

Subject: Grade 10-12 Health (20 Week Course)

Curriculum Map

WEEK	NYS STANDARDS	CONCEPT (UNIT/THEME)	STUDENT OBJECTIVE THE STUDENT WILL.....	ESSENTIAL INFORMATION	ASSESSMENTS	VOCABULARY	RESOURCES
2	1. Personal Health and Fitness 2. A Safe and Healthy Environment 3. Resource Management	-Introduction to Health. -What is Health? -What is Wellness? -What is Quackery?	-Student's will be able to identify the three influences that affect one's health. -Identify positive/negative attributes related to their own Health. -Identify lifestyle choices. -Generate a Family Tree identifying the Health history. -Establish short and long term goals. -Advocate a healthy lifestyle to others.	-What are my own strengths and weaknesses in relation to my own health? -What are lifestyle choices that will affect one's life in the future? -How can we prevent or reduce the risk of developing disease? -What are Life Skills? -How can I help be a positive role model? -How to understand the facts of being a consumer.	-Family Genogram -Health Profile/Case Study -Self-Assessments -Teacher generated quiz	-Health -Health Advocate -Health Status -Life Skills -Lifestyle Factors -Mental Health -Physical Health -Prevention -Risk Behaviors -Role Model -Social Health -Wellness -Quackery	www.cdc.gov www.healththeacher.com www.advocateesforouth.org

3 Weeks	1. Personal Health and Fitness 2. A Safe and Healthy Environment 3. Resource Management	Mental Health	-Identify the importance of Mental Health. -What is Mental Illness? -Identify possible signals indicating anxiety/depression/suicidal thoughts. -Identify ways to develop good Mental Health. -Three types of eating disorders. -Identify sources of Professional Help	-What can affect ones Mental Health? -How does Mental Health impact ones overall Health and Wellness? -What are the various types of Mental Illnesses? -What resources are available? -What signs indicate a Mental Illness?	-Case Study Analysis -Cognitive Based Learning -Current Health Event Statistics -Mental Health Scenarios -Mental Health Illness-PowerPoint Presentation -Teacher Generated Quiz	-Anti-depressant -Bipolar Disorder -Bullying -Cutting -Clinical Depression -Cyberbullying -Depression -Eating Disorder -Mental Health -Mental Illness -Neuro transmitter -Serotonin -Stress -Suicide	www.cdc.gov www.discovereducation.com www.pbs.org www.mentalth.org www.mayoclinic.org www.who.gov
------------	---	---------------	---	--	--	---	--

3 Weeks	<p>1. Personal Health and Fitness</p> <p>2. A Safe and Healthy Environment</p> <p>3. Resource Management</p> <p>NHES # 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	Nutrition/Physical Fitness	<p>-Identify the importance of nutrition in order to maintain a healthy lifestyle.</p> <p>-Identify the 7 nutrients the human body requires.</p> <p>-Identify ways to maintain a desirable body composition.</p> <p>-Identify the importance of a food label.</p> <p>-Identify tips to maintain good grocery shopping habits.</p> <p>-Identify the functions of the MyPlate Guide.</p> <p>-Utilize the Supertracker as a guide to log food and exercises.</p> <p>-Identify Health conditions associated with an unhealthy lifestyle.</p>	<p>-How do your food choices affect your lifestyle?</p> <p>-What are basic guidelines to follow when planning a healthy lifestyle?</p> <p>-What are the government's recommendations?</p> <p>-What are ways to have an appropriate BMI?</p> <p>-Identify the benefits of exercise.</p> <p>-What are the Basic Components of Physical Fitness?</p>	<p>-Current Health Events and Statistics</p> <p>-Fast Food Analysis</p> <p>-Food Label reading</p> <p>-Plan a Menu project</p> <p>-Healthy Food Presentation-Fruit Plates</p> <p>-Learning Articles/Questions</p> <p>-Teacher Generated Quiz</p> <p>-Key Terms Word search</p>	<p>-Body Composition</p> <p>-Calorie Diet</p> <p>-Fad Diet</p> <p>-Fats</p> <p>-Fiber</p> <p>-Nutrition</p> <p>-Nutrients</p> <p>-Trans fat</p> <p>-Weight Loss</p> <p>-Surgeries</p> <p>-Aerobic and Anaerobic exercise</p> <p>-BMI</p> <p>-FITT Formula</p>	<p>www.cdc.gov</p> <p>http://www.foodservicewarehouse.com</p> <p>http://iom.nationalacademies.org</p> <p>www.fitness.com</p> <p>https://www.nlm.nih.gov/medlineplus/exerciseandphysicalfitness.html</p> <p>www.webmd.com</p>
---------	--	----------------------------	--	---	--	---	--

1 Week	<p>1. Personal Health and Fitness</p> <p>2. A Safe and Healthy Environment</p> <p>3. Resource Management</p> <p>NHES # 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	Safety	<p>-Students will understand human growth and development and recognize the relationship between behaviors and healthy development.</p> <p>-Identify choices they will have to make in regards to their health.</p> <p>-Understanding the causes of conflict</p> <p>-Negotiation and mediation tools</p> <p>-Identify unintentional injuries.</p> <p>-Identify what Hands Only CPR is and its importance.</p> <p>-Identify the functions of an AED.</p>	<p>-What are the decisions that can and will impact a person's life?</p> <p>-What are risks associated with the choices they make?</p> <p>-Understand Motor Vehicle Safety</p> <p>-Why do students choose to participate in certain situations?</p> <p>-What is Hands Only CPR and demonstrate the correct technique.</p>	<p>-Current Health Events and Statistics</p> <p>-Role Playing Scenarios</p> <p>-Student Questionnaire</p> <p>-Teacher Generated Quiz</p>	<p>-AED</p> <p>-CPR</p> <p>-Decisions</p> <p>-Decision Making</p> <p>-Unintentional Risks</p> <p>-Safety</p>	<p>www.americanredcross.org</p> <p>www.cdc.gov</p>
--------	---	--------	---	---	--	--	---

4 Weeks	1. Personal Health and Fitness 2. A Safe and Healthy Environment 3. Resource Management	Alcohol, Tobacco, and Other Drugs (ATOD)- Substance Abuse	-Identify risks of an addiction. -Students will be able to recognize that the use of alcohol impairs judgment and coordination. -Identify risks of underage drinking. -Identify the impact of Drug Abuse on an individual and their family/friends. -Students will be able to recognize the different factors that a drug may have on each person. -Students will recognize how tobacco use is directly linked to respiratory and circulatory diseases, as well as a variety of other health-related problems.	-What are the risks associated with teen alcohol use/abuse? -What are the risks associated with tobacco use? -What are the risks associated with illicit drug use? -What are the top reasons why teens choose to participate in these activities? -What are some short and long term consequences associated with drug use? -What types of services are available for drug users and their family/friends?	-Current Health Statistics -Cognitive Based Learning Articles -Decision-Making scenarios -Drug Unit packets -Teacher generated quizzes	-Abuse -Addiction -Alcohol -Aneurysm -Blackout -Cannabis -Carcinogen -Chronic -Chronic Bronchitis -Chronic Obstructive Pulmonary Disorder (COPD) -Cirrhosis -Dependence -Emphysema -Half-way house -Hallucinogens -Inhalants -Narcotics -Nicotine -Proof -Rehabilitation -Secondhand smoke -Smokeless Tobacco -Synergism -Tobacco -Tolerance -Withdrawal	www.cdc.gov www.drugfree.world.org www.health.org www.methproject.org www.thetruth.org
---------	---	---	---	---	--	---	--

1 Week	<p>1. Personal Health and Fitness</p> <p>2. A Safe and Healthy Environment</p> <p>3. Resource Management</p>	Hygiene	<p>-Students will be able to recognize the importance of maintaining proper hygiene.</p> <p>-Identify factors that affect ones hygiene.</p>	<p>-What is Hygiene?</p> <p>-Why is it important to maintain proper hygiene?</p>	<p>-Small group activities</p> <p>-Word search</p>	<p>-Cologne</p> <p>-Dentist</p> <p>-Deodorant</p> <p>-Hygiene</p> <p>-Perfume</p> <p>-Shampoo</p> <p>-Shower</p> <p>-Toothbrush</p> <p>-Toothpaste</p>	<p>www.cdc.gov</p> <p>http://www.livestrong.com</p> <p>www.healthworldeducation.org</p>
--------	--	---------	---	--	--	--	--

1 Week	<p>1. Personal Health and Fitness</p> <p>2. A Safe and Healthy Environment</p> <p>3. Resource Management</p>	Healthy Relationships	<p>-Students will be able to define what a Healthy Relationship is?</p> <p>-Qualities of a healthy relationship.</p> <p>-Identify what are healthy factors and what are not in regards to a relationship.</p> <p>-Understand that open, honest and safe communication is a fundamental part of a healthy relationship.</p>	<p>-What is a Healthy Relationship?</p> <p>-The first step to building a relationship is making sure you both understand each other's needs and expectations.</p> <p>-What qualities are important to maintain a healthy relationship?</p>	<p>-Relationship packet</p> <p>-Small group activities</p> <p>-No One Would Tell movie</p>	<p>-Attitude</p> <p>-Boundaries</p> <p>-Compromise</p> <p>-Equality</p> <p>-Honesty</p> <p>-Love</p> <p>-Relationship</p> <p>-Respect</p> <p>-Quality</p> <p>-Safety</p> <p>-Supportive</p> <p>-Trust</p>	<p>http://kidshealth.org/en/teen/healthy-relationships.html</p> <p>http://www.loveisrespect.org/healthy-relationships/</p>
--------	--	-----------------------	--	--	--	---	---

4 Weeks	<p>1. Personal Health and Fitness</p> <p>2. A Safe and Healthy Environment</p> <p>3. Resource Management</p> <p>NHES # 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	Sexual and Reproductive Health	<p>-Identify the anatomy and function of the reproductive relationships.</p> <p>-Identify ways to reduce the risk of STI's and HIV.</p> <p>-Identify symptoms, diagnoses, and treatment options for STI/HIV.</p> <p>-Identify the progression of HIV on its attack on its attack of human immune system.</p> <p>-Analyze the complications to reproductive health of common STI's.</p> <p>-Identify risks associated with teen parenting.</p> <p>-Identify consequences related to pregnancy and alcohol/drug use.</p>	<p>-What are the risks associated with teenage sexual activity?</p> <p>-Understand the function of the reproductive system?</p> <p>-How can we prevent STI's?</p> <p>-How can we prevent unplanned pregnancy?</p> <p>-What are the demands of parenting?</p> <p>-How can we maintain a healthful pregnancy?</p>	<p>-Cognitive Based Learning</p> <p>-Current Health Events</p> <p>-Current Health Statistics</p> <p>-Baby Think It Over Program</p> <p>-Teacher Generated Quiz</p>	<p>-Ovaries</p> <p>-Egg</p> <p>-Fallopian Tubes</p> <p>-Uterus</p> <p>-Cervix</p> <p>-Labia</p> <p>-Clitoris</p> <p>-Hymen</p> <p>-Ovulation</p> <p>-Placenta</p> <p>-Umbilical cord</p> <p>-Embryo</p> <p>-Fetus</p> <p>-Perineum</p> <p>-Fimbria</p> <p>-Endometrial lining</p> <p>-Penis</p> <p>-Scrotum</p> <p>-Sperm</p> <p>-Testicles</p> <p>-Prostrate</p> <p>-Seminal Vesicles</p> <p>-Epididymis</p> <p>-Cowper's Gland</p> <p>-Infertility</p> <p>-Pap Smear</p> <p>-Amniocentesis</p> <p>-Fetal Alcohol Syndrome</p> <p>-Crowning</p> <p>-Toxemia</p> <p>-Sudden Infant Syndrome (SIDS)</p>	<p>www.cdc.gov</p> <p>http://www.livestrong.com/article/41184-process-human-reproduction/</p> <p>Planned Parenthood-Guest Speakers</p>
---------	--	--------------------------------	--	---	--	--	---

1 Week	1. Personal Health and Fitness	2. A Safe and Healthy Environment	3. Resource Management				