

# HEALTH EDUCATION HIGH SCHOOL

**Course Overview:** A one credit course in health, creating an awareness of one's physical, mental, emotional, and social needs. It deals with nutrition, physical fitness, violence, relationships, safe driving, communicable diseases, chronic and disabling diseases, and abstinence only sex education. The class also has units on alcohol, tobacco, and drug use. The semester is capped by standard first aid training, where the student will learn life-saving methods and cardiopulmonary resuscitation (CPR), along with learning how to use an automated external defibrillator (AED).

**Rationale:** Students will benefit by understanding how to develop life-long healthful habits that they can carry on with them outside of the classroom. The skills learned will also help them to have greater appreciation for their social, emotional, mental and physical health.

***Topics of Study:***

Social and Emotional Health 5 Weeks

Nutrition/ Physical Activity 2 weeks

Drugs 1 week

Sex Education 2 weeks

Safety/ Safe Driving/ CPR First Aid 2 weeks

## **HEALTH EDUCATION DEPARTMENT**

**Course Title: Health High School weeks**

**Topic of Study: A Strong Foundation/ Social and Emotional Health**

**Time: 5**

**Grade Level: 10th**

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Standards & Benchmarks	I can Statements and Learning Targets	Key Vocabulary and Concepts	Activities and Projects Evidence of Understanding	Resources
<b>Standard 1: Core Concepts</b> 3.1 Explain the effects of violence on individuals, families, communities, and our nation. 3.2 Describe the characteristics of situations which are dangerous, and those that must be reported to the authorities. 3.3 Define and describe bullying, sexual violence, and sexual harassment, and their effects on individuals and communities. 3.4 Describe the Michigan laws regarding bullying, sexual violence, and sexual harassment. <b>Standard 2: Access Information</b> 3.5 Locate resources in one's community and on the Internet for information and services regarding harassment, violence, and abusive relationships; and assess the validity of these resources. 3.6 Apply strategies to access and get help for self or others. <b>Standard 3: Health Behaviors</b> 3.7 Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs. 3.8 Demonstrate strategies to stay safe in a violent situation. 3.9 Apply skills and strategies for avoiding and dealing with sexual harassment and exploitation, including when using the Internet. 3.10 Assess characteristics of hypothetical relationships for warning	I can create a definition for health and wellness  I can apply two essential health skills of <b>accessing information and analyzing influences</b>  I can analyze how having these skills contribute to a person's ability to choose healthy behaviors  I can understand <b>goal-setting, and decision making</b>  I can create presentations clarifying the steps of goal setting  I can demonstrate the use of goal setting  I can explain the elements and steps of goal setting  I can identify how <b>interpersonal communication</b> and <b>self management</b> are needed for healthy living  I can create teaching tools to clarify the five basic <b>communication skills</b>  I can explain the verbal and nonverbal behaviors of the five basic communication skills  I can demonstrate the skills of <b>listening and responding to the emotions of others</b>  I can demonstrate the skill of <b>assertive communication</b>  I can demonstrate the skill of <b>listening and</b>		Role play scenarios of conflict situations  Create stress management psa to educate peers  Advocacy Google Slide presentation  Abuse PSA or Poster presentation  Written Response in schoology on bullying  Wanted Ad created in google document  Mind Map  Case studies on suicide	We Video  Mock Conflicts  Poster Paper  MI Model Curriculum

<p>signs of harm or abuse.</p> <p><b>Standard 4: Influences</b></p> <p>3.11 Analyze social pressures to refrain from telling on others or reporting dangerous situations.</p> <p>3.12 Analyze the role of friends and peers in the escalation of conflicts and the promotion of violence.</p> <p><b>Standard 7: Social Skills</b></p> <p>3.13 Demonstrate the ability to use conflict resolution skills.</p> <p><b>Standard 1: Core Concepts</b></p> <p>3.14 Evaluate the characteristics of a conflict which must be managed rather than resolved.</p> <p><b>Standard 4: Influences</b></p> <p>3.15 Evaluate the impact of media on the prevalence of violence.</p> <p><b>Standard 7: Social Skills</b></p> <p>3.16 Apply strategies to stop or de-escalate a conflict.</p> <p>3.17 Apply strategies to hypothetical situations involving abusive relationships.</p> <p>Standard 1: Core Concepts</p> <p>4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.</p> <p>4.2 Describe the warning signs, risk factors, and protective factors for depression and suicide.</p> <p><b>Standard 2: Access Information</b></p> <p>4.3 Locate resources in one's community and on the Internet for information and services regarding depression and suicide prevention; and analyze the validity of these resources.</p> <p>4.4 Demonstrate how to seek help for self or others when suicide may be a risk.</p> <p><b>Standard 3: Health Behaviors</b></p> <p>4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.</p> <p><b>Standard 5: Goal Setting</b></p> <p>4.6 Develop short-term and long-term personal goals and aspirations.</p> <p><b>Standard 6: Decision Making</b></p> <p>4.7 Apply decision-making and problem-solving steps to generate alternative solutions regarding social</p>	<p><b>asking effective questions</b></p> <p>I can practice <b>refusal skills</b></p> <p>I can explain the key elements of the skill of <b>advocacy</b></p> <p>I can practice <b>collaboration and negotiation</b></p> <p>I can analyze how self management impacts health behaviors</p> <p>I can describe the concept of self awareness</p> <p>I can synthesize how to <b>recognize stress, manage stress, and be prepared for stress</b></p> <p>I can describe the <b>warning signs, risk factors, and protective factors for depression and suicide</b></p> <p>I can identify the <b>characteristics of positive and negative relationships</b></p> <p>I can define <b>bullying, harassment and sexual harassment</b></p> <p>I can apply strategies for access to get help for self and others in dating abuse relationships</p>		
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<p>situations that could place one's health or safety at risk.</p> <p>4.8 Predict the potential short- and long-term effects of each alternative on self and others, and defend the healthy choice(s).</p> <p><b>Standard 7: Social Skills</b></p> <p>4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents,</p> <p>family members, other trusted adults, peers, boyfriends/girlfriends, and health professionals.</p> <p>4.10 Demonstrate how to respond constructively to the anger of others.</p> <p><b>Standard 1: Core Concepts</b></p> <p>4.11 Describe the impact of showing empathy for another person's emotions and point of view.</p> <p><b>Standard 3: Health Behaviors</b></p> <p>4.12 Assess one's personal behavior and how one demonstrates character traits.</p> <p><b>Standard 5: Goal Setting</b></p> <p>4.13 Develop a personal plan for maintaining or improving one's demonstration of character traits.</p> <p><b>Standard 6: Decision Making</b></p> <p>4.14 Evaluate the effectiveness of health-related decisions.</p>			
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## **HEALTH EDUCATION DEPARTMENT**

**Course Title: Health High School**

**Topic of Study: Nutrition/Physical Activity**

**Time: about 2 weeks**

**Grade Level: 10**

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Standards & Benchmarks	I can Statements and Learning Targets	Key Vocabulary	Activities and Projects Evidence of	Resources
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		and Concepts	Understanding	
<p><b>Standard 1: Core Concepts</b> 1.1 Distinguish between unhealthy and healthy ways to manage weight.</p> <p><b>Standard 2: Access Information</b> 1.2 Locate resources in one’s community and on the Internet for nutrition information, nutrition services, and help with weight management or unhealthy eating patterns; and assess the validity of the resources.</p> <p><b>Standard 3: Health Behaviors</b> 1.3 Demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to avoid or limit foods and beverages that are low in nutrients or may impact health conditions.</p> <p>1.4 Prepare meal plans according to the federal dietary guidelines.</p> <p><b>Standard 5: Goal Setting</b> 1.5 Assess one’s personal nutrition needs and level of physical activity according to the federal dietary guidelines.</p> <p>1.6 Assess one’s personal preferences regarding healthy eating and physical activity.</p> <p>1.7 Assess personal barriers to healthy eating and physical activity, and develop practical solutions to remove these barriers.</p> <p>1.8 Develop a personal plan for improving one’s nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight.</p> <p><b>Standard 6: Decision Making</b> 1.9 Predict the health benefits of eating healthy and being physically active; and the potential health consequences of not doing so.</p>	<p>I can distinguish between healthy and unhealthy ways to <b>manage weight</b></p> <p>I can distinguish between <b>facts and myths</b> regarding nutrition practices</p> <p>I can demonstrate the ability to use <b>information on food labels</b></p> <p>I can assess one’s level of physical activity</p> <p>I can assess <b>personal barriers</b> to healthy eating</p> <p>I can develop a <b>personal plan</b> for improving one’s nutrition</p> <p>I can explain the <b>5-20 rule of nutrition</b></p>	<p>Food Tracker ( keep track of intake of food for 3 days)</p> <p>Analyze reports from the food tracker print-out and write in schoology where they need to improve on their eating plans</p> <p>Create a cookbook demonstrating the use of the 5-20 rule and knowledge of food labels</p> <p>Track your snack to understand healthy and unhealthy snacks</p> <p>Fast Food worksheet completed to understand how to make healthier choices</p>	<p>My Plate</p> <p>MI Model</p> <p>Youtube 5-20 rule</p> <p>Youtube Party (superbowl party and dinner party)</p> <p>Food Tracker</p> <p>Unitedstreaming: Healthy fast food knowledge</p>	

## **HEALTH EDUCATION DEPARTMENT**

**Course Title: Health High School**

**Topic of Study: Drugs**

**Time: About 1 week**

**Grade Level: 10**

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Standards & Benchmarks	I can Statements and Learning Targets	Key Vocabulary and Concepts	Activities and Projects Evidence of Understanding	Resources
<b>Standard 1: Core Concepts</b> 2.1 Describe the short-term and long-term health consequences of alcohol, tobacco, and other drug use. 2.2 Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.	I can advocate for students to not abuse drugs  I can learn the short term and long term effect of certain drugs	<b>Addiction</b>  <b>Withdrawal</b>  <b>Flashbacks</b>	Create a Drug Talk Show	Schoolology  NIDA  MI Model

<b>Standard 2: Access Information</b> 2.3 Locate resources in one's community and on the Internet for information and services regarding alcohol and tobacco use prevention and cessation; and assess the validity of these resources. 2.4 Apply strategies to access and get help for self or others. <b>Standard 3: Health Behaviors</b> 2.5 Demonstrate skills to avoid tobacco exposure and avoid or resist using alcohol, tobacco, and other drugs. <b>Standard 4: Influences</b> 2.6 Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs. 2.7 Analyze internal and external pressures to use alcohol, tobacco, and other drugs.	I can learn what happens when a person stops using a drug			
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## **HEALTH EDUCATION DEPARTMENT**

**Course Title: Health High School**

**Topic of Study: Healthy and Responsible Relationships**

**Time: About 2 weeks**

**Grade Level: 10**

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Standards & Benchmarks	I Can Statements and Learning Targets	Key Vocabulary and concepts	Activities and Projects Evidence of Understanding	Resources
<b>Standard 1: Core Concepts</b> 6.1 Analyze the rates of sexually transmitted infections (STIs) among teens. 6.2 Summarize the symptoms, modes of transmission, consequences,	I can <b>explain</b> how HIV is and is not transmitted I can <b>distinguish</b> between facts and myths regarding HIV infection I can analyze behaviors and situations that may result in	HIV STI Boundaries Refusal Skills	Question Box HandShake Game Daily schedule Baby Think It Over Program	MI Model Curriculum ASAP Science United Streaming

<p>and methods to prevent HIV and other STIs, and conclude that abstinence is the most effective way to avoid HIV or other STIs.</p> <p>6.3 Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment of HIV and other STIs.</p> <p><b>Standard 7: Social Skills</b></p> <p>6.7 Demonstrate communication, negotiation, and refusal skills to protect oneself from situations that could transmit HIV or other STIs.</p> <p><b>Standard 7: Social Skills</b></p> <p>6.8 Demonstrate acceptance for individuals living with HIV.</p>	<p>increased risk for HIV</p> <p>I can explain when it is important to get an adult</p> <p>I can set <b>personal boundaries</b> and limits related to sexual behavior</p> <p>I can create a plan to stay within behavioral limits</p> <p>I can <b>communicate</b> limits</p> <p>I can analyze behaviors and situations where assertive communication and refusal skills</p> <p>I can summarize the symptoms, modes of transmission, consequences and how to prevent sexually transmitted diseases</p> <p>I can recognize teen's vulnerability to HIV infection</p> <p>I can demonstrate how to contact <b>resources</b></p> <p>I can categorize different behaviors according to level of risk for transmission of HIV</p> <p>I can identify the age of consent</p> <p>I can identify the law as an important influence in making decisions</p> <p>I can demonstrate the skills for communicating with parents, family members, peers, sexual partners, and medical professionals</p> <p>I can identify ways to avoid risky situations and behaviors</p>	<p>Age of Consent</p>	<p>HIV Risk Continuum Mat</p> <p>Fact or Myth laws</p> <p>Sexting Laws</p>	
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	I can understand the impact of having a baby and the consequences			
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## **HEALTH EDUCATION DEPARTMENT**

**Course Title: Health High School**

**Topic of Study: Safety/ Safe Driving /CPR First Aid**

**Time: About 2 weeks**

**Grade Level: 10**

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Standards & Benchmarks	I Can Statements and Learning Targets	Key Vocabulary and concepts	Activities and Projects Evidence of Understanding	Resources
<b>Standard 1: Core Concepts</b> 3.1 Describe fire and burn hazards. 3.2 Describe wheeled recreation hazards. <b>Standard 2: Access Information</b> 3.3 Demonstrate the procedure for using 911 to get help in emergencies. <b>Standard 3: Health Behaviors</b> 3.4 Apply strategies to prevent fires and burns to hypothetical situations.	I can tell if the scene is safe I know the steps of First Aid and CPR. I can perform CPR on an adult, child and infant. I can relieve choking I can perform the heimlich maneuver. I can stop bleeding that you can see.	AED CPR FIRST AID GOOD SAMARITAN LAW KELSEY'S LAW	Practice on mannequins Practice Role Plays with use of the AED CPR Written Test CPR Skills Test First Aid skills Test First Aid Written Test Safe Driving PSA	American Heart Association At&t don't text and drive AHA TextBook

<p>3.5 Demonstrate actions to take in a fire emergency.</p> <p>3.6 Describe situations that are dangerous, destructive, and disturbing and that need to be reported to an adult.</p> <p>3.7 Practice escaping unsafe situations by getting away, leaving, and telling an adult.</p> <p>3.8 Apply strategies and rules for safe wheeled recreation, including the proper use of safety gear.</p>	<p>I can use an AED correctly.</p> <p>I can understand the distractions related to driving.</p> <p>I can create a PSA or Poster advocating for safe driving.</p>		Kahoot on Safe Driving	
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