

HEALTH EDUCATION

High School Standards

CONTENT STANDARD 1

1. Family Life and Human Sexuality

Throughout one's life, each person has the challenge and opportunity to develop and maintain many types of relationships which hopefully fulfill the basic human need of loving and being loved. The family provides the first and basic relationship that forms and influences other relationships in one's life.

The general concepts of Family Life and Human Sexuality are:

- The family is the basic social institution with the responsibility of providing its members with the kinds of experience they need for their maximum physical, mental, social emotional, spiritual and overall development.
- The family serves to perpetuate humans and to fulfill certain health needs.
- Each family grows and develops in its own unique way.
- The sex drive, a basic powerful force is related to pleasure, the desire to belong, and reproduction. It requires understanding, acceptance and management. Management includes abstinence from sexual intercourse until an appropriate age, developing and practicing skills that address child abuse whether it be physical, mental, emotional, verbal and or sexual.

Performance Indicators:

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| 1.HS.1 | Give examples of the various family structures and gender roles |
| 1.HS.2 | State your definition of "parenting" and give examples of positive parenting. |
| 1.HS.3 | Discuss the relationship between positive parenting skills and its effects on children |
| 1.HS.4 | Give examples of problems that arise within families and identify ways to problem solve without compromising respect for one another |
| 1.HS.5 | Compare and contrast the differences and similarities in problem solving from one family to another and debate the most effective methods |
| 1.HS.6 | Compare and contrast the western concept of family structure and gender roles with those of your own family |

- 1.HS.7 Evaluate cultural and traditional family values and summarize the importance for respecting such values
- 1.HS.8 Explain the meaning of "abstinence"
- 1.HS.9 Analyze the merits of abstinence
- 1.HS.10 Develop a definition for "dating"
- 1.HS.11 List the responsibilities associated with dating
- 1.HS.12 Discuss the values of dating
- 1.HS.13 Describe factors that make dating a positive/negative experience
- 1.HS.14 Define "date rape"
- 1.HS.15 Analyze the differences between males and females during puberty and identify those related to reproduction and the development of secondary sex characteristics
- 1.HS.16 Identify changes that affect the body during puberty
- 1.HS.17 Explain the menstrual cycle and its relationship to pregnancy
- 1.HS.18 Identify body changes in puberty specifically those related to reproduction and secondary sex characteristics
- 1.HS.19 Explain the male and female reproduction process
- 1.HS.20 Create a chart of the reproduction system disorders and their treatment
- 1.HS.21 Compare the consequences for those who practice abstinence with those who do not
- 1.HS.22 Explain how prenatal care affects the outcome of pregnancy for mother and child
- 1.HS.23 Summarize the effects of teenage pregnancy on personal health, finances, education, personal goals for you and the baby
- 1.HS.24 Debate the issue of abstinence versus premarital sex
- 1.HS.25 Develop a personal contract to consider abstaining from sexual

activity until such time that you consider yourself to be financially, physically, mentally, emotionally, socially and spiritually mature and are able to take full responsibility for your actions

- 1.HS.26 Conduct a survey to determine the main causes for teenage pregnancy
- 1.HS.27 Compare teenage pregnancy data for Guam, the U.S. and other countries to determine prevalence rates - Give reasons why it may be lower in some countries and higher in others
- 1.HS.28 Analyze data for teenage pregnancy on Guam to determine the rate of progression for the last 10 years
- 1.HS.29 Create a budget for a family to include expenses such as rent/mortgage, food, clothing, medical needs, utilities, education, insurance, loan payments, recreation, etc.

CONTENT STANDARD 2

2. Environmental Health

The environment includes all of our surroundings not just the natural environment of air, water, and land, but also plants, animals and the built environment (roads, buildings, and vehicles). Study of the environment provides young people with the skills that will help them make a difference in: 1) reducing the overwhelming amount of solid wastes by contributing to its proper disposal or recycling, and, 2) practicing responsible behaviors that will lower the toxic levels of air, land, and water pollution.

The general concepts of Environmental Health are:

- Protection and promotion of health are the responsibilities of the individual as well as of the community, nation, and world.
- There is a relationship between humans, diseases, and the environment.
- The existence of humans depends upon their interrelationship with the environment, both organic and inorganic.
- Humans transform and are transformed by the environment they live in.
- The survival of human beings depends upon their limited ability to adapt to change in environmental relationships and their ability to keep from destroying the environment.
- Community and international health are promoted most effectively through organized group action utilizing all resources.

Through the study of the Environment, students will be able to:

- 1) demonstrate understanding of why health and disease prevention is an individual as well as community, national, and international concern and responsibility
- 2) demonstrate understanding of the relationships between environmental and health related strategies and activities that prevent, control, and eliminate pollution and promote healthy environments and communities.

Performance Indicators:

- 2.HS.1 Analyze the different kinds of pollution for its effects on the environment
- 2.HS.2 Identify solutions for pollution problems and evaluate their effectiveness
- 2.HS.3 Explain the dangers associated with not addressing the seriousness of pollution problems
- 2.H.S.4 Illustrate the probable effects of pollution on Guam's natural resources (air, soil, water, trees, etc.)
- 2.HS.5 Design an environmental program that promotes and protects good health
- 2.HS.6 Define "environmental risk"
- 2.HS.7 Develop a timeline that shows how much time there is left before supplies of various natural resources will be exhausted
- 2.HS.8 Design a campaign that encourages the economical use of natural resources
- 2.HS.9 Create an individual plan to safeguard Guam from environmental problems, risks, and hazards
- 2.HS.10 Discuss the relationship between a healthy environment and health
- 2.HS.11 Create an individual plan to safeguard Guam from environmental risks.
- 2.HS.12 Identify local laws for environmental safety
- 2.HS.13 Interview an environmental specialist about an environmental protection or prevention program
- 2.HS.14 Interview an environmental specialist about his/her job
- 2.HS.15 Predict how future infrastructure development will impact Guam's environment in one, five, ten years

CONTENT STANDARD 3

3. Substance Use and Abuse

Students need to learn that there are substances that can harm their bodies. They need to develop skills, knowledge, attitudes, and values which will protect them from accidental poisoning, from the misuse and abuse of medicines and drugs, and from the hazardous environment created by smokers.

The primary objective of the study on Substance Use and Abuse is to prevent the use and abuse of substances such as tobacco, alcohol and other drugs.

The general concepts of Substance Use and Abuse are:

- Use of substances that alter mood and behavior arises from a variety of motivations.
- Use of substances that alter mood and behavior may result in health and safety problems.
- Substances that affect mood and behavior can produce many and varied effects in individuals who use them.
- The ability to communicate and make positive decisions for self leads to a lifestyle of health and productivity.

Through the study of Substance Use and Abuse the student will:

- 1) provide information on the risk factors of drug use and abuse
- 2) demonstrate activities that help build their sense of worth and well-being
- 3) develop skills for setting positive goals, decision-making , and problem –solving
- 4) demonstrate use of positive communication and resiliency skills, and other life skills that help students live literate, functional , productive, and healthy lives.

Performance Indicators:

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|---------|---|
| 3.HS.1 | List some over-the-counter (OTC) drugs that are taken by adolescents for dealing with adolescent problems such as losing weight, gaining weight, aches and pains, sleeping, staying awake, etc. |
| 3.HS.2 | Describe the effects of over medicating with OTC and/or prescription drugs |
| 3.HS.3 | Analyze the effects of mixing OTC and/or prescription drugs |
| 3.HS.4 | Analyze the reasons for the use of steroids among adolescents and debate the pros and cons for its use |
| 3.HS.5 | Define "drug addiction" and list the traits of a person who is a drug addict |
| 3.HS.6 | Define "drug dependency" and tell how it is different or similar to drug addiction |
| 3.HS.7 | Discuss the reasons for drug use among adolescents and determine how you can help a friend who uses drugs or is thinking of using drugs |
| 3.HS.8 | Describe the short term and long term effects of commonly used drugs of abuse |
| 3.HS.9 | Analyze the physical, psychological, and psychosocial effects of drug use on the user and the family unit |
| 3.HS.10 | Identify the early signs of alcohol abuse and brainstorm ways you can help friends from hurting himself/herself and others |

- 3.HS.11 Define "social drinking" and list the indicators that occur when social drinking becomes unacceptable
- 3.HS.12 Define "alcoholism" and list types of treatment for alcoholism or alcohol abuse
- 3.HS.13 Describe the effects of alcoholism on the individual and on the family
- 3.HS.14 Explain the effects of alcohol use on a pregnant woman and on the unborn child
- 3.HS.15 Investigate the symptoms and/or effects of alcohol related diseases
- 3.HS.16 Write a scenario which would be typical of an alcoholic from first drink to a chronic alcohol related disease
- 3.HS.17 List the major chemicals in tobacco and explain how they affect your health and the health of others
- 3.HS.18 Explain the stages of nicotine addiction
- 3.HS.19 Explain what secondhand smoke is and discuss the health hazards to the non smoker
- 3.HS.20 Describe the path that tobacco smoke takes from inhalation to absorption by the body and explain its effects on the body
- 3.HS.21 Develop a pictorial description of the physical changes that take place in a person who uses tobacco from 1-25 years
- 3.HS.22 Analyze the short-term and long-term effects of cigarette smoking on a child from gestation to after birth
- 3.HS.23 Analyze the effects of physical and psychological changes that occur when a smoker quits smoking
- 3.HS.24 Given all the research regarding the relationship between smoking and diseases, answer the following question: Why do people start or continue to smoke?
- 3.HS.25 Discuss the pros and cons of inhalant use
- 3.HS.26 Analyze the effects of brain damage resulting from the use of inhalants
- 3.HS.27 Analyze the effects of death resulting from the use of inhalants

- 3.HS.28 Develop a prevention plan for convincing a friend not to use inhalants
- 3.HS.29 Role play ways to convince a friend not to use inhalants
- 3.HS.30 Tell why the effects of using inhalants do not apply to you
- 3.HS.31 Describe the steps it takes to get a drug approved by the Federal Drug Administration (FDA)
- 3.HS.32 Investigate the various programs that help chemical abusers quit
- 3.HS.33 Analyze the advertising techniques used to sell drugs
- 3.HS.34 Analyze the responsibility of a manufacture who develops a new drug
- 3.HS.35 Compare and contrast the use of drugs and consuming alcohol beverages/products

CONTENT STANDARD 4

4. Disease Prevention and Control

This study helps students understand the causal factors of diseases and disorders. It focuses on making effective decisions about one's health and establishing behaviors and habits by which certain diseases and disorders can be prevented, treated, and eliminated.

The general concepts of Disease Prevention and Control are:

- There are reciprocal relationships between humans, diseases, and the environment.
- Humans are in constant competition with other organisms for the existing energy of this planet.
- Some diseases develop as a result of a specific body dysfunction and cannot be transmitted.
- There are measures by which some diseases can be prevented and controlled to prevent premature death and/or disability.
- Some mental and social disorders result in measurable and diagnosable physical signs and symptoms besides abnormal behaviors.
- Sexually transmitted diseases can cause physical, emotional, and social problems for individuals and others who become infected with these diseases

Through the study of Disease Prevention and Control students will

- 1) demonstrate understanding of the range of normalcy of the various parts and systems of their body.
- 2) demonstrate understanding of a variety of diseases and disorders and their treatment and management for maintaining quality health.

Performance Indicators:

- 4.HS.1 Name communicable diseases common to Guam and describe their causes, symptoms and treatment (include salmonellosis, hepatitis, shigellosis, conjunctivitis, impetigo, scabies, ringworm, pediculosis,)

- 4.HS.2 Discuss the difference between bloodborne pathogens and airborne pathogens and their relationship to disease transmission
- 4.HS.3 Describe the development of a person's immunity to infections and diseases
- 4.HS.4 Describe the use of vaccines and immunizations for the control of disease transmission
- 4.HS.5 Research diseases introduced to Guam from the 1600s to the present and describe the effects the diseases had on the population then and now
- 4.HS.6 Create a chart of HIV and sexually transmitted diseases (STDs) their signs and symptoms, modes of transmission, effects, and treatment, if any
- 4.HS.7 Describe the psychological effects of HIV and AIDS on a person diagnosed with HIV and/or AIDS
- 4.HS.8 Describe the impact on the family of a person living with HIV and/or AIDS (psychological, sociological, financial, etc)
- 4.HS.9 Discuss the risk factors of HIV and AIDS and other STDs on adolescents
- 4.HS.10 Analyze the effects of HIV and other STDs on an infected pregnant woman and the unborn child
- 4.HS.11 Analyze your risk factor for HIV and STD infection
- 4.HS.12 Identify non communicable diseases that are most common on Guam and rank them in order of prevalence
- 4.HS.1 Name the seven signs for cancer
- 4.HS.14 Explain the importance of early detection of cancer through self-examination
- 4>HS.15 Determine the effects of cancer (psychological, sociological, emotional, financial, etc.) on the individual and on the family.
- 4.HS.16 List the symptoms for cardiovascular disease
- 4.HS.17 Explain the relationship between diet, exercise and cardiovascular disease
- 4.HS.18 Describe prevention for cardiovascular disease

- 4.HS.19 Research diseases such as Alzheimer's disease, senile dementia, arthritis, Parkinson's disease, sudden infant death syndrome, cystic fibrosis, asthma, etc.
- 4.HS.20 Conduct a survey of common chronic diseases on Guam to determine their causes and prevalence rates

CONTENT STANDARD 5

5. Personal Health Development

Establishing healthy habits early in life is critical to the internalization of lifestyle behaviors that enhance one's health in body, mind and spirit. Practicing healthy behaviors is part of one's lifestyle that contributes to the quality as well as the length of one's life.

Understanding and appreciating the growth and development of the human body assist students in making and applying responsible health choices to improve the quality of their lives. It is important for students to understand body changes and their implications especially during adolescence and puberty. This is an area that may cause unnecessary concern, embarrassment and unhealthy life-long attitudes and behaviors if not addressed appropriately.

Students need to know how the physical, mental, emotional, spiritual and social components of health are interrelated. Essential to feeling good about one's self is an understanding and acceptance on one's characteristics, including interests, values, attitudes and attributes. The goal is to establish patterns of behavior, skills, and attitudes that promote mental and emotional health and healthy interpersonal relationships. Spiritual health contributes to the motivation and essence of one's life in relating to self, others, and the environment.

The general concepts of Personal Growth and Development are:

- The well-being of an individual is affected by the choices made in personal health care.
- Personal health choices support the well-being of the body, mind, and spirit.
- Physical activity is an essential force for making the most of one's self and life.
- Wellness incorporates skills in stress management, dietary behaviors and exercise.
- Growth and development follow a sequence that is predictable yet is unique for each individual.
- Psycho-social and emotional growth and development is integral to the overall process of maturity.
- Personal health practices are affected by a complexity of forces, often conflicting.
- Knowing ourselves helps us to live better lives.
- Emotional health and mental health involve how you feel about yourself, how you feel about others and how you are able to meet the demands of life.
- Emotional and mental health include specific skills that enhance the appropriate expression and control of feelings.

Through the study of Personal Health Development students will be able to:

- 1) demonstrate knowledge and understanding of how their bodies, parts and functions, follow predictable sequences in growth and development unique to them
- 2) demonstrate knowledge and understanding of what is happening to their bodies and how to accept and appreciate them as processes of growth and development.

- 3) evaluate the complexity of forces which influence personal health principles and behaviors and to integrate this knowledge into decision-making for the attainment and maintenance of high-level wellness throughout the cycle

Performance Indicators:

- 5.HS.1 Discuss the merits of good personal hygiene during adolescence
- 5.HS.2 Describe the effects of practicing good personal hygiene and not practicing good personal hygiene
- 5.HS.3 Analyze personal hygiene habits and develop a plan to improve them
- 5.HS.4 Predict what your health would be like at age 65 and create a health plan designed to attain that age goal.
- 5.HS.5 Create a healthy lifestyle schedule
- 5.HS.6 Identify factors that make up a healthy lifestyle
- 5.HS.7 Distinguish between positive and negative lifestyles
- 5.HS.8 Explain the structure and functions of the nervous system, endocrine glands, bones, and muscles
- 5.HS.9 Analyze the relationship between proper diet, healthy lifestyle choices, and the internal body systems
- 5.HS.10 Develop a definition for "healthy personality"
- 5.HS.11 List the qualities of a healthy personality
- 5.HS.12 Differentiate between the study of psychology and the study of psychiatry
- 5.HS.13 Discuss the sources of mental stress among adolescents
- 5.HS.14 Identify mental illnesses, their causes, symptoms, and treatment
- 5.HS.15 Develop a personal definition for "stress" and identify probable causes
- 5.HS.16 Describe the body's physical and mental responses to stress
- 5.HS.17 Discuss reasons for teenage suicide
- 5.HS.18 Analyze your own behavior, for examples of coping behaviors
- 5.HS.19 Generate examples of how you could adjust your personality to

- different situations
- 5.HS.20 Analyze the impact of stress on yourself and others
 - 5.HS.21 Discuss the stages for grieving a loss resulting from death, divorce, broken relationships, etc.
 - 5.HS.22 Discuss the importance for support systems for coping with a trauma
 - 5.HS.23 Analyze the impact of suicide, death and dying, broken relationships, etc. on mental health
 - 5.HS.24 Explore the benefits of physical activity
 - 5.HS.25 Explain the meaning of "total fitness"
 - 5.HS.26 Compare the relationship between physical fitness and mental health
 - 5.HS.27 Compare and contrast - sleep, rest, relaxation, meditation, and recreation
 - 5.HS.28 Design a personal health plan for maintaining lifelong physical fitness
 - 5.HS.29 Compile a list of resources in the community that provide services and assistance relative to physical and or mental health
 - 5.HS.30 Identify local intervention programs relative to physical and or mental health
 - 5.HS.31 Develop an information sheet about people in your community and how their careers are related to physical fitness or mental health fitness

CONTENT STANDARD 6

6. Nutrition

The development and maintenance of an individual's nutritional health must include an understanding of how nutritional intake and eating patterns are affected by physical, social, mental, economic, and cultural factors.

The general concepts of Nutrition are:

- Nutrition is how the body uses food for energy, growth, and health.
- Food production and handling affect food quality and health.
- The human life cycle has an affect on the nutritional needs of people
- Eating is an activity that is influenced by physical, social, cultural, economic, and psychological needs which determines nutritional balance.
- There is an interdependence between meeting human nutritional needs and the community - local, state, national, and the world.

Through the study of Nutrition, students will:

- 1) demonstrate knowledge and understanding of the role of nutrition in the promotion and maintenance of wellness and the establishment of proper nutritional practices.
- 2) demonstrate skills, attitudes and behaviors to make healthy food choices that contribute to lifelong wellness (e.g., eating a variety of foods; maintaining healthy weight; choosing diets low in fat, saturated fat, and cholesterol; choosing a diet with plenty of vegetables, fruits and grain products; using sugar, salt and sodium in moderation; and, avoiding alcohol).

Performance Indicators:

- 6.HS.1 Create a chart of the six basic nutrients, their functions and food sources
- 6.HS.2 Explain how nutrients work in the body
- 6.HS.3 Compare nutritional values of local foods and "western food" (i.e. yams and potatoes; bok choy and cabbage, etc.)
- 6.HS.4 Analyze methods of cooking food to determine their effects on nutrient values
- 6.HS.5 Investigate the relationship between diet with heart disease, cancer, obesity, dental disease, diabetes, lytico-bodig, constipation, and liver disease
- 6.HS.6 Discuss the effects of diet/dieting on weight maintenance
- 6.HS.7 Define Basal Metabolic Rate (BMR) and show how to configure BMR
- 6.HS.8 Design your personal BMR
- 6.HS.9 Compare caloric intake and caloric expenditure and its relationship to weight loss and weight gain
- 6.HS.10 Classify various diet plans as either fad diets, special requirement diets, or general weight loss diet
- 6.HS.11 Design a healthy diet plan to reach and maintain a desirable weight
- 6.HS.12 List eating disorders among adolescents and discuss their causes
- 6.HS.13 Describe the effects of anorexia and bulimia when practiced as methods for losing weight or weight maintenance
- 6.HS.14 Compare health risk factors and/or health benefits of other eating disorders
- 6.HS.15 Given the facts about practicing unhealthy methods for weight

- control/maintenance, analyze reasons why adolescents continue to practice them
- 6.HS.16 Debate the following issue: It is difficult to help someone with an eating disorder because it is really their problem not mine
- 6.HS.17 Discuss the health benefits of local and ethnic foods and show they are found in the food pyramid
- 6.HS.18 Using the food pyramid, create a meal plan for you that is nutritionally balanced using both "western foods" and local and ethnic foods.
- 6.HS.19 Using food pyramid guidelines, develop a meal plan for each of the following: maintaining weight, losing weight and gaining weight
- 6.HS.20 Using food pyramid, create a food plan for someone with diabetes or other diet-related health problem
- 6.HS.21 Explain how food labels help the consumer select food that is nutritious
- 6.HS.22 Analyze the differences between the nutritional values of generic brand foods with name brand foods

CONTENT STANDARD 7

7. Personal Safety

Internalizing the importance of safety and practicing behaviors necessary to reduce the risk of injury are critical elements in helping students to develop and maintain attitudes toward personal safety.

The general components of Personal Safety are:

- The potential for hazards and accidents exist in any environment.
- Safe living involves the development and use of safety precautions and preventive and emergency measures while recognizing the inevitability and appeal of risk-taking.
- Accidents are caused by human and environmental factors and may result in personal injury, property damage, or death.
- National and man-made environmental factors influence health and safety.

Through the study of Personal Safety students will

- 1) recognize the potential for hazards and injuries in any environment and demonstrate how to apply preventive and emergency measures.
- 2) demonstrate their knowledge of what to do and what not to do in case of an accident or injury to minimize the extent of the damage.

Performance Indicators:

- 7.HS.1 Give examples of adolescent accidents that occur in the school and ways to prevent them
- 7.HS.2 Describe ways to avoid accidental poisonings in the home
- 7.HS.3 List potential household chemicals that can cause poisoning
- 7.HS.4 Develop a checklist to identify hazards around the school and home
- 7.HS.5 Access the hazards for a toddler which are found in the average home
- 7.HS.6 Analyze the body's reaction to an electrical shock
- 7.HS.7 List water sport activities and safety rules that apply to each
- 7.HS.8 Describe precautionary measures to take before diving, boating, fishing, swimming, skiing, etc.
- 7.HS.9 Explain the importance of leaving a diving, boating or fishing plan
- 7.HS.10 Discuss the impact of injuries sustained by water accidents on the individual/family
- 7.HS.11 Suggest safe uses of guns/firearms
- 7.HS.12 Discuss the pros and cons of legal and illegal gun acquisition and tell how it affects others' right to bear arms
- 7.HS.13 Discuss the effects of gun injuries on the person and family
- 7.HS.14 Debate the pros and cons of the right to bear arms as it applies to victims of gun injuries and members of the National Rifle Association
- 7.HS.15 Analyze the last few disasters on Guam to determine any changes/improvements in disaster preparedness
- 7.HS.16 Evaluate the current emergency and disaster preparedness plans of the Department of Civil Defense
- 7.HS.17 Interview school administrators on the plans to ensure the safety of students and staff during a fire, bomb alert, earthquake, or other dangerous situations
- 7.HS.18 Inspect areas of the school to determine their safety in case of a disaster such as an earthquake
- 7.HS.19 Identify school events that may result in fire emergencies and recommend fire safety rules

- 7.HS.20 Identify flammable and flame retardant materials and explain their danger and safety factors
- 7.HS.21 Discuss the dangers of mishandling flammable materials and chemicals including firecrackers
- 7.HS.22 Describe the potential results of chemical burns
- 7.HS.23 Analyze the potential threat of fires due to power outages
- 7.HS.24 Debate the merits of school functions that may potential sources of fire emergencies.
- 7.HS.25 Identify the leading cause of death among adolescents
- 7.HS.26 Describe what happens when two vehicles collide
- 7.HS.27 Discuss the effects of vehicular accidents on victims and families
- 7.HS.28 Explain the reasons for vehicular accidents involving adolescents
- 7.HS.29 Debate policies such as driver education as a requirement for acquiring a driver's license, the age at which adolescents should be allowed to acquire a driver's license, and Guam's law regarding the graduated driver's license program.
- 7.HS.30 Research and write a reaction paper to statistics regarding motor vehicle accidents among adolescents aged 14-21
- 7.HS.31 Demonstrate first aid for minor scrapes, cuts and punctures
- 7.HS.32 Demonstrate first aid for accidental poisoning and insect stings
- 7.HS.33 Demonstrate first aid for gun injuries
- 7.HS.34 Demonstrate first aid for injuries to the muscles, bones and joints
- 7.HS.35 Demonstrate first aid for accidental drowning
- 7.HS.36 Demonstrate first aid for choking
- 7.HS.37 Demonstrate correct cardiopulmonary resuscitation (CPR) procedures for an infant, child and adult
- 7.HS.38 Develop a guide for baby sitters that includes first aid instructions, emergency telephone numbers, a summary of behavioral characteristics of infants and toddlers, and emergency numbers

- 7.HS.39 Research the cost for car insurance and list the types of coverage provided by different policies
- 7.HS.40 Analyze the reasons for insurance companies charging different car insurance rates for men, women, and young people under 25 years of age and how it affects you
- 7.HS.41 Research the types of home owners insurance available to cover damages resulting from earthquake, typhoon or floods and their costs
- 7.HS.42 Determine available local and school resources where young people can go for (emotional, physical, spiritual, financial, etc.) support as a result of vehicular accidents, suicide, fire-arms accidents, sports accidents, etc.