

High School Health | 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 concept of study is relevant to a healthy lifestyle.</p>	<p>HTH855 .5 credit, 1 semester Grades 10-12 Prerequisites: none</p>
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HEALTH AND WELLNESS

Approximate Weeks: 1 Week

Key Terms: health, wellness, health triangle, Health continuum, prevention, health risks

Intellectual Disposition/Measurable Skills:

- 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	Learning Activities and Instructional Resources
<p><u>National Health Standards (2007):</u> S.1 PI. 1.12.2, 1.12.3, 1.12.4, 1.12.9, S.2 PI. 2.12.1, 2.12.2, 2.12.3, 2.12.8, 2.12.9, S.7. PT. 7.12.1, 7.12.2, 7.12.3, S.8. PI. 8.12.1</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 ▪ Health and Wellness Video ▪ Prevention Billboard

NUTRITION

Approximate Weeks: 2 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:

- 6 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	Learning Activities and Instructional Resources
<p>National Health Standards (2007): S.3. PI. 3.12.1, 3.12.2, 3.12.3, 3.12.5, S.6. PI. 6.12.1, 6.12.2, 6.12.3</p>	<p>Nutritive value of foods</p>	<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 ▪ MyPlate Packet ▪ BMI Worksheet ▪ Body Image PPT ▪ Body Image Worksheet ▪ Fad Diet Analysis

FITNESS

Approximate Weeks: 3 Weeks

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, FITT, 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

Intellectual Disposition/Measurable Skills:

- 5 Elements of Fitness
- 6 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	Learning Activities and Instructional Resources
<p>National Health Standards (2007): S.1. PI.1.12.5, 1.12.8, 1.12.9, S.6. PI.6.12.1, 6.12.2, 6.12.4 S.3 PI.3.12.1, 3.12.2, 3.12.5</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. 	<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

FITNESS

Approximate Weeks: 3 Weeks

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, FITT, 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

Intellectual Disposition/Measurable Skills:

- 5 Elements of Fitness
- 6 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	Learning Activities and Instructional Resources
		<ul style="list-style-type: none"> ▪ Describe body systems ▪ Synthesize body systems ▪ Classify diseases, disorders and complications ▪ Predict ways to maintain health body system. 	<ul style="list-style-type: none"> ▪ Body System Project and Presentation ▪ Body System Quiz Creation ▪ Organ Donation Guest Speaker ▪ National Geographic “Inside the Living Body” Video

SEXUALITY AND LIFE CYCLE

Approximate 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, abstinence, human papilloma virus, gonorrhea, chlamydia, HIV/AIDS, genital herpes, hepatitis B, syphilis, trichomoniasis, pubic lice/scabies/crabs, 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 including abstinence
- STIs
- Healthy Relationships
- Gender

National Standards <Grade Band 9-12>	Ohio Legislation <Grade Band 9-12>	Student Learning Targets	Learning Activities and Instructional Resources
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<p>National Health Standards (2007): S.1 Pl. 1.12.2, 1.12.7, S.2. Pl. 2.12.7, 2.12.9, S.4. Pl. 4.12.2, S.5. Pl. 5.12.1, S.8. Pl. 8.12.1, 8.12.2, 8.12.3</p>	<p>Dating Violence prevention and characteristics of unhealthy relationships</p> <p>Venereal disease education</p> <p>ORC 3313.6011</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. ▪ Identify and explain parts of the male reproduction system. ▪ Identify and explain parts of the female reproduction system. ▪ Explain stages of pregnancy and fetal development and birth process. ▪ Describe impacts of sexual activity, pregnancy and adoption. ▪ Identify, describe and analyze forms of contraception, including abstinence. ▪ Identify, describe and explain prevention of STIs, including abstinence. ▪ Recognize healthy relationships. ▪ Formulate bystander intervention strategies for unhealthy relationships. ▪ Understand legal parameters of consent. ▪ Define gender identity. 	<ul style="list-style-type: none"> ▪ Sexuality PPT ▪ Puberty Worksheet ▪ Sexuality PPT ▪ Puberty Worksheet ▪ Male Reproduction PPT ▪ Male Worksheet ▪ Female Reproduction PPT ▪ Male Worksheet ▪ Female Reproduction PPT ▪ Female Worksheet ▪ Male/Female Identification ▪ Pregnancy PPT ▪ Fetal Development Worksheet ▪ SARNCO "Healthy Relationships" workshop ▪ Contraception PPT ▪ STI PPT ▪ Gender PPT ▪ Gender Word Search ▪ "Digital Dating" Nationwide Children's Hospital ▪ Locating Valid Resources
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EMOTIONAL AND SOCIAL HEALTH

Approximate 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:

- 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	Learning Activities and Instructional Resources
<p>National Health Standards (2007): S.1. PI. 1.12.2, S.2. PI. 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, S.3. PI. 3.12.1, 3.12.2, 3.12.5, S.4. PI. 4.12.1, 4.12.2, 4.12.3, 4.12.4, S.5. PI. 5.12.1, 5.12.2, 5.12.4, 5.12.5, 5.12.6, 5.12.7, S.6. PI. 6.12.1</p>	<p>Dating violence prevention and characteristics of unhealthy relationships</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

MEDICINE, TOBACCO, ALCOHOL AND OTHER DRUGS

Approximate 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, vaping, ethanol, fermentation, intoxication, blood alcohol concentration, cirrhosis, binge drinking, alcohol poisoning, marijuana, inhalants, stimulants, depressants, opiates, hallucinogens

Intellectual Disposition/Measurable Skills:

- Medicines
- Medicine Safety, Misuse and Abuse
- Tobacco
- Vaping
- Alcohol
- Illegal Drugs

National Standards <Grade Band 9-12>	Ohio Legislation <Grade Band 9-12>	Student Learning Targets	Learning Activities and Instructional Resources
<p><u>National Health Standards (2007):</u> S.1. PI. 1.12.1, 1.12.8, 1.12.9, S.2. PI. 2.12.5, 2.12.9</p>	<p>Harmful effects of and legal restrictions against use of drugs, including alcohol, tobacco and vaping</p> <p>Prescription opioid abuse prevention, connection between prescription opioid abuse in addition to other drugs such as heroin.</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 vaping and explain harmful effects. ▪ Generate strategies to refuse tobacco and vaping and ways quit tobacco and vaping use. ▪ Describe alcohol its harmful effects. ▪ Evaluate media messages on alcohol. ▪ Recognize alcohol abuse. ▪ Define and classify illegal drugs. ▪ Describe negative health effects of illegal drugs. ▪ Formulate prevention strategies of drug abuse. 	<ul style="list-style-type: none"> ▪ Medicine PPT ▪ Medicine Safety PPT ▪ Vaccine Argument Assignment ▪ Tobacco PPT ▪ Tobacco Body ▪ Vaping PPT ▪ Alcohol PPT ▪ Advertising Myths ▪ Illegal Drugs PPT including Opiates ▪ Drug Prevention Letter ▪ Everfi Prescription Drug Safety Webinar

District Instructional Resources:

Bronson, Mary. *Glencoe Health*. McGraw Hill Companies, 2009.

ETR Associates. *Get Real! Comprehensive Sex Education that Works High School 2nd Ed*, 2015.

Leutenberg, Ester and Liptak, John. *Managing Moods Workbook for Teens*. Wholeperson Stress and Wellness Publishers, 2014.

Moles, Kerry. *The Teen Relationship Workbook*. Wellness Reproductions & Publishing, 2001.

Ohio Alliance to End Sexual Violence

SARNCO- Sexual Assault Response Network of Central Ohio

Toner, Patricia and Toner, Daniel. *Substance Abuse Prevention: The Missing Pieces*. J&B Products Inc, 2008.

Ohio Health Legislation and Requirements:

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

HB367 – Opioid abuse prevention.

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

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

9-12 Health Education Curriculum – retrieved Jan. 8, 2019

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Health-Education/9-12-Health-Education-Curriculum.pdf.aspx>

Standards Alignment:

Centers for Disease Control and Prevention (CDCP). Adolescent and school health (resources) – retrieved Jan. 30, 2019

<https://www.cdc.gov/healthyyouth/recources/htm>

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

Future of Sex Education Initiative. (2011). *National sexuality education standards: Core content and skills, K-12*. Retrieved Jan. 8, 2019

<http://www.futureofsexed.org/documents/josh-fose-standards-web.pdf>

Joint Committee on National Health Standards. (2007). *National health education standards: Achieving excellence* (2nd Ed.). – retrieved Jan. 8, 2019 https://sparkpe.org/wp-content/uploads/NHES_CD.pdf

Ohio Department of Education (ODE). Social and emotional learning in Ohio. Columbus, OH: Author. Retrieved Jan. 8, 2019

http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Standard-Revision-Overview/Social-Emotional-Learning-Standards/SocialEmotionalLearning_1March2018.pdf.aspx?lang=en-US