

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area:	Academics: Subject Areas
Course Number:	7920050
Course Title:	Health and Safety: 9-12
Previous Course Title:	Applied Health and Safety I
Credit:	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide knowledge of the concepts of health and safety to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

The content should include, but not be limited to, the following:

- physical, mental, and emotional aspects of human growth and development
- nutritional needs of the human body
- physical exercise and fitness
- family relationships and responsibilities
- diseases and disorders that affect the human body system
- substance abuse
- safety and first aid
- community resources for health care

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with

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ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Any student whose parents or guardian makes a written request to the school principal shall be exempt from instructional activities regarding HIV/AIDS or

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human sexuality. Course requirements for HIV/AIDS and human sexuality shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

- 1. Demonstrate knowledge of major stages of life including the physical, mental, and emotional changes that occur during growth and development.**

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 1.1. **Demonstrate knowledge of major body systems and health indicators.**

Specify: ___ circulatory ___ respiratory ___ digestive
 ___ excretory ___ reproductive ___ nervous
 ___ skeletal ___ muscular ___ other: _____

Specify: ___ knowledge of each system, including organs and functions
 ___ knowledge of indicators of healthy functioning for each system
 ___ common problems and treatment within each system
 ___ other: _____

- 1.2. *Identify body parts and gender. (Social and Personal D 39: III)*

- 1.3. **Demonstrate knowledge of basic concepts of human growth and maturation.**

Specify: ___ major stages of growth—infancy, childhood, adolescence, adulthood, old age
 ___ physical, mental, and emotional changes of humans
 ___ other: _____

- 2. Demonstrate knowledge of physical and mental health problems and diseases with their appropriate prevention and treatment measures relevant to personal needs.**

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

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Hygiene

- 2.1. Identify personal care activities involved in hygiene (e.g., recognizing types of equipment and fixtures, supplies, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ washing and bathing
 _____ dental care
 _____ using the toilet
 _____ menstrual care
 _____ other: _____
- 2.2. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*
- 2.3. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*
- 2.4. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal D 38: III)*
- 2.5. Identify when hygiene activities are needed (e.g., hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—at least once a day, after exercising; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—brush teeth after meals, when you wake up, and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.6. Use specific knowledge and skills when completing hygiene activities (e.g., selecting the correct soap or shampoo, correctly brushing and flossing teeth, using the toilet). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.7. Use strategies related to complete hygiene activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning; personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace

Wellness

- 2.8. Identify health care activities involved in maintaining wellness (e.g., recognizing types of health care, professionals, locations, activities, tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ getting routine medical care, periodic check-ups
 _____ resting and exercising regularly
 _____ maintaining a nutritious diet following the Food Guide Pyramid
 _____ maintaining a positive mental attitude
 _____ scheduling time for your personal needs
 _____ scheduling social events
 _____ other: _____
- 2.9. Identify when health care activities are needed for wellness (e.g., developing a wellness plan, seeing the general practitioner, gynecologist, and ophthalmologist annually or as needed;

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seeing the dentist every six months for a cleaning; taking time for yourself). (IF.A.1.In.2, IF.A.1.Su.2)

- 2.10. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying eating habits, maintaining a regular exercise program, getting enough sleep, using nonprescription medicines for minor aches and pains, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.11. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., develop an individual wellness plan and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, discard prescription drugs after one year, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

Diseases

- 2.12. Identify health care issues and practices involving diseases (e.g., recognizing symptoms, warning signs, medical care, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying communicable diseases including sexually transmitted diseases such as HIV/AIDS and their symptoms
_____ knowing how diseases are transmitted and incubation periods
_____ knowing preventative measures and ways to avoid contact
_____ knowing possible treatments for communicable diseases
_____ knowing about causes and symptoms of cancer, heart attack, lung disease, and other chronic illnesses
_____ knowing how to get treatment for diseases and illnesses
_____ other: _____
- 2.13. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.14. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., identifying symptoms, getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.15. Use strategies related to disease control to complete health care activities effectively and efficiently and on a regular basis (e.g., ask a friend or relative, maintain good personal hygiene, put daily medicines in compartmentalized container). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.16. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 2.17. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*

Mental Health

- 2.18. Identify activities for maintaining mental health. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying emotional needs

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- _____ identifying social needs
- _____ identifying maladaptive behaviors and habits
- _____ identifying sources of stress or anxiety
- _____ determining own ability to deal with perceived causes of emotional problems
- _____ determining potential impact or results of mental health problems
- _____ choosing to engage in alternate behaviors or activities to relieve problems
- _____ requesting assistance with mental health needs when necessary
- _____ other: _____

- 2.19. Identify when activities for maintaining mental health are needed (e.g., after major changes in your life, when you experience constant failure, when you are “burned out”). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.20. Use specific knowledge and skills when completing activities to maintain mental health (e.g., identifying types of mental health problems, identifying sources of assistance in the family or community, analyzing the potential impact of maladaptive behavior, examining own habits and behaviors). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.21. Use strategies related to maintaining mental health to complete activities effectively and efficiently and on a regular basis (e.g., get support from family and friends, balance work and recreation activities). (IF.A.1.In.2, IF.A.1.Su.2)

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3. Demonstrate knowledge of nutritional values of food and the relationship to personal health (e.g., diets, eating habits, menu planning).

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

3.1. Identify health care activities involving nutrition (e.g., recognizing types of food, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ selecting food that provides optimum nutritional value
 ___ maintaining, losing, or gaining weight
 ___ following a diet that provides complete nutrition according to the Food Guide Pyramid
 ___ other: _____

3.2. Identify when health care activities are needed for good nutrition (e.g., when planning to lose weight, when increasing food intake to gain weight, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)

3.3. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., using knowledge of the Food Guide Pyramid when planning a meal, selecting nutritious snacks, interpreting nutritional information on packages, limiting the amount of food eaten, identifying benefits and risks of dietary supplements). (IF.A.1.In.2, IF.A.1.Su.2)

3.4. Use strategies related to nutrition when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals according to the Food Guide Pyramid; keep a list of the “best” [nutrient dense] and “worst” [lacking in nutrients] foods to eat; pre-measure servings; use measuring devices to serve food [1/2 cup of mashed potatoes]; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

3.5. *Discriminate food items from nonfood items. (Social and Personal B 10: III)*

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4. Demonstrate understanding of the importance of exercise and planned fitness programs for maintaining personal physical health.

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt

___ verbal prompt

___ visual prompt

___ assistive technology

___ supervision

___ other: _____

4.1. Identify health care activities involved in exercise programs (e.g., recognizing types of programs, professionals, locations, events, activities, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ selecting appropriate exercise activities for fitness

___ performing specific exercises

___ maintaining participation in exercise programs

___ identifying potential problems resulting from exercise programs

___ evaluating the benefits of an exercise program

___ requesting assistance with disability needs when necessary

___ other: _____

4.2. Identify when exercise programs are needed (e.g., to maintain wellness; to help lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

4.3. Use specific knowledge and skills when completing an exercise program

(e.g., refining motor skills to complete exercises appropriate to ability level—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of over-exertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)

4.4. Use strategies to complete exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

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5. Demonstrate understanding of individual responsibilities for promoting positive interpersonal relationships with peers, family members, and adults.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 5.1. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of a religious organization, community members). (SE.A.2.In.1, SE.A.2.In.1)
- 5.2. Identify attitudes and behaviors toward others which help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.In.1)
- 5.3. *Identify personal feelings. (Social and Personal G 54: IV)*
- 5.4. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 5.5. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*
- 5.6. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 5.7. Identify interpersonal skills for maintaining a close relationship with family, friends, and peers (e.g., keeping in touch, visiting others, writing to others, showing continuous concern for others). (SE.A.2.In.1, SE.A.2.In.1)
- 5.8. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 5.9. *Cooperate with peers. (Social and Personal G 51: III)*
- 5.10. *Show respect for property of others. (Social and Personal G 52: III)*
- 5.11. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.In.1)
- 5.12. Identify qualities of a destructive relationship (e.g., being vengeful toward each other, talking behind each other's back, physically hurting one another, using harsh language toward one another, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.In.1)

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- 5.13. Identify personal characteristics that make one a good friend (e.g., does not talk about one's friends, says positive things about one's friends, helps friends in time of crisis, makes friends laugh, does not make rude comments to one's friends, does not physically harm friends, shares with friends, respects friends, encourages friends). (SE.A.2.In.1, SE.A.2.In.1)
- 5.14. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., encouraging them to make healthy choices, being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper name, using proper tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.In.1)
- 5.15. *Demonstrate use of strategies to resolve interpersonal difficulties.*
(*Social and Personal G 60: VI*)
- 5.16. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., encouraging them to make unhealthy or destructive choices, criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.In.1)
- 5.17. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressing people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.In.1)

6. Demonstrate knowledge of human sexuality and reproduction and the importance of responsible behavior (e.g., physical, social, and emotional characteristics; prevention and treatment measures for sexually transmitted diseases including HIV/AIDS; appropriate responses).

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

6.1. Demonstrate knowledge of basic concepts of heredity and reproduction.

- Specify: ___ development of the reproductive system—males and females
 ___ menstrual cycle and the function of menstruation
 ___ process of fertilization and stages of pregnancy

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- _____ onset of nocturnal emissions
- _____ birth process
- _____ heredity—characteristics that are inherited from parents
- _____ other: _____

6.2. Demonstrate knowledge of individual responsibilities in family planning and pregnancy.

- Specify: _____ abstinence as acceptable birth control
- _____ contraceptives as methods of disease prevention and birth control
- _____ risks of sexually transmitted diseases, HIV/AIDS
- _____ prenatal care
- _____ risks to the unborn through diseases and use of tobacco, alcohol, and other drugs
- _____ assistance available through community agencies
- _____ other: _____

6.3. Demonstrate knowledge of human sexuality.

- Specify: _____ sexual behaviors, including intercourse
- _____ self-stimulation
- _____ other: _____

6.4. Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)

Sexual Relationships

6.5. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner’s desires, consistent with expectations or rules of the situation and location, appropriate language, reflect responsible decisions about when to have sexual relationships). (IF.B.2.In.1, IF.B.2.Su.1)

6.6. Demonstrate behaviors that are responsible and appropriate expressions of sexual relationships. (IF.B.2.In.2, IF.B.2.Su.2)

- Specify: _____ home _____ school _____ community _____ workplace

6.7. Discriminate between responsible and irresponsible behaviors in sexual relationships (responsible—chooses abstinence prior to marriage, uses acceptable terms of endearment; irresponsible—forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)

6.8. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., high self-esteem, presence of positive role models). (IF.B.2.In.1, IF.B.2.Su.1)

- Specify: _____ home _____ school _____ community _____ workplace

6.9. Identify factors that inhibit behaviors that are responsible and appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol and other drugs, use of power or control, peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)

- Specify: _____ home _____ school _____ community _____ workplace

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- 6.10. Identify the effects of negative peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.11. Demonstrate appropriate responses and refusal skills when exposed to negative peer pressure. (IF.B.2.In.2, IF.B.2.Su.2)
- 6.12. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you their actions are acceptable when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)
- 6.13. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, making sexually explicit comments). (IF.B.2.In.3, IF.B.2.Su.3)

7. Demonstrate knowledge of the effects of substance use and abuse on physical, mental, and social well-being, including legal consequences.

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____
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- 7.1. Identify common health care issues involved in tobacco, alcohol, and other drug use and abuse. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying the appropriate use of prescription and nonprescription drugs
_____ identifying physical dangers of tobacco, alcohol, and other drugs
_____ identifying mental and social dangers of tobacco, alcohol, and other drugs
_____ identifying legal control of tobacco, alcohol, and other drugs
_____ identifying the role of peer pressure
_____ other: _____
- 7.2. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*
- 7.3. Identify when health care activities are needed to control tobacco, alcohol, and other drug use (e.g., use of alcohol and tobacco affects health and family life, when prescription drugs are taken even when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.4. Use specific knowledge and skills related to prescription and nonprescription drug use and control of tobacco, alcohol, and other drug abuse when completing health care activities (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by legal restrictions; knowing characteristics of an addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to tobacco, alcohol, and other drugs; knowing legal consequences of improper use of tobacco, alcohol, and other drug abuse). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.5. Use strategies related to the use of prescription and nonprescription drugs, tobacco, and alcohol when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse; list dates to renew prescriptions; keep a list of recommendations and warnings with the prescriptions you take regularly—take with food or do not drink alcohol; join a support group for substance abusers; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.6. Identify behaviors that promote positive physical, mental, and social well-being. (IF.B.2.In1, IF.B.2.Su.1)
Specify: _____ following a wellness plan
_____ using refusal skills when confronted by negative influences
_____ gaining knowledge of benefits of positive health practices
_____ gaining knowledge of potential harm of tobacco, alcohol, and other drug abuse, including legal consequences
_____ other: _____
- 7.7. Demonstrate behaviors that promote positive physical, mental, and social well-being. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ following a wellness plan
_____ using refusal skills when confronted by negative influences
_____ gaining knowledge of benefits of positive health practices
_____ gaining knowledge of potential harm of tobacco, alcohol, and other drug abuse, including legal consequences
_____ other: _____
- 7.8. Identify appropriate ways to respond to offers or pressure to participate in activities involving the use of tobacco, alcohol, or other drugs (e.g., use refusal skills, ignore or walk away, find other activity, report to trusted adult). (IF.B.2.In.3, IF.B.2.Su.3)

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8. Demonstrate understanding of unsafe acts and harmful conditions and appropriate personal responses.

IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt

___ verbal prompt

___ visual prompt

___ assistive technology

___ supervision

___ other: _____

Identifying Unsafe Factors or Situations

- 8.1. Identify unsafe factors or situations in the home that are potentially dangerous (e.g., overloaded electrical outlets, firearms, faulty wiring, dangerous chemicals stored in an open place, an intruder at the door, adverse weather). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.2. Identify daily procedures to protect the home from intruders (e.g., keep doors and windows locked, keep garage door shut, use deadbolt locks). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.3. Identify unsafe factors or situations in the school that are potentially dangerous (e.g., slippery floors, broken desks, wet stairwells, students fighting, students running in the halls, unsupervised gathering on the schoolgrounds, students with guns or knives). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.4. Identify unsafe factors or situations in the community that are potentially dangerous (e.g., unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.5. *Demonstrate understanding of safety and warning signs in the environment.*
(Social and Personal D 37: V)
- 8.6. *Identify safety precautions related to traffic and pedestrian travel.*
(Social and Personal D 36: V)
- 8.7. Identify unsafe factors or situations in the workplace which are potentially dangerous (e.g., improper ventilation, exposure to dangerous chemicals, co-workers with firearms, robbery, sexual harassment, exposure to second-hand smoke). (IF.B.2.In.3, IF.B.2.Su.3)

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Following Safety Procedures

- 8.8. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.9. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.10. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 8.11. Identify procedures for obtaining emergency medical assistance (e.g., call doctor, call Poison Control Center, dial 911). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.12. *Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 8.13. Behave in ways that comply with safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt, follow rules for use of exercise or outdoor equipment). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.14. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 8.15. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 8.16. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*

Dealing with Fires

- 8.17. Identify potential hazards of open fires, matches, electrical appliances, and outlets (e.g., surrounding materials may ignite, open fire may get out of control, sparks can cause fire accidentally). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.18. Identify steps to take in reporting a fire or other emergency (e.g., remain calm, dial 911, identify name, identify location, follow directions of operator). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.19. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, look for smoke under doors, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.20. Behave in ways that comply with fire drills and emergency procedures (e.g., follow instructions, do not run, do not panic, go to a safe place, do not crowd doorways). (IF.B.2.In.3, IF.B.2.Su.3)

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Dealing with Adverse Weather

- 8.21. Identify hazards associated with adverse weather conditions (e.g., rain storms—thunder, lightning, strong winds, poor visibility; tornadoes and hurricanes—strong winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.22. Identify safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go to basement, go to inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.23. Behave in ways that comply with safety procedures used during adverse weather conditions. (IF.B.2.In.3, IF.B.2.Su.3)

Dealing with Violence and Aggression

- 8.24. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.25. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.26. Behave in ways that avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

Using Self-control

- 8.27. Behave in ways that show self-control in response to unexpected events and potentially harmful situations in various environments (e.g., do not become upset, remain calm, seek assistance if needed). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home—family gatherings, meals, chores
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling
 _____ workplace—on-the-job, breaks
- 8.28. Monitor own use of behaviors that show self-control in response to unexpected events and potentially harmful situations in various environments. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home—family gatherings, meals, chores
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling
 _____ workplace—on-the-job, breaks

9. Demonstrate appropriate decision-making skills in the area of physical and mental health.

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- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 9.1. Identify personal situations involving physical and mental health that call for careful decision making (e.g., feeling depressed or suicidal, using birth control, experiencing persistent symptoms of diseases). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.2. Identify sources of assistance for decision making related to physical and mental health. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ___ individuals—family members, supervisors, teachers
 ___ agencies—government agencies, private agencies, religious organizations, schools
 ___ other: _____
- 9.3. Use a systematic approach when making decisions about physical and mental health. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ___ identify and describe the problem or issue clearly
 ___ consider alternative actions available to resolve the problem
 ___ identify the risks, consequences, and benefits associated with each alternative
 ___ evaluate the choices and make a decision
 ___ get assistance if needed
 ___ other: _____
- 9.4. Identify strategies for balancing time and energy spent on self, family, work, leisure, and citizenship in order to reduce stress (e.g., following a wellness plan, using time-management strategies, separating work and personal life, starting an exercise program). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.5. Identify consequences of decisions related to physical and mental health before acting (e.g., starting to smoke—may cause cancer, emphysema, and cardiovascular disease; affects your breathing; affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.6. Commit to undertake new tasks and adapt to changes in routine when carrying out decisions related to physical and mental health. (IF.B.1.In.2, IF.B.1.Su.2)

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- 9.7. Adapt decisions in response to changing situations and requirements related to physical and mental health (e.g., determine that decision may have been incorrect, determine alternate action or choice). (IF.B.1.In.2, IF.B.1.Su.2)
- 9.8. *Distinguish between work and leisure time activities. (Social and Personal G 53: III)*
- 9.9. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

10. Demonstrate basic first aid skills.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 10.1. Identify health care activities involving first aid (e.g., recognizing wounds, warning signs, treatments, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ stopping bleeding and applying bandages
 ___ taking care of burns, poisons, and wounds
 ___ using cardiopulmonary resuscitation (CPR)
 ___ getting help when needed
 ___ other: _____
- 10.2. Identify when first aid treatment is needed (e.g., after an accident; after skin has been cut, burned, or punctured; when someone is choking; when someone is unconscious and not breathing; when someone is drowning). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.3. Use specific knowledge and skills when providing first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, properly applying a bandage to a wound, properly cleaning and applying medicines to wounds and burns, knowing when to not move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.4. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI).*
- 10.5. Use strategies to provide first aid effectively and efficiently (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

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11. Access sources of reliable health information and services.

- IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
-

11.1. Identify characteristics of community services that assist individuals with health care. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: ___ hospitals ___ clinics
 ___ support groups ___ health departments
 ___ rehabilitation centers ___ home health care
 ___ fitness centers ___ other: _____

11.2. Identify ways to get information on the types of services, costs, and eligibility requirements of community services that assist individuals with health care. (IF.A.2.In.1, IF.A.2.Su.1)

11.3. Identify the meaning of information commonly found on prescription and nonprescription drug labels (e.g., taking medicine, disposing of medicines, storing hazardous materials). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: ___ directions for use
 ___ dosage
 ___ warnings
 ___ expiration date
 ___ storage
 ___ antidotes
 ___ prescription and renewal information
 ___ other: _____

11.4. Identify the meaning of information found on food and product labels (e.g., storing food after shopping, planning nutritious meals using the Food Guide Pyramid). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: ___ storage requirements
 ___ expiration date
 ___ nutrition information
 ___ serving and portion information
 ___ safety precautions—cook thoroughly, refrigerate after opening
 ___ other: _____

11.5. Identify reliable and accurate sources of information on health care (e.g., health screenings, home remedies, public health issues). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: ___ newspaper ___ magazine ___ television
 ___ radio ___ people ___ Internet resources
 ___ other: _____

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- 11.6. Identify types of information in reference books or resources on health care (e.g., symptoms of a communicable disease, historical information, side effects of types of medication, inherited or genetic diseases or conditions). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ medical references—detailed information
_____ encyclopedia—general information by subject
_____ other: _____

12. Demonstrate knowledge of community health resources and local agencies to contact for mental, physical, and emotional problems.

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 12.1. Identify local community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., doctors, dentists, hospitals, clinics, support groups, fitness centers, health care agencies, rehabilitation centers). (IF.A.2.In.1, IF.A.2.Su.1)

12.2. *Identify services provided by local community agencies. (Social and Personal E 43: V)*

- 12.3. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with medical needs would need to be contacted (e.g., illness, annual exams, after an accident or injury, preventative medicine). (IF.A.2.In.1, IF.A.2.Su.1)

- 12.4. Identify sources of information about local community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., parents, friends, neighbors, co-workers, phone book, insurance company, chronic disease agencies—American Heart Association, American Lung Association, American Cancer Society). (IF.A.2.In.1, IF.A.2.Su.1)

13. Demonstrate knowledge of practices which promote personal safety (e.g., helmets, seat belts, poison control, 911).

IF.A.2.In.2 demonstrate safe travel within and beyond the community.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

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- 13.1. Identify community service agencies, businesses, or other resources that assist individuals with emergency needs (e.g., Red Cross, shelters, police department, fire department, health department, medical centers, clinics, poison control). (IF.A.2.In.1, IF.A.2.Su.1)
- 13.2. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service that assists individuals with emergency needs (e.g., knowing how to describe an emergency situation, knowing how to speak to a 911 operator). (IF.A.2.In.1, IF.A.2.Su.1)
- 13.3. Identify and demonstrate basic personal safety skills when traveling (e.g., by car—wear seat belt, lock doors; by bus—remain in seat, don't put hands outside windows; by cab—determine route in advance, inform driver of destination, have enough money; by bike—wear a helmet, stay on the correct side of the road; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.4. Identify the purpose of cleaning up after spilling or breaking something and disposing of trash properly (e.g., prevent self and others from being harmed, keep area picked up, prevent contamination, use proper sanitation). (IF.B.2.In.3, IF.B.2.Su.3)
- 13.5. *Return items after use to a proper place. (Social and Personal F 46: III)*
- 13.6. *Pick up trash and dispose properly. (Social and Personal F 47: III)*

14. Apply health concepts and processes in career planning.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
- ___ assistive technology ___ supervision ___ other: _____

Health Occupations

- 14.1. Identify general characteristics of the career cluster related to health sciences (e.g., technical knowledge and expertise, certification exams, related support positions). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.2. Identify specific jobs associated with the career cluster related to health sciences (e.g., physician, nurse practitioner, nurse, occupational therapist, lab assistant, nurse's aide, health education teacher). (CL.C.1.In.1, CL.C.1.Su.1)
Specify: ___ entry level ___ technical support
 ___ advanced level ___ professional positions
 ___ other: _____

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- 14.3. Identify advantages and disadvantages of specified occupations in career cluster dealing with health sciences (e.g., advantages—jobs are widely available, many different levels of jobs are available; disadvantages—many positions require a great deal of training, pay is low for some support positions). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.4. Identify interests and skills generally needed to fulfill performance requirements for specific jobs within the career cluster dealing with health sciences (e.g., likes to help other people, is skilled at problem solving, makes careful observations). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.5. Identify trends in the local job market for specific jobs within the career cluster dealing with health sciences (e.g., home health care, health care for the elderly). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.6. Identify educational and training requirements for jobs within the career cluster dealing with health sciences (e.g., technical training, degree programs, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.7. Identify career advancement opportunities for jobs within the career cluster dealing with health sciences (e.g., aide, technician, therapist). (CL.C.1.In.1, CL.C.1.Su.1)

Health and Safety in the Workplace

- 14.8. Identify the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol or other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 14.9. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, Occupational Safety and Health Administration [OSHA], fire department). (CL.C.2.In.4, CL.C.2.Su.4)