

Health Education Curriculum

J. Tucker, McGraw Jr.-Sr. High Health Education

| <p>Course: Health 11 : Health Triangle</p> | <p>Standard 1: Personal Health- Students will have the necessary knowledge and skills to establish and maintain personal health. Standard2: A Safe & Healthy Environment- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment and advocate using interpersonal communication skills. Standard 3: Resource Management- Students will identify and manage their community resources and be able to analyze the influence of culture, media, technology, and other factors on their health.</p> | | | |
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| <p>Performance Indicators - LW DAT</p> | <p>Essential Questions</p> | <p>Essential Knowledge & Skills</p> | <p>Classroom Ideas</p> | <p>Assessment Ideas</p> |
| <p>Define the term health</p> <p>Describe how the components of health can be represented by a triangle</p> <p>Describe genetics, environment, and culture as influences on personal health</p> <p>Explain how personal behaviors affect personal health</p> | <p>What factors determine the level of one's individual health status and the health status of a community?</p> | <ul style="list-style-type: none"> ➤ The understanding that health is more than the absence of illness ➤ Differentiate between physical health, mental/emotional health, and social health (Health Triangle) ➤ The Health Continuum ➤ The concepts of "risk factors", "cumulative risks", and "protective factors". ➤ CDC Youth Risk Survey and 6 categories of personal health and risk factors | <p>Open-ended statements (a physically healthy person..., a socially healthy person...)</p> <p>Label factors which influence each of the 3 realms of health</p> <p>Review Health Continuum</p> <p>Summarize developmental milestones during the teen years; correlate these to teen risk taking patterns.</p> | <p>Writing assignment: Describe a person who, in your opinion, characterizes all 3 areas of health in a positive manner. Indicate what it is about that person that specifically represents positive physical health, mental/emotional health, and social health.</p> <p>Class debate: Can a person living with a disability or a chronic illness attain a high level of health in all 3 realms?</p> <p>Compare influential factors for historical main causes of death with current main causes of death.</p> <p>Cross-Curricular Activity 1 Concept Map Activity 2 Enrichment Activity 1</p> <p>Writing assignment: Define "quality of life".</p> |

Health Education Curriculum

J. Tucker, McGraw Jr.-Sr. High Health Education

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| <p>Identify community, state, and federal health promotion resources which are available.</p> <p>Identify bridges and barriers to these resources (accessibility, cost, public's knowledge of...)</p> | <p>What factors determine the level of one's individual health status and the health status of a community?</p> | <ul style="list-style-type: none"> ➤ Community health promotion agencies ➤ The term "health literacy" ➤ Flowchart of state and federal health agencies which indicates function of each | <p>Class activity: groups create a visual representation of health promotion agencies in Cortland County by labeling them on the appropriate side of the health triangle. Agencies will be categorized according to their primary mission. Use a specific color (marker or 3x5 card) to indicate agencies which address 2 or all 3 of the realms of health.</p> | <p>Students create health community resource pamphlets as mini-project. Indicate barriers (what inhibits people from using these services) and bridges (what helps people access these services, or what would help people overcome the barriers)</p> |
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Health Education Curriculum

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| <p>Course: Health 11 : Nutrition</p> | <p>Standard 1: Personal Health- Students will have the necessary knowledge and skills to establish and maintain personal health. Standard 2: Safe & Healthy Environment- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment and advocate using interpersonal communication skills. Standard 3: Resource Management- Students will identify and manage their community resources and be able to analyze the influence of culture, media, technology, and other factors on their health.</p> | | | |
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| <p>Performance Indicators</p> | <p>Essential Questions</p> | <p>Essential Knowledge & Skills</p> | <p>Classroom Ideas</p> | <p>Assessment Ideas</p> |
| <p>Describe factors that influence one's food choices</p> <p>Define carbohydrates, proteins, and fats and describe functions of each</p> <p>Describe the roles of vitamins and minerals in maintaining good personal health</p> <p>Identify properties of water-soluble and fat-soluble vitamins</p> <p>Describe the dietary roles of water</p> | <p>How does nutrition affect overall health?</p> | <ul style="list-style-type: none"> ➤ Correlation of food choices to common adolescent health concerns (weight management, acne...) ➤ Impact of culture and family traditions on food choices ➤ Role of external versus internal cues in relationship to appetite and eating patterns ➤ Familiarity with the terms associated with the 6 categories of nutrients | <p>Introduce unfamiliar food (chutney, jicama, fresh gingerroot) and ask for volunteers to taste test. Ask volunteers what influenced their decision to try a new food.</p> <p>Brainstorm factors which influence food choices (availability, cost, smell, appearance, media, previous exposure...)</p> <p>Parent Letters & Activities Booklet in TCR: Parent Letter 5</p> <p>Timeline of Food Trends</p> <p>Introduce the Nutrient Wheel</p> <p>Introduce new ('05) Food Pyramid</p> <p>Group activity: students investigate differences in fat content among these foods: 1) whole, 2%, and skim milk, 2) skim milk mozzarella and cheddar cheeses, 3) ice cream and frozen yogurt, 4) baked chicken breast w/out skin and breaded chicken patty, 5) butter, margarine, and lard, 6) bologna and lean lunch meat, 7) french fries and baked potato, 8) ranch, italian, and thousand island salad dressings.</p> <p>Class debate: are vitamin supplements necessary for healthy individuals?</p> | <p>Students research amount of television advertising time spent on 6 categories of food products: 1) snacks and soda, 2) breads/rolls/pasta/cereals, 3) condiments, 4) meats/fish/poultry, 5) milk/butter/cheeses, and 6) fruits and vegetables.</p> <p>Concept Map Activity 13 Enrichment Activity 5 Lesson 13 Quiz Reteaching Activity 13 (if needed)</p> <p>Concept Map Activity 14 Lesson 14 Quiz Reteaching Activity 14 (if needed)</p> |

Health Education Curriculum

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| <p>Explain the meaning and role of Recommended Dietary Allowances</p> <p>Contrast overweight and obesity; identify impact of obesity on overall health</p> <p>Describe health risks related to being underweight</p> <p>Describe health promoting eating habits</p> <p>Evaluate popular diets and diet gimmicks</p> <p>Contrast anorexia nervosa and bulimia nervosa</p> | <p>How does nutrition affect overall health?</p> <p>How much control does a person really have over how much they weigh?</p> | <ul style="list-style-type: none">➤ Dietary Guidelines from U.S Dept. of Agriculture➤ New Food Pyramid➤ Sources of "hidden sugar" and "hidden sodium"➤ Unrealistic representation of the idea of "beauty" targeting young females by the media➤ Role of calories➤ Diet fads➤ Health risks associated with eating disorders | <p>Students compare nutritional value of fast food items from nutritional information available from McDonalds, Burger King, Wendy's, Arby's, a pizza parlor, and a sub shop.</p> <p>Food Label Worksheet ("You Are What's On Your Food's Label!")</p> <p>Review USRDA recommendations for specific age groups</p> <p>Analyze messages being sent by advertisers in popular teen magazines</p> | <p>Diet Assessment: Students are to analyze their diet for 2 24 hour periods (a school day and a weekend day) to determine if they meet the following dietary recommendations:</p> <ul style="list-style-type: none">➤ 5 servings of fruits and vegetables a day➤ calcium➤ 5 glasses of water➤ Vitamin C➤ 6- 11 servings of B vitamins (complex carbs)➤ 2-3 servings of protein <p>Have students collect pictures and recipes of high-calorie foods and drinks that total 3,500 calories. Explain this is the amount of calories (food) that students would have to cut out each week to lose one pound of body fat if dieting alone was used to lose weight.</p> <p>Ask students to brainstorm a list of nonfood rewards they would find motivating during a weight-control program.</p> <p>Concept Map Activity 18 Cooperative Learning Activity 6 (Fad Diets) Enrichment Activity 6 Lesson 18 Quiz</p> |
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Health Education Curriculum

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| <p>Determine special problems related to athletics and nutrition</p> <p>Identify and explain sports nutrition myths</p> <p>Name and analyze possible benefits and risks of a vegetarian diet to one's health</p> | <p>Do athletes need to eat differently than nonathletes?</p> <p>Can a vegetarian lifestyle be healthy?</p> | <ul style="list-style-type: none"> ➤ Pre-competition nutrition ➤ Body Mass Index calculation ➤ Carbohydrate loading ➤ Rehydration ➤ Nutrient dense foods ➤ Components of physical fitness and ways to measure each component ➤ Vegetarianism versus vegan lifestyles | <p>Motivator: Ask students to agree or disagree with the following statement: Athletes should eat differently than nonathletes. They need to provide a rationale for their opinion.</p> <p>Students brainstorm a list of sports or other activities in which weight is considered important; students then divide list into those that require the athlete to keep weight down versus those that require the athlete to keep weight up. Ask for input as far as myths versus fact concerning quick weight loss and quick weight gain.</p> | <p>Provide information to students on popular fad diets ("South Beach Diet, liquid protein diets...). Ask student groups to compare daily nutrients to USRDA's for their age group. Conclude short-term and long-term health effects are related to noted nutritional deficiencies.</p> <p>Project Options:</p> <ol style="list-style-type: none"> 1) Create a visual of warm-up activities and specific training activities for the sport of their choice. Criteria: specific muscles each activity works on, components of physical fitness each activity addresses, frequency and duration for each activity, and what skills and equipment are required. 2) Create a weeklong eating plan for a vegetarian (or vegan) teen. Criteria: recipes and nutritional documentation for each meal, must be balanced diet, must include adequate iron, zinc, and B vitamins. |
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Health Education Curriculum

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| <p>Course: Health 11 : Chronic Disease Prevention</p> | <p>Standard 1: Personal Health- Students will have the necessary knowledge and skills to establish and maintain personal health. Standard 2: A Safe & Healthy Environment- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment and advocate using interpersonal communication skills. Standard 3: Resource Management- Students will identify and manage their community resources and be able to analyze the influence of culture, media, technology, and other factors on their health.</p> | | | |
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| <p>Performance Indicators</p> | <p>Essential Questions</p> | <p>Essential Knowledge & Skills</p> | <p>Classroom Ideas</p> | <p>Assessment Ideas</p> |
| <p>Identify risk factors of cardiovascular disease</p> <p>Describe hypertension and identify factors related to it</p> <p>Define & describe arteriosclerosis</p> <p>Identify the signs of a stroke</p> <p>Explain treatment methods for cardiovascular diseases</p> | <p>How strongly do lifestyle choices affect the development of noninfectious chronic diseases?</p> | <ul style="list-style-type: none"> ➤ Related terms: chronic, CVD, hypertension, arteriosclerosis, angina pectoris, fibrillation, congestive heart failure, stroke ➤ Cognitive dissonance theory | <p>Small groups identify risk factors for CVD, those one cannot change, and those one can change.</p> <p>Refer back to nutritional information of fast food restaurants used during nutrition unit. Students should identify those foods highest and lowest in saturated fats and cholesterol. Have each name the most nutritious meal they would realistically eat from a chosen fast food place.</p> <p>Motivator: Ask for student input as to why hypertension is called the "silent killer".</p> <p>Discuss reasons why so many people fail to attach importance to the findings of scientific studies that examine the relationship between disease and lifestyle.</p> | <p>Concept Map Activity 90 Parent Letter and Activities 31 Lesson 90 Quiz</p> <p>Public Service Announcement: Factual Advertising for a cigarette brand, fast food restaurant, snack food, or about obesity.</p> |

Health Education Curriculum

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| <p>Explain how cancer develops</p> <p>Identify known carcinogens</p> <p>Describe the types of cancer</p> <p>Identify the warning signs of cancer</p> <p>Analyze the importance of early detection</p> <p>Summarize basis approaches to treatment</p> | <p>Is cancer preventable?</p> | <ul style="list-style-type: none"> ➤ Related terms: tumors, benign, malignant, metastasis, carcinogen, melanoma, biopsy, chemotherapy ➤ American Cancer Society 7 Warning Signs ➤ Mammogram display ➤ BSE & TSE models and flip charts | <p>Provide the acronym of ACS Warning Signs; students fill in rationale statements once provided with the first word for each</p> <p>Demonstrate BSE & TSE on ACS models with flipcharts</p> <p>Demonstrate development of breast cancer with mammogram display</p> <p>Compare survival rates of cancers which have early diagnostic practices with those that do not</p> <p>Assess public education strategies to encourage cancer awareness</p> | <p>Concept Map Activity 91 Lesson 91 Quiz</p> <p>Risk Factor & Cancer Matching Notecards</p> <p>Building Health skills Feature: Individualized Plans</p> <p>Critically analyze if there is such a thing as a "safe" tan.</p> |
| <p>Describe diabetes and its progression</p> <p>Identify the types of diabetes</p> <p>Identify steps to take if assisting a person in a diabetic emergency</p> <p>Describe the two most common types of arthritis</p> | <p>How strongly does genetics influence the development of noninfectious diseases?</p> | <ul style="list-style-type: none"> ➤ In Case Of A Diabetic Emergency Sequence | <p>Generational flowcharts of diseases</p> <p>Nature versus Nurture: What Doctors Do & Don't Know</p> | <p>Cooperative Learning Activity 31 "Use of Animals in Research"</p> <p>Medical Family Tree</p> |

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| <p>Course: Health 11 : STI Education</p> | <p>Standard 1: Personal Health- Students will have the necessary knowledge and skills to establish and maintain personal health. Standard 2: A Safe & Healthy Environment- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment and advocate using interpersonal communication skills. Standard 3: Resource Management- students will identify and manage their community resources and be able to analyze the influence of culture, media, technology, and other factors on their health</p> | | | |
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| <p>Performance Indicators</p> | <p>Essential Questions</p> | <p>Essential Knowledge & Skills</p> | <p>Classroom Ideas</p> | <p>Assessment Ideas</p> |
| <p>Describe etiology, signs & symptoms, and treatment for different categories of STI's</p> <p>Define and describe abstinence</p> | <p>Why are sexually transmitted diseases so prevalent?</p> | <ul style="list-style-type: none"> ➤ Chlamydia ➤ Gonorrhea ➤ Trichomoniasis ➤ Genital Warts ➤ Genital Herpes ➤ Syphilis ➤ Hepatitis B ➤ Pubic Lice & Scabies | <p>Display of STI's</p> <p>Group Activity: "Catch It"- you need 2 different colored balls of yarn. One represents sexual contacts, the other represents sexual contacts. Students stand in group and throw yarn back and forth, holding onto a piece every time it is thrown to them. The only directions they are given at the beginning are: they must catch the yarn if it is thrown to them and they must hold onto a piece of it until the very end of the game. At the end, have them look around at who is holding a specific yarn color. This represents how quickly an STI can be passed without detection. The other color represents positive social contacts they made without sexual behavior. End the activity by identifying they did not have a choice to "catch it"; what factors could take away their ability to make a choice.</p> | <p>Concept Map Activity 87</p> <p>Cooperative Learning Activity 29</p> <p>Decision Making Activity 29</p> <p>Lesson 87 Quiz</p> |

Health Education Curriculum

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| <p>Course: Health 11: Sexuality</p> | <p>Standard 1: Personal health - Students will have the necessary knowledge and skills to establish and maintain personal health. Standard 2: A Safe & Healthy Environment- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment and advocate using interpersonal communication skills. Standard 3: Resource Management - Students will identify and manage their community resources and be able to analyze the influence of culture, media, technology, and other factors on their health.</p> | | | |
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| <p>Performance Indicators</p> | <p>Essential Questions</p> | <p>Essential Knowledge & Skills</p> | <p>Classroom Ideas</p> | <p>Assessment Ideas</p> |
| <p>Outline the advantages, disadvantages, and reliability rates of current contraceptive methods</p> | <p>How reliable are contraceptive methods and devices?</p> | <ul style="list-style-type: none"> ➤ Historical overview of attempts to control fertility ➤ OTC and Rx methods available for both genders ➤ FDA-substantiated reliability ratings | <p>Use the educational contraceptive kit to show and discuss types of contraception available. Remind students of reliability rate associated with abstinence</p> <p>Guest speaker from Jacobus Center for Reproductive Health on sexuality-related decision making</p> | <p>The Desire to Control Fertility Quiz</p> <p>Summative review of speaker</p> |
| <p>Outline the major events in prenatal development, from fertilization through birth</p> <p>Identify prenatal risks and current medical technology involved in Obstetrics</p> | <p>Why is prenatal care crucial to the pregnant woman and developing baby?</p> | <ul style="list-style-type: none"> ➤ Review the cycles of menstruation and ovulation ➤ Terms: zygote, embryo, fetus, placenta, umbilical cord, Apgar test, miscarriage, stillbirth, premature, FAS, teratogens dilation, transition, afterbirth, sickle-cell anemia, PKU, Tay-Sachs disease, Cystic fibrosis, Downs Syndrome | <p>"The Miracle of Life" video</p> <p>"The Miracle of Birth" video</p> <p>Guest speaker from Cortland Memorial Hospital on neonatal care</p> | <p>Concept Map Activities 61 & 62</p> <p>Decision Making Activity 20</p> <p>Enrichment Activity 20</p> <p>Lessons 61 & 62 Quiz</p> |

Health Education Curriculum

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| <p>Course: Health 11 : HIV/AIDS Education</p> | <p>Standard 1: Personal Health- Students will have the necessary knowledge and skills to establish and maintain personal health. Standard 2: A Safe & Healthy Environment- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment and advocate using interpersonal communication skills. Standard 3: Resource Management- Students will identify and manage their community resources and be able to analyze the influence of culture, media, technology, and other factors on their health.</p> | | | |
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| <p>Performance Indicators</p> | <p>Essential Questions</p> | <p>Essential Knowledge & Skills</p> | <p>Classroom Ideas</p> | <p>Assessment Ideas</p> |
| <p>Differentiate HIV from AIDS</p> <p>List transmittable body fluids</p> <p>Identify risk behaviors for transmission</p> <p>Name HIV-related myths</p> | <p>What has been the impact of AIDS?</p> | <ul style="list-style-type: none"> ➤ Leading causes of death ages 25-44 ➤ Functions and response of the immune system ➤ World-wide AIDS comparisons ➤ AIDS and Africa ➤ Detecting HIV antigens ➤ Symptoms & diagnosis of HIV & AIDS ➤ Common Opportunistic Infections ➤ Universal Precautions | <p>Group Work: Analyze impact of AIDS on sports, laws, the entertainment industry, medical research, and the sociological construct of homosexuality.</p> <p>Examine our school's AIDS Policy. Determine rationales for each section of the policy.</p> | <p>Myth versus Fact Quiz</p> <p>Concept Maps 88 & 89</p> <p>Cooperative Learning Activity 30</p> <p>Parent Letter and Activities 30</p> <p>Enrichment Activity 30</p> <p>Lesson 88 & 89 Quiz</p> |

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| <p>Describe the structure and function of both the male and the female reproductive systems</p> | <p>What similarities and differences exist between the male and female reproductive systems?</p> | <ul style="list-style-type: none"> ➤ Terminology of reproductive organs, glands, passageways ➤ Understanding of physical changes involved in puberty (review from Health 7) | <p>Utilize visual displays (charts and models) to help students visualize internal organs and glands</p> <p>Discuss pros and cons of circumcision. Relate cultural practices, and cultural reasons behind, female circumcisions.</p> <p>Lifelong Reproductive Health Checklist</p> | <p>Each student completes a short paragraph for their gender: It is easy to be a male because...</p> <p>It is difficult to be a male because...</p> <p>Part/Function Matching Quiz</p> <p>Concept Maps 59 & 60</p> <p>Cooperative Learning Activity 19</p> |
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Health Education Curriculum

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| <p>Course: Health 11 : Mental Health</p> | <p>Standard 1: Personal Health- Students will have the necessary knowledge and skills to establish and maintain personal health. Standard 2: A Safe & Healthy Environment- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment and advocate using interpersonal communication skills. Standard 3: Resource Management- Students will identify and manage their community resources and be able to analyze the influence of culture, media, technology, and other factors on their health.</p> | | | |
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| <p>Performance Indicators</p> | <p>Essential Questions</p> | <p>Essential Knowledge & Skills</p> | <p>Classroom Ideas</p> | <p>Assessment Ideas</p> |
| <p>Explain how good mental health means much more than not being mentally ill</p> <p>Identify three basic human emotional needs</p> <p>Describe Maslow's Hierarchy of Needs Pyramid</p> <p>State three main factors that influence the development of one's personality</p> <p>Describe common defense mechanisms</p> | <p>What are characteristics of good mental health and how are they determined?</p> | <ul style="list-style-type: none"> ➤ Definitions of neurosis & psychosis ➤ Maslow's Hierarchy of Needs ➤ Multi-dimensional impacts on personality development | <p>Self-Inventory (How Do You Rate?)</p> <p>Group Consensus: "What Is Normal?"</p> <p>Introduce types of neurosis & types of psychosis: relate to strange "quirky" behavior of notable people</p> <p>Students generate a list of behaviors that may indicate a need for help</p> <p>Role Play" Positive versus Negative Feedback</p> | <p>Concept Maps 25 & 26</p> <p>Lessons 25 & 26 Quiz</p> <p>When Needs Aren't Met worksheet</p> <p>Chapter Review Questions</p> <p>Mental Illness Matching Quiz</p> |
| <p>Distinguish between distress and eustress</p> <p>Describe how the body responds to stressors</p> <p>Distinguish between physical, pathological, and psychological fatigue</p> <p>Explain the roles of stress tolerance and personality in determining a person's level of stress</p> <p>Identify common stress-induced illnesses</p> <p>Identify the 2 basic ways to deal with stress and provide sources of support</p> | <p>How important is stress management in the maintenance of good overall health?</p> | <ul style="list-style-type: none"> ➤ Nervous system and endocrine's system stress response ➤ Type A/ Type B Personality Type ➤ Resiliency ➤ Stress and immune response ➤ Psychosomatic illnesses ➤ Community resources | <p>Self-Inventory (How Do You Rate?)</p> <p>Provide a simple working definition of stress</p> <p>Have students research lifestyles in Japan where, in recent years, the incidence of stress-related illnesses has risen. Ask for rationale.</p> <p>Written assignment: indicate how a specific stressor specifically physically affects them (taking exams, public speaking, athletic performance...) and what strategies might help them manage it.</p> <p>Analyze list of phobias</p> | <p>Cooperat6ive Learning Activity 9</p> <p>Concept Maps Activity 29, 30, & 31</p> <p>Lessons 29, 30, & 31 Quiz</p> <p>Adolescent Life-Change Event Scale</p> |

Health Education Curriculum

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| Course: Health 11 : Tobacco & Illicits | | Standard 1: Personal Health- Students will have the necessary knowledge and skills to establish and maintain personal health. Standard 2: A Safe & Healthy Environment- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment and advocate using interpersonal communication skills. Standard 3: Resource Management- Students will identify and manage their community resources and be able to analyze the influence of culture, media, technology, and other factors on their health. | | |
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| Performance Indicators | Essential Questions | Essential Knowledge & Skills | Classroom Ideas | Assessment Ideas |
| <p>State reasons that some teens begin to smoke</p> <p>Explain how tobacco use is directly linked to respiratory and circulatory diseases, as well as a variety of other health-related problems</p> <p>Describe health hazards of side-stream smoke</p> <p>Summarize smoking cessation methods and related community resources</p> <p>Describe health hazards associated with smokeless tobacco products</p> | <p>How dangerous are tobacco products to one's health?</p> | <ul style="list-style-type: none"> ➤ Components of cigarettes ➤ State & federal tobacco laws ➤ Current laws pertaining to tobacco ➤ Smoking cessation programs ➤ Leukoplakia ➤ Rights of nonsmoker | <p>Guest Speaker from Seven Valley CASA on Smoking Cessation</p> <p>Research the laws regarding the sale of tobacco products in NYS</p> <p>Ask students to calculate the cost of smoking 1, 2, or 3 packs of cigarettes a day beginning at age 15 through age 65.</p> <p>Discuss the history of tobacco, including the historical importance of that industry and where it stands today.</p> <p>"Analyzing Different Viewpoints"</p> <p>Analyzing tobacco advertising</p> | <p>Concept Maps 71, 72, & 73</p> <p>Lessons 71, 72, 73 Quiz</p> <p>Tobacco Opinion Questionnaire</p> |
| <p>Explain the effects of stimulants and depressants, and risks of misuse/abuse of each</p> <p>Describe the effects of narcotics and hallucinogens on the body</p> <p>Describe the dangers of anabolic steroids</p> <p>Explain the effects of marijuana</p> <p>Identify help that is available for individuals dealing with a chemical substance problem</p> | <p>Why is even occasional drug use considered a high risk behavior?</p> | <ul style="list-style-type: none"> ➤ Drug categories; effects, specific drugs, legal/Rx uses ➤ Historical implications of drug use ➤ Increase in abuse of Rx drugs ➤ Addictive properties of cannabis sativa ➤ Compare and contrast effects of alcohol and marijuana on driving | <p>Analysis of reference to drugs in music from the 60's, 70's, 80's, 90's, and current. Note whether the tone or the specific drugs have changed.</p> <p>Students create a study chart of drug categories</p> <p>Myths & Realities Activity</p> <p>Health Skills Activities from textbook</p> | <p>Concept Maps 78, 79, & 80</p> <p>Enrichment Activity 26</p> <p>Decision Making Activity 26</p> <p>Lessons 78, 79, 80 Quiz</p> <p>Health Lab 26- "Can You Detect the Drug?"</p> |

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| <p>Course: Health 11 : Alcohol</p> | <p>Standard 1: Personal Health- Students will have the necessary knowledge and skills to establish and maintain personal health. Standard 2: A Safe & Healthy Environment- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment and advocate using interpersonal communication skills. Standard 3: Resource Management- Students will identify and manage their community resources and be able to analyze the influence of culture, media, technology, and other factors on their health.</p> | | | |
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| <p>Performance Indicators</p> | <p>Essential Questions</p> | <p>Essential Knowledge & Skills</p> | <p>Classroom Ideas</p> | <p>Assessment Ideas</p> |
| <p>Describe factors that affect teen alcohol use</p> <p>Explain the effects of alcohol on the body</p> <p>Identify the consequences of DWI and efforts to reduce DWIs</p> <p>Describe the three stages of alcoholism</p> <p>Identify related community services</p> | <p>Why is alcohol the most used and abused drug of choice in the United States?</p> | <ul style="list-style-type: none"> ➤ Physiological responses to alcohol ➤ NYS DWI laws ➤ Synergistic effect ➤ Tolerance ➤ Myths associated with alcohol ➤ BAC ➤ Binge Drinking ➤ Correlation between alcohol and teen sexual behavior | <p>Guest speaker: Police Officer from Cortland City Police Department</p> <p>Guest speaker: Recovering alcoholic and representative from Alcoholics Anonymous</p> <p>Alcohol Opinion Questionnaire</p> <p>Group activity: "T-Chart"- Positive & negative effects of consuming alcohol</p> <p>Myths About Alcohol</p> <p>Analysis of alcohol advertising</p> <p>Group Activity: Refusal Skills</p> <p>Students locate statistics on alcohol-related traffic fatalities for NYS and evaluate them against the figures of other states. Explain the differences.</p> | <p>Concept Maps 74, 75, & 76</p> <p>Lessons 74, 75, & 76 Quiz</p> <p>Written Assignment: How dangerous is it for teens to socially consume alcohol?</p> <p>Health Literacy Assignment: Media Portrayal- Have students monitor several popular teen-oriented TV shows for 3 week period. They are to keep track of characters' alcohol use by using the provided form "TV's Message To Teens About Alcohol"</p> |

Health Education Curriculum

J. Tucker, McGraw Jr.-Sr. High Health Education

| <p>Course: Health 11 : Consumer Education</p> | <p>Standard 1: Personal Health- Students will have the necessary knowledge and skills to establish and maintain personal health. Standard 2: A Safe & Healthy Environment- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment and advocate using interpersonal communication skills. Standard 3: Resource Management- Students will identify and manage their community resources and be able to analyze the influence of culture, media, technology, and other factors on their health.</p> | | | |
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| <p>Performance Indicators</p> | <p>Essential Questions</p> | <p>Essential Knowledge & Skills</p> | <p>Classroom Ideas</p> | <p>Assessment Ideas</p> |
| <p>Describe the basic types of health care providers</p> <p>Distinguish between the types of managed care</p> <p>Identify important considerations when choosing a health care plan and provider</p> | <p>How important is it to knowledgeable about health care options?</p> | <ul style="list-style-type: none"> ➤ Health care specialists ➤ Health insurance terms ➤ Medicare vs. Medicaid ➤ HMO ➤ PPO ➤ Rights of patients | <p>Matching prefixes and roots with areas of specialty</p> <p>Compare group practice to physician who is in practice alone</p> <p>Compare Medicaid to Medicare</p> <p>Guest speaker: speaker from Cortland Memorial Hospital to talk about long-term care. Ask for description of typical patient, daily care regimens, and rights of patients</p> | <p>Concept Maps Activity 94 & 95</p> <p>Health Specialist Matching Quiz</p> <p>Decision Making Activity 32</p> <p>Lessons 94 & 95 Quiz</p> |
| <p>Identify popular types of product and treatment fraud</p> <p>Identify agencies and organizations that exist to help health consumers with complaints</p> <p>Identify public health agencies and their functions</p> | <p>What supports exist for consumer protection?</p> | <ul style="list-style-type: none"> ➤ Quackery ➤ OTC drug categories ➤ Hierarchy of governmental services and agencies ➤ Public health at the local, state, and national levels | <p>Building Skills: Obtaining Help When You're Unhappy with a Health Service or Product</p> <p>Health Lab 32: Which Moisturizer Is Most Effective?"</p> <p>Analyze fraudulent ads</p> <p>Myths & Realities of Health Care Products</p> <p>Slogans Worksheet</p> | <p>Concept Maps Activity 96 & 97</p> <p>Cooperative Learning Activity 32</p> <p>OTC Matching Quiz</p> <p>Enrichment Activity 32</p> <p>Lessons 96 and 97 Quiz</p> |

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J. Tucker, McGraw Jr.-Sr. High Health Education

| <p>Course: Health 11 : Personal Safety</p> | <p>Standard 1: Personal Health- Students will have the necessary knowledge and skills to establish and maintain personal health. Standard 2: A Safe & Healthy Environment- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment and advocate using interpersonal communication skills. Standard 3: Resource Management- Students will identify and manage their community resources and be able to analyze the influence of culture, media, technology, and other factors on their health.</p> | | | |
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| Performance Indicators | Essential Questions | Essential Knowledge & Skills | Classroom Ideas | Assessment Ideas |
| <p>Demonstrate measures to help prevent, escape, and survive a violent personal attack</p> | <p>How much control does a person have over his/her personal safety?</p> | <ul style="list-style-type: none"> ➤ Date rape and acquaintance rape prevention ➤ Help for rape victims ➤ Identifying behaviors of sexual harassment | <p>Guest speaker: representative from Youth Division of NYS Police</p> <p>Overview college and in cars personal safety practices</p> <p>Demonstrate how to use body language as a self-defense tactic</p> <p>Students list "inner" self defense tools that will help them avoid being violently attacked</p> | <p>Concept Map 104</p> <p>Lesson 104 Quiz</p> <p>Textbook Health Skills Activities</p> |
| <p>Identify priorities in responding to a medical emergency</p> <p>Differentiate between types of wounds and first aid treatment for each</p> <p>Describe shock and its treatment</p> <p>Differentiate between types of burns and first aid treatment for each</p> | <p>What are the essential components of treating bleeding emergencies?</p> | <ul style="list-style-type: none"> ➤ Sequence of priorities ➤ When to call 911 ➤ Pertinent information for 911 ➤ Bleeding wounds and first aid treatment ➤ Burn prevention, identification, and treatment | <p>Students list situations which can induce shock</p> <p>Students, using Universal Precautions, practice bandaging and burn treatment</p> <p>"What Are The Potential Dangers In This Picture?"</p> <p>Prioritize the Accident Scene Activity</p> | <p>Concept Map 105</p> <p>Demonstration of wound identification and treatment and treatment of shock</p> <p>Lesson 105 Quiz</p> |

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| <p>Course: Health 11 : First Aid</p> | <p>Standard 1: Personal Health- Students will have the necessary knowledge and skills to establish and maintain personal health. Standard 2: A Safe & Healthy Environment- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment and advocate using interpersonal communication skills. Standard 3: Resource Management- Students will identify and manage their community resources and be able to analyze the influence of culture, media, technology, and other factors on their health.</p> | | | |
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| <p>Performance Indicators</p> | <p>Essential Questions</p> | <p>Essential Knowledge & Skills</p> | <p>Classroom Ideas</p> | <p>Assessment Ideas</p> |
| <p>Explain procedures for treating poisoning by ingestion, snakebite, or topical exposure</p> <p>List steps for aiding a choking victim</p> <p>Demonstrate how to check for breathing and pulse</p> <p>Demonstrate the process for administering rescue breathing</p> | <p>What should one do as a non-certified first aid person to help a person experiencing breathing difficulties?</p> | <ul style="list-style-type: none"> ➤ Signs of poisonings ➤ How to access Poison Control Center ➤ Identification of poisonous snakes ➤ Heimlich Maneuver ➤ Myths & realities of first aid for choking ➤ Rescue breathing for infants, children, and adults | <p>Guest speaker from the American Red Cross</p> <p>Pictures of indigenous poisonous flora and fauna</p> <p>Students identify poisons in their home environments</p> <p>Analyze the likeness of some common household products to poisons</p> <p>Obtain Red Cross mannequins for practice</p> | <p>Concept Map Activity 106 & 107</p> <p>Enrichment Activity 35</p> <p>Lessons 106 and 107 quiz</p> <p>Planning A Safe Home Environment Checklist</p> |
| <p>Describe proper first aid techniques for common emergencies (fractures, sprains, fainting, animal bites, bee stings, objects in eye, nosebleeds, frostbite, hypothermia, heat cramps, heatstroke)</p> | <p>What are general first aid techniques for common minor medical emergencies?</p> | <ul style="list-style-type: none"> ➤ R.I.C.E. procedure ➤ When to call for medical assistance ➤ Rabies ➤ Epi-pen procedures ➤ Prevention of weather-related emergencies | <p>Identify signs of a rabid animal</p> <p>Cooperative Learning Activity 35</p> <p>Students decide which of the emergencies is most likely to occur in our school and in our community. Resources for assistance are then noted.</p> <p>Demonstrate flushing of eye</p> <p>Demonstrate appropriate layering of cold-weather clothing</p> | <p>Concept Map 108</p> <p>Decision Making Activity 35</p> <p>Health Lab 35</p> <p>Lesson 108 Quiz</p> |