

Warren County School District

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Character Education – Grades 9-12

Course Number: _____

Course Description and Prerequisites:

Students in today's society are surrounded by a variety of factors that can lead to unhealthy choices regarding smoking, drug abuse, and violence. This course delivers significant results in reducing these risks while developing well-rounded, healthy students. This course is an evidence-based curriculum proven to target the fundamental reasons for why students engage in behaviors that put them at risk. Rather than merely learning information about tobacco, alcohol, and drugs, this course promotes healthy alternatives to risky behavior through activities designed to help youth:

- ☐ Resist social pressure to smoke, drink, and use drugs,
- ☐ Develop greater self-esteem, self-mastery, and self-confidence,
- ☐ Effectively cope with social anxiety, increase knowledge of the immediate and long-term consequences of substance abuse,
- ☐ Enhance cognitive and behavioral competency to reduce and prevent a variety of health risk behaviors.

LifeSkills Training is a groundbreaking substance abuse prevention program for students based on more than 20 years of scientific research. *LifeSkills Training* is now in the distinct position of being the top research-based substance abuse prevention program in the country. *LifeSkills Training* is a flexible and interactive program that gives the students strategies that include coaching, peer interaction, lecture, classroom discussion, and teacher-led activities to enhance students' skills.

The High School Level Program is used for the students in 9th through 12th grade. The High School program is a highly interactive, skills-based program designed to promote positive health and personal development for high school youth. This program helps students navigate the challenges of the high school years and prepares them for the transition to work or college and the independence and responsibilities that they will encounter as young adults. The program objectives for the high school level are:

- ☐ Develop strategies for decision-making, reducing stress, and managing anger
- ☐ Strengthen their communication skills and build healthy relationships
- ☐ Begin to understand the consequences of substance abuse, risk-taking, and the influences of the media.

There are no prerequisites for this course.

Suggested Grade Level: Ninth through twelfth grades in Alternative Education

Length of Course: ☐ One Semester ☐ Two Semesters ☒ Other

Units of Credit: 0.25 credit for each 9-week period

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s)
Be trained through a provider workshop

Certification verified by WCSD Human Resources Department:

☒ Yes ☐ No

Board Approved Textbooks, Software, and Materials:

Title: Stress Management Techniques

Publisher: Princeton Health Press

ISBN #: 098-0-933665-59-8

Copyright Date: 2008

Date of WCSD Board Approval:

Title: The Truth About Teen Alcohol Use 101: A Social Norms Approach

Publisher: AIMS Multimedia

ISBN #: 0-8068-1493-4

Copyright Date:

Date of WCSD Board Approval:

Title: Targeted! How Tobacco and Alcohol Companies Try to Get You Hooked

Publisher: Human Relations Media, Inc

ISBN #: 1-55548-174-4

Copyright Date: 2003

Date of WCSD Board Approval:

Title: LifeSkills Training High School Program

Publisher: Princeton Health Press

ISBN #: (student manual)- 0-933665-43-1 (teachers manual) 0-933665-44-x

Copyright Date: 2006

Date of WCSD Board Approval:

Title: Reality Matters Prescription for Trouble

Publisher: Discovery Channel School

ISBN #: 1-59527-013-2

Copyright Date: 2004

Date of WCSD Board Approval:

Title: Reality Matters Under the Influence

Publisher: Discovery Channel School

ISBN #: 1-59527-014-0

Copyright Date: 2004

Date of WCSD Board Approval:

Title: Reality Matters Smoke Signals

Publisher: Discovery Channel School

ISBN #: 1-59527-004-3

Copyright Date: 2004
Date of WCSD Board Approval:

Title: Reality Matters Deadly Highs
Publisher: Discovery Channel School
ISBN #: 1-59527-006-X
Copyright Date: 2004
Date of WCSD Board Approval:

Title: Immediate Health Effects of Tobacco
Publisher: Princeton Health Press
ISBN #: 0-933665-20-2
Copyright Date: 2004
Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written:_____

Date Approved:_____

Implementation Year:_____

Suggested Supplemental Materials: Adagio Health Company's Program "Too Cool"

Course Standards

PA Academic Standards:

Academic Standards for Family and Consumer Science

11.2 Balancing Family, Work and Community Responsibility

11.2.9. A Solve dilemmas using a practical reasoning approach

- ☐ Identify situation
- ☐ Identify reliable information
- ☐ List choices and examine the consequences of each
- ☐ Develop a plan of action
- ☐ Draw conclusions
- ☐ Reflect on decisions

11.2.9. H. Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.

11.2.12. A. Justify solutions developed by using practical reasoning skills.

11.2.12. H. Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.

Academic Standards for Health, Safety & Physical Education

10.1. Concepts of Health

10.1.9. A. Analyze factors that impact growth and development between adolescence and adulthood.

- ☐ Relationships
- ☐ Interpersonal communication
- ☐ Risk factors

- ☐ Community
- 10.1.9. C. Analyze factors that impact nutritional choices of adolescents.
 - ☐ body image
 - ☐ advertising
 - ☐ peer influence
- 10.1.9. D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.
 - ☐ Decision-making/refusal skills
 - ☐ Situation avoidance
 - ☐ Goal setting
 - ☐ Professional assistance
 - ☐ Parent involvement
- 10.1.12. A. Evaluate factors that impact growth and development during adulthood and late adulthood.
 - ☐ Health status
 - ☐ Relationships
 - ☐ Career choice
- 10.1.12. B. Evaluate factors that impact the body systems and apply protective/preventive strategies.
 - ☐ Environment
- 10.1.12. D. Evaluate issues relating to the use/non-use of drugs
 - ☐ psychology of addiction
 - ☐ social impact
 - ☐ chemical use and fetal development
 - ☐ laws relating to alcohol, tobacco and chemical substances
 - ☐ impact on the individual
 - ☐ impact on the community
- 10.2. Healthful Living*
- 10.2.9. B. Analyze the relationship between health-related information and adolescent consumer choices.
 - ☐ Tobacco products
 - ☐ Weight control products
- 10.2.9. D. Analyze and apply a decision-making process to adolescent health and safety issues.
- 10.2.12. C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.
- 10.2.12. D. Examine and apply a decision-making process to the development of short and long-term health goals.
- 10.3. Safety and Injury Prevention*
- 10.3.9. A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community
 - ☐ violence prevention in school
- 10.3.9. C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.
 - ☐ Effective negotiation
 - ☐ Assertive behavior
- 10.3.12.A. Assess the personal and legal consequences of unsafe practices in the home, school or community
 - ☐ Loss of personal freedom
- 10.4. Physical Activity*

10.4.9. B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

- ☐ Stress management

10.4.9. C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.

- ☐ Drug/substance use/abuse

10.4.9.F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

- ☐ Group dynamics
- ☐ Social pressure

10.4.12.F. Assess and use strategies for enhancing adult group interaction in physical activities.

- ☐ Shared responsibility
- ☐ Open communication
- ☐ Goal setting

WCSD Academic Standards: None

Industry or Other Standards: None

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (I.E.P.) or Gifted Individual Education Plan (G.I.E.P.).

REQUIRED COURSE SEQUENCE AND TIMELINE

<u>Content Sequence</u>	<u>Dates</u>
Adagio Health Program "Too Cool"	10 weeks
Smoking and Biofeedback	1 class session
High School Level	10 class sessions
Immediate Health Effects of Tobacco	6 class sessions
Reality Matters: Drug Prevention	8 class sessions
Targeted! Tobacco and Alcohol Companies Get You Hooked	4 class sessions
The Truth About Teen Alcohol Use 101	2 class sessions

*These courses can be done in any order. The only ones that need to be done in order are the Middle School Levels. They need to be consecutive. The class sessions are 40-45 minutes in length.

WRITING TEAM:

Susan Wilson Patty Horner

A yearly review will be done following the PDE release of the annual Eligible Content. Our goal is to keep the math planned instruction updated and effective.

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? ☐ Yes ☒ No
2. Does this course issue a mark/grade for the report card? ☒ Yes ☐ No
3. Does this course issue a Pass/Fail mark? ☒ Yes ☐ No
4. Is the course mark/grade part of the GPA calculation? ☐ Yes ☒ No
5. Is the course eligible for Honor Roll calculation? ☒ Yes ☐ No
6. What is the academic weight of the course?
 ☒ No weight/Non credit ☐ Standard weight
 ☐ Enhanced weight (Describe) _____

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

The Eligible Content applies to reading and math. There is no eligible content for health or family and consumer sciences.

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment: ☐ Yes ☒ No

District-wide Final Examination Required: ☐ Yes ☒ No

Course Challenge Assessment: