb - Identical Twins, In the Womb - Multiples

Teen Life Series:

Alzheimer's Disease, Alcoholism, Anorexia & Bulimia, Breast Cancer, Breast Lumps, Cataracts, Colon & Rectal Cancer, Depression, Diabetes, Endometriosis, Gallstones, High Blood Pressure, Infertility, Insomnia, Menopause, Migraines, Osteoporosis, Overweight & Obesity, Prostate Cancer, Prostate Disorders, Skin Cancer, Stress & Anxiety, Stroke, Thyroid Disorders, Ulcers
Teenage Blues - Coping with Depression
Teenage Stress - Course & Care
Teenage Suicide
Turrets Syndrome
Wasting Away - Anorexia & Bulimia

Web Links

www.TeenHealthFX.com
www.ivanhoe.com
www.health.com
www.hhs.gov
www.healthtouch.com
www.sexetc.org
www.teenwire.org
www.plannedparenthood.org
www.gyn101.com
www.unspeakable.com
www.iwannaknow.org
www.coolnurse.com
www.birthcontrol.com
www.cdc.gov
www.kidshealth.org
www.who.int
www.familydoctor.org
www.disease.com
www.youthhealth.com

Field Trips May be taken as needed to accomplish course objectives.

Resources - Web Sites of Interest

www.advocatesforyouth.org – Advocates for Youth
www.agi-usa.org – Alan Guttmacher Institute
www.ashastd.org – American Social Health Association’s STD information site
www.cdc.gov – Centers for Disease Control and Prevention (CDC)
www.dasi.org – Domestic Abuse Services Incorporated
www.etr.org/recapp - ETR Associates, Resource Center for Adolescent Pregnancy Prevention
www.goaskalice.org – Go Ask Alice! Columbia University
www.guttmacher.org – Alan Guttmacher Institute
www.gyn101.com – Information about first visit to the gynecologist
www.itsyourlife.com – Newton Memorial Hospital
www.iwannaknow.org – American Social Health Association’s STD and Sexual Health site for teens
www.kff.org – Kaiser Family Foundation
www.medinstitute.org – Includes Medical Updates
www.notmenotnow.org – NY based sites supporting abstinent teens
www.positive.org – Coalition for Positive Sexuality
www.plannedparenthood.org – Planned Parenthood of America
www.rubbertree.org – includes a condom tutorial
www.siecus.org – Sexuality Information and Education Council of the United States
www.something-fishy.org - Eating disorders
www.sexetc.org – Network for Family Life Education’s newsletter by teens, for teens
www.tampax.com – includes information for parents, teachers, and teens
www.teenpregnancy.org – National Campaign to Prevent Teen Pregnancy
www.teenwire.org – Teen sexuality site of Planned Parenthood federation of America
www.todayschoice.org – Resource Center for Pregnancy and Sexual Health
www.webmd.com – General Medical Information