

HEALTH (Grades 10-12) | Curriculum Map and Pacing Guide

<p>COURSE DESCRIPTION: The goal of health education is to support students in making health decisions through learning experiences that help build self-awareness, critical thinking and problem-solving, goal setting, and confidence. Curriculum and instruction seek to help students develop positive resiliency and life skills that will benefit their overall health as they progress through the district and beyond. By the end of the grade level, students should be able to explain why the health concepts studied are relevant to a healthy lifestyle.</p>	<p>HTH855 .5 credit, 1 semester Grades 10-12 Prerequisites: none</p>
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<p>HEALTH AND WELLNESS (approx. 3 weeks)</p>			
<p>Key Terms: Health, wellness, health triangle, health continuum, prevention, health risks</p>		<p>Intellectual Dispositions/Measureable Skills:</p> <ul style="list-style-type: none"> ▪ Health and wellness ▪ Health triangle and health continuum ▪ Health influences ▪ Health prevention and risks 	
<p>National Standards <Grade Band 9-12></p>	<p>Ohio Legislation <Grade Band 9-12></p>	<p>Student Learning Targets</p>	<p>Instructional and Learning Activities</p>
<p><u>National Health Standards (2007):</u> 1.12.2. Describe the interrelationships of emotional, intellectual, physical, and social health. 1.12.3. Analyze how environment and personal health are interrelated. 1.12.4. Analyze how genetics and family history can impact personal health. 1.12.9. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. 2.12.1. Analyze how family influences the health of individuals. 2.12.2. Analyze how the culture supports and challenges health beliefs, practices and behaviors.</p>	<p>Nutritive value of foods</p> <p>Harmful effects of and legal restrictions against use of drugs, including alcohol and tobacco</p>	<ul style="list-style-type: none"> ▪ Define health and wellness. ▪ Apply health triangle and continuum. ▪ Recognize and analyze health influences. ▪ Demonstrate health prevention and risks. 	<ul style="list-style-type: none"> ▪ Health PPT ▪ “My Triangle” worksheet ▪ Family tree project ▪ “Health and Wellness” video ▪ Prevention billboard

HEALTH AND WELLNESS (approx. 3 weeks)

Key Terms: Health, wellness, health triangle, health continuum, prevention, health risks		Intellectual Dispositions/Measureable Skills: <ul style="list-style-type: none"> ▪ Health and wellness ▪ Health triangle and health continuum ▪ Health influences ▪ Health prevention and risks 	
National Standards <Grade Band 9-12>	Ohio Legislation <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
<p>2.12.3. Analyze how peers influence healthy and unhealthy behaviors.</p> <p>2.12.8. Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>2.12.9. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>7.12.1. Analyze the role of individual responsibility in enhancing health.</p> <p>7.12.2. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.</p> <p>8.12.1. Utilize accurate peer and societal norms to formulate a health enhancing message.</p>			

NUTRITION (approx. 3 weeks)

Key Terms: Nutrients, carbohydrates, minerals, vitamins, fats, protein, water, calorie, food allergy, food intolerance, metabolism, body mass index (BMI), body image, fad diets, weight cycling, eating disorders, anorexia nervosa, bulimia nervosa, binge eating disorder		Intellectual Disposition/Measurable Skills: <ul style="list-style-type: none"> ▪ Six nutrients ▪ Food label ▪ Food sensitivities ▪ Body mass index (BMI) ▪ Body image and eating disorders 	
National Standards <Grade Band 9-12>	Ohio Legislation <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
National Health Standards (2007): 3.12.1. Evaluate the validity of health information, products and services. 3.12.2. Use resources from home, school and community that provide valid health information. 3.12.3. Determine the accessibility of products and services that enhance health. 3.12.5. Access valid and reliable health products and services. 6.12.1. Assess personal health practices and overall health status. 6.12.2. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.12.3. Implement strategies and monitor progress in achieving a personal health goal.	Nutritive value of foods, benefits of nutritious foods and physical activity for overall health	<ul style="list-style-type: none"> ▪ Identify and describe six nutrients. ▪ Interpret food label. ▪ Calculate and evaluate BMI. ▪ Analyze and apply “My Plate.” ▪ Recognize food sensitivities. ▪ Evaluate fad diets. ▪ Describe body image. ▪ Compare and contrast eating disorders. 	<ul style="list-style-type: none"> ▪ Nutrition PPT ▪ Nutrient project ▪ Nutrition facts label ▪ “My Plate” packet ▪ BMI worksheet ▪ Body image PPT ▪ Body image worksheet ▪ Fad diet analysis

FITNESS AND BODY SYSTEMS (approx. 4 weeks)

<p>Key Terms: Sedentary, cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition, isotonic, isokinetic, isometric, aerobic, anaerobic, agility, reaction time, speed, power, balance, coordination, specificity, overload, progression, regularity, S.M.A.R.T. goal, F.I.T.T., frostbite, hypothermia, heat exhaustion, heat stroke, sprain, strain, concussion, muscle cramps, tendonitis, dislocation, fracture, PRICE procedure, nervous system, muscular system, skeletal system, cardiovascular system, endocrine system, digestive system, excretory system</p>		<p>Intellectual Disposition/Measurable Skills:</p> <ul style="list-style-type: none"> ▪ Five elements of fitness ▪ Six components of fitness ▪ F.I.T.T. workout plan ▪ S.M.A.R.T. goal ▪ Injuries and P.R.I.C.E. procedure ▪ Body Systems and Senses 	
National Standards <Grade Band 9-12>	Ohio Legislation <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
<p>National Health Standards (2007): 1.12.5. Propose ways to reduce or prevent injuries and health problems. 1.12.8. Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors. 1.12.9. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. 3.12.1. Evaluate the validity of health information, products and services. 3.12.2. Use resources from home, school and community that provide valid health information. 3.12.5. Access valid and reliable health products and services. 6.12.1. Assess personal health practices and overall health status. 6.12.2. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.12.4. Formulate an effective long-term personal health plan.</p>	<p>Organ donation and process of making an anatomical gift under ORC 2108</p>	<ul style="list-style-type: none"> ▪ Define and measure five elements of fitness. ▪ Identify and describe six components of fitness. ▪ Calculate and evaluate body fat percentage. ▪ Create F.I.T.T. workout plan. ▪ Generate S.M.A.R.T. goal. ▪ Calculate and interpret target heart rate. ▪ Describe injuries and apply P.R.I.C.E. procedure. ▪ Describe body systems. ▪ Synthesize body systems. ▪ Classify diseases, disorders and complications. ▪ Predict ways to maintain health body system. 	<ul style="list-style-type: none"> ▪ Fitness PPT ▪ Fitness vocabulary scavenger hunt ▪ Body fat % worksheet ▪ “Components of Fitness” video ▪ Coach/athlete worksheet ▪ Unique sport assignment ▪ Target heart rate ▪ Injury worksheet ▪ Body system project and presentation ▪ Body system quiz creation ▪ Organ donation guest speaker ▪ National Geographic “Inside the Living Body” video

SEXUALITY AND LIFE CYCLE (approx. 3 weeks)

<p>Key Terms: Hormones, puberty, testosterone, sperm, testes, scrotum, epididymis, penis, semen, vas deferens, seminal vesicle, prostate gland, Cowper’s gland, nocturnal emissions, vulva, mons pubis, labia majora, labia minora, vaginal opening, hymen, clitoris, ovaries, fallopian tubes, uterus, endometrium, cervix, vagina, ovulation, menstruation, amenorrhea, HCG hormone, fertilization, zygote, blastocyst, embryo, fetus, amniotic sac, placenta, umbilical cord, prenatal care, stages of labor, cesarean, fertility awareness, barrier method, hormonal method, permanent method, human papilloma virus, gonorrhea, chlamydia, HIV/AIDS, genital herpes, hepatitis B, syphilis, trichomoniasis, healthy relationships, ally, gender, gender binary, gender expression, gender identity, assigned biological sex, cisgender, transgender</p>		<p>Intellectual Disposition/Measurable Skills:</p> <ul style="list-style-type: none"> ▪ Sexuality and puberty ▪ Male reproduction system ▪ Female reproduction system ▪ Pregnancy and fetal development ▪ Contraception ▪ Sexually transmitted infections (STIs) ▪ Healthy relationships ▪ Gender 	
National Standards <Grade Band 9-12>	Ohio Legislation <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
<p>National Health Standards (2007):</p> <p>1.12.2. Describe the interrelationships of emotional, intellectual, physical, and social health</p> <p>1.12.7. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>2.12.7. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.12.9. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>4.12.2. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>5.12.1. Examine barriers that can hinder healthy decision making.</p> <p>8.12.1. Utilize accurate peer and societal norms to formulate a health enhancing message.</p>	<p>Venereal disease education</p> <p><i>Note: ORC 3313.60 states that a student shall be excused from taking instruction in venereal disease education upon written request of the student’s parent or guardian.</i></p>	<ul style="list-style-type: none"> ▪ Compare and contrast male and female puberty. ▪ Define gender identity. ▪ Identify and explain parts of the male reproduction system. ▪ Identify and explain parts of the female reproduction system. ▪ Describe stages of pregnancy. ▪ Understand fetal development. ▪ Describe birth process. ▪ Recognize healthy relationships. 	<ul style="list-style-type: none"> ▪ Sexuality PPT ▪ Puberty worksheet ▪ Sexuality PPT ▪ Puberty worksheet ▪ Male reproduction PPT ▪ Male worksheet ▪ Female reproduction PPT ▪ Female worksheet ▪ Male/female identification ▪ Pregnancy PPT

SEXUALITY AND LIFE CYCLE (approx. 3 weeks)

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National Standards <Grade Band 9-12>	Ohio Legislation <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
<p>8.12.2. Demonstrate how to influence and support others to make positive health choices.</p> <p>8.12.3. Work cooperatively as an advocate for improving personal, family and community health.</p> <p style="text-align: center;"><u>National Sexuality Standards (2012):</u></p> <p>AP.12.CC.1. Describe the human sexual response cycle, including the role hormones play.</p> <p>PD.12.INF.1. Analyze how friends, family, media, society and culture can influence self-concept and body image.</p> <p>PR.12.CC.1. Compare and contract advantages and disadvantages of abstinence and other contraceptive methods, including condoms.</p> <p>PD.12.DM.1. Apply a decision-making model to various situation relating to sexual health.</p> <p>SH.12.CC.1. Describe common symptoms of and treatments for STDs, including HIV.</p>		<ul style="list-style-type: none"> ▪ Identify, describe and analyze forms of contraception. ▪ Identify, describe and analyze STIs. ▪ Formulate bystander intervention strategies for unhealthy relationships. 	

SEXUALITY AND LIFE CYCLE (approx. 3 weeks)

Key Terms: Hormones, puberty, testosterone, sperm, testes, scrotum, epididymis, penis, semen, vas deferens, seminal vesicle, prostate gland, Cowper’s gland, nocturnal emissions, vulva, mons pubis, labia majora, labia minora, vaginal opening, hymen, clitoris, ovaries, fallopian tubes, uterus, endometrium, cervix, vagina, ovulation, menstruation, amenorrhea, HCG hormone, fertilization, zygote, blastocyst, embryo, fetus, amniotic sac, placenta, umbilical cord, prenatal care, stages of labor, cesarean, fertility awareness, barrier method, hormonal method, permanent method, human papilloma virus, gonorrhea, chlamydia, HIV/AIDS, genital herpes, hepatitis B, syphilis, trichomoniasis, healthy relationships, ally, gender, gender binary, gender expression, gender identity, assigned biological sex, cisgender, transgender

Intellectual Disposition/Measurable Skills:

- Sexuality and puberty
- Male reproduction system
- Female reproduction system
- Pregnancy and fetal development
- Contraception
- Sexually transmitted infections (STIs)
- Healthy relationships
- Gender

National Standards <Grade Band 9-12>	Ohio Legislation <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
<p>SH.12.CC.2. Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STDs, including HIV.</p> <p>PR.8.CC.5. Describe the signs and symptoms of a pregnancy.</p> <p>PR.12.CC.5. Describe prenatal practices that can contribute to or threaten a health pregnancy.</p> <p>PS.12.CC.1. Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.</p> <p>PS.12.A1.1. Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted.</p> <p>PS.12.IC.2. Identify way in which they could respond when someone else is being bullied or harassed.</p> <p>PS.12.ADV.1. Advocate for safe environments that encourage dignified and respectful treatment of everyone.</p>			

SEXUALITY AND LIFE CYCLE (approx. 3 weeks)

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Intellectual Disposition/Measurable Skills:

- Sexuality and puberty
- Male reproduction system
- Female reproduction system
- Pregnancy and fetal development
- Contraception
- Sexually transmitted infections (STIs)
- Healthy relationships
- Gender

National Standards <Grade Band 9-12>	Ohio Legislation <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
<p>PS.12.CC.2. Explain why using tricks, threats or coercion in relationships is wrong.</p> <p>ID.12.INF.1. Analyze the influence of peers, media, family, society, religion and culture on the expression of gender, sexual orientation and identity.</p> <p>ID.12.SM.1. Explain how to promote safety, respect, awareness and acceptance.</p>			

EMOTIONAL AND SOCIAL HEALTH (approx. 3 weeks)

Key Terms: Communication, refusal skills, decision making process, conflict, negotiation, medication process, personal identity, character, expressing emotion, managing emotions, defense mechanisms, stressor, psychosomatic response, chronic stress, stress management		Intellectual Disposition/Measurable Skills: <ul style="list-style-type: none"> ▪ Communication ▪ Refusal skills ▪ Decision-making process ▪ Conflict ▪ Personal identity and character ▪ Managing emotions ▪ Stress 	
National Standards <Grade Band 9-12>	Ohio Legislation <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
<p>National Health Standards (2007):</p> <p>1.12.2. Describe the interrelationships of emotional, intellectual, physical, and social health.</p> <p>2.12.1. Analyze how family influences the health of individuals.</p> <p>2.12.2. Analyze how the culture supports and challenges health beliefs, practices and behaviors.</p> <p>2.12.3. Analyze how peers influence healthy and unhealthy behaviors.</p> <p>2.12.4. Evaluate how the school and community can impact personal health practice and behaviors.</p> <p>2.12.5. Evaluate the effect of media on personal and family health.</p> <p>2.12.6. Evaluate the impact of technology on personal, family and community health.</p> <p>2.12.7. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.12.1. Evaluate the validity of health information, products and services.</p>	<p>Dating violence prevention and characteristics of unhealthy relationships</p> <p><i>Note: ORC 3313.60 states that a parent or legal guardian may submit a written request to examine the dating violence prevention instructional materials used at that school.</i></p>	<ul style="list-style-type: none"> ▪ Define mental health. ▪ Demonstrate communication and refusal skills. ▪ Implement decision making process. ▪ Describe and identify personal identity and character. ▪ Recognize emotions and propose management strategies. ▪ Analyze conflict and generate resolutions. ▪ Identify stress and implement stress management techniques ▪ Access valid health information ▪ Describe and classify mental disorders 	<ul style="list-style-type: none"> ▪ Mental health PPT ▪ Mental health self-assessment ▪ “Real Life Teens Anger Management” video ▪ “Mental Disorder” brochure ▪ Conflict PPT ▪ “Conflict Resolution” story ▪ Communication and decision making PPT ▪ Stress PPT ▪ Stress management techniques ▪ Crash course “Mental Disorders” video series

EMOTIONAL AND SOCIAL HEALTH (approx. 3 weeks)

Key Terms: Communication, refusal skills, decision making process, conflict, negotiation, medication process, personal identity, character, expressing emotion, managing emotions, defense mechanisms, stressor, psychosomatic response, chronic stress, stress management		Intellectual Disposition/Measurable Skills: <ul style="list-style-type: none"> ▪ Communication ▪ Refusal skills ▪ Decision-making process ▪ Conflict ▪ Personal identity and character ▪ Managing emotions ▪ Stress 	
National Standards <Grade Band 9-12>	Ohio Legislation <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
<p>3.12.2. Use resources from home, school and community that provide valid health information.</p> <p>3.12.5. Access valid and reliable health products and services.</p> <p>4.12.1. Utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <p>4.12.2. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>4.12.3. Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others.</p> <p>4.12.4. Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>5.12.1. Examine barriers that can hinder healthy decision making.</p> <p>5.12.2. Determine the value of applying a thoughtful decision making process in health related situations.</p>			

EMOTIONAL AND SOCIAL HEALTH (approx. 3 weeks)

Key Terms: Communication, refusal skills, decision making process, conflict, negotiation, medication process, personal identity, character, expressing emotion, managing emotions, defense mechanisms, stressor, psychosomatic response, chronic stress, stress management		Intellectual Disposition/Measurable Skills: <ul style="list-style-type: none"> ▪ Communication ▪ Refusal skills ▪ Decision-making process ▪ Conflict ▪ Personal identity and character ▪ Managing emotions ▪ Stress 	
National Standards <Grade Band 9-12>	Ohio Legislation <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
<p>5.12.4. Generate alternatives to health related issues or problems.</p> <p>5.12.5. Predict the potential short and long-term impact of each alternative on self and others.</p> <p>5.12.6. Defend the healthy choice when making decisions.</p> <p>5.12.7. Evaluate the effectiveness of health related decisions.</p> <p>6.12.1. Assess personal health practices and overall health status.</p>			

MEDICINE, TOBACCO, ALCOHOL AND OTHER DRUGS (approx. 3 weeks)

Key Terms: Medicines, drugs, vaccines, antibiotics, side effects, additive interaction, synergistic effect, antagonistic interaction, tolerance, withdrawal, prescription medication, OTC medication, medicine misuse, medicine abuse, tobacco, nicotine, tar, smokeless tobacco, emphysema, ethanol, fermentation, intoxication, blood alcohol concentration, cirrhosis, binge drinking, alcohol poisoning, marijuana, inhalants, stimulants, depressants, opiates, hallucinogens		Intellectual Disposition/Measurable Skills: <ul style="list-style-type: none"> ▪ Medicines ▪ Medicine safety, misuse and abuse ▪ Tobacco ▪ Alcohol ▪ Illegal drugs 	
National Standards <Grade Band 9-12>	Ohio Legislation <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
<p><u>National Health Standards (2007):</u></p> <p>1.12.1. Predict how healthy behaviors can affect health status.</p> <p>1.12.8. Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.</p> <p>1.12.9. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.</p> <p>2.12.5. Evaluate the effect of media on personal and family health.</p> <p>2.12.9. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p>	<p>Harmful effect of drugs</p> <p>Prescription opioid abuse prevention, connection between prescription opioid abuse and addition to other drugs, such as heroin</p> <p>Harmful effects of and legal restrictions against use of drugs, including alcohol and tobacco</p>	<ul style="list-style-type: none"> ▪ Define and explain medicines and medicine safety. ▪ Read and interpret a drug label. ▪ Classify and analyze medicine misuse and abuse. ▪ Describe tobacco and explain harmful effects. ▪ Generate strategies to refuse tobacco and ways quit tobacco use. ▪ Describe alcohol and explain harmful effects. ▪ Evaluate media messages on alcohol. ▪ Recognize alcohol abuse. 	<ul style="list-style-type: none"> ▪ Medicine PPT ▪ Medicine safety PPT ▪ Vaccine argument assignment ▪ Tobacco PPT ▪ Tobacco body ▪ Alcohol PPT ▪ Advertising myths ▪ Illegal drugs PPT ▪ “Drug Prevention Letter” ▪ “Everfi Prescription Drug Safety” webinar

MEDICINE, TOBACCO, ALCOHOL AND OTHER DRUGS (approx. 3 weeks)

Key Terms: Medicines, drugs, vaccines, antibiotics, side effects, additive interaction, synergistic effect, antagonistic interaction, tolerance, withdrawal, prescription medication, OTC medication, medicine misuse, medicine abuse, tobacco, nicotine, tar, smokeless tobacco, emphysema, ethanol, fermentation, intoxication, blood alcohol concentration, cirrhosis, binge drinking, alcohol poisoning, marijuana, inhalants, stimulants, depressants, opiates, hallucinogens		Intellectual Disposition/Measurable Skills: <ul style="list-style-type: none"> ▪ Medicines ▪ Medicine safety, misuse and abuse ▪ Tobacco ▪ Alcohol ▪ Illegal drugs 	
National Standards <Grade Band 9-12>	Ohio Legislation <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
		<ul style="list-style-type: none"> ▪ Define and classify illegal drugs. ▪ Describe negative health effects of illegal drugs. ▪ Formulate prevention strategies of drug abuse. 	

District Instructional Resources:

Get Real! Comprehensive Sex Education That Works – High School (2nd Ed.) (2015) / ETR Associates

Glencoe Health (2009) / McGraw Hill

Managing Moods Workbook for Teens: A Toolbox of Reproducible Assessments and Activities by E. R. A. Leutenberg & J. J. Kiptak (2014) / Whole Person Associates, Inc.

Substance Abuse Prevention: The Missing Pieces by P. R. Toner and D. Toner (2008) / J & B Products, Inc.

The Teen Relationship Workbook: For Professionals Helping Teens to Develop Healthy Relationships and Prevent Domestic Violence by K. Moles & A. L. Leutenberg-Brodsky (2001) / Wellness Reproductions

National Standards and Ohio Health Legislation:

Future of Sex Education Initiative. (2011). *National sexuality education standards: Core content and skills, K-12*. Retrieved Jan. 8, 2019 from <http://www.futureofsexed.org/documents/josh-fose-standards-web.pdf>

HB 19 Dating violence prevention. Retrieved Jan. 8, 2019 from https://saferschools.ohio.gov/content/dating_violence_prevention

HB367 – Opioid abuse prevention. Retrieved Jan. 8, 2019 from <http://education.ohio.gov/Topics/Learning-in-Ohio/Health-Education/Opioid-Abuse-Prevention>

HB438 Organ donation education. Retrieved Jan. 8, 2019 from <http://education.ohio.gov/Topics/Learning-in-Ohio/Health-Education>

Joint Committee on National Health Standards. (2007). *National health education standards: Achieving excellence* (2nd Ed.). Washington, DC: The American Cancer Society. Retrieved March 21, 2019 from <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

9-12 Health Education Curriculum – retrieved Jan. 8, 2019 from <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Health-Education/9-12-Health-Education-Curriculum.pdf.aspx>

Background Texts:

Collaborative for Academic, Social, and Emotional Learning (CASEL). *Core social emotional learning competencies*. Chicago: Author. Retrieved Jan. 8, 2019 from <https://casel.org/core-competencies/>

Ohio Department of Education (ODE). Social and emotional learning in Ohio. Columbus, OH: Author. Retrieved Jan. 8, 2019 from http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Standard-Revision-Overview/Social-Emotional-Learning-Standards/SocialEmotionalLearning_1March2018.pdf.aspx?lang=en-US