

HS Health Curriculum Map

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline (Months/Weeks /Days)
<p>NYHES: Commencement 1, 2, 3 NHES: 1.12.8 1.12.9 2.12.9 3.12.2 7.12.1 7.12.2 7.12.3 8.12.2</p>	<ul style="list-style-type: none"> • What is Health?: Intro. To Wellness • Definition/History of health • Top 10 Health risks for teens today • CDC's 6 main categories of risk • Prevention vs. intervention • Domains of health and how they interrelate • Health literacy, advocacy, continuum, quality of life, life expectancy • Influences on health such as: heredity, environment (physical and social), gender, culture, media, technology, behavior, healthcare. • Controllable/uncontrollable risk factors • Analyzing benefits (rewards) vs. risks • Leading causes of death in America • Preventable Causes of death • The effects of 	<ul style="list-style-type: none"> • Advocacy • Self-Management • Accessing Information • Goal Setting 	<ul style="list-style-type: none"> • CDC: Centers for Disease Control • Prentice Hall Health Textbook • What is Health Workbook • What is Health Powerpoint 	<ul style="list-style-type: none"> • Journal Writing • Quizzes (2) • Homework • Group activities • Pair share w/partners • Self-assessment exercises • Activity-based assessment. 	<p>Beginning of September -Mid September (2 Weeks)</p>

	<p>advertising on consumers</p> <ul style="list-style-type: none"> • Advertising appeals including: Bandwagon, Scientific studies, Testimonial, Comparison, Emotional, Price • How to evaluate health information, and sources of information • Health fraud and making an effective complaint • Lifestyle vs. Communicable Disease • Credit Card Theory of Health 				
<p><u>NYHES:</u> <u>Commencement</u> 1, 2, 3 <u>NHES:</u> 1.12.1 1.12.2 2.12.1 2.12.2 3.12.2 4.12.3 4.12.4 5.12.1 7.12.1 7.12.2 7.12.3 8.12.1 8.12.3</p>	<ul style="list-style-type: none"> • Mental & Emotional Health • Emotions and Personality • Personality/Factors that influence it • Personality types: Introvert/Extrovert • Hormones/Neurotransmitters involved with emotions • Birth Order Theory • Theories of Personality and key persons in the history of personality development theory: Harlow, Freud, Maslow, Erikson • Signs of a mature personality • Defense mechanisms 	<ul style="list-style-type: none"> • Advocacy • Decision Making • Self-Management • Accessing Information • Interpersonal Communication (Conflict Resolution) 	<ul style="list-style-type: none"> • Prentice Hall Health Textbook • Mental & Emotional Health Workbook • Mental & Emotional Health Powerpoint • Kevin Hines Video • Patch Adams Movie • Inside Out Movie • NYS Office of Mental Health & Website 	<ul style="list-style-type: none"> • Journal Writing • Quizzes (2) • Homework • Group activities • Pair share w/partners • Self-assessment exercises • Activity-based Assessment. • Mental Health Project • Patch Adams Questions • Inside Out Questions 	<p>Mid September -Early October (3 Weeks)</p>

	<p>including: Denial, displacement, rationalization, compensation, projection, regression, reaction formation.</p> <ul style="list-style-type: none"> • We all learn differently: Linguistic, logical/mathematical, body/kinesthetic, spatial, musical, interpersonal, intrapersonal. • Common Personality Disorders • Depression & Suicide • Ways to Manage Stress 				
<p><u>NYHES:</u> <u>Commencement</u> 1, 2, 3 <u>NHES:</u> 1.12.2 1.12.5 1.12.7 2.12.3 2.12.9 3.12.2 3.12.4 4.12.3 7.12.1 7.12.2 7.12.3 8.12.2</p>	<ul style="list-style-type: none"> • Stress and Stress Management • Stress symptom assessment • Define terms: Stress, Stressor, Eustress, Distress • Different types of stress including: Sensory overload, deprivation, chronic, acute, anticipatory, residual, etc.. • Psychosomatic symptoms of stress • Recognizing physical, emotional, and behavioral symptoms of stress • General Adaptation Syndrome - Hans Selye: Alarm, 	<ul style="list-style-type: none"> • Advocacy • Self-Management • Accessing Information • Interpersonal Communication (Conflict Resolution) 	<ul style="list-style-type: none"> • Prentice Hall Health Textbook • Stress & Stress Management Workbook • Stress & Stress Management Powerpoint 	<ul style="list-style-type: none"> • Read and react • Group work • Class Discussions • Self-assessment/Personal inventories • Quizzes • Web based activities • Stress management and reduction activities 	<p>Early October - End of October (3 Weeks)</p>

	<ul style="list-style-type: none"> Resistance, Exhaustion • Ways to Manage stress • Coping with stress scale • Resiliency scale • Methods to reduce or avoid unnecessary stress • Methods to handle/manage unavoidable stress • Benefits of therapeutic massage- • Locus of control: Internally vs. externally controlled • Time/Priority Management • Managing Stress: Coping with loss • Grieving: Kubler-Ross (5 Stages) • Depression and suicide 				
<p><u>NYHES:</u> <u>Commencement</u> 1, 2, 3</p> <p><u>NHES:</u> 1.12.1 1.12.5 1.12.6 1.12.8 1.12.9 2.12.7 2.12.9 3.12.2 3.12.5 4,12,3 4,12,4</p>	<ul style="list-style-type: none"> •Human Sexuality/Birth Control/HIV/AIDS • Review of male and female reproductive anatomy and physiology • Abstinence • Sexual Orientation/ Harassment • Planning and designing your future, making sound decisions, send the right messages 	<ul style="list-style-type: none"> •Advocacy •Self-Management •Accessing Information •Decision Making •Goal Setting 	<ul style="list-style-type: none"> •Family Planning of South Central New York speakers (Avivia Friedmann) • Prentice-Hall Health textbook • Human Sexuality Workbook • Human Sexuality Powerpoint • CDC: Centers for Disease Control Website •Baby Budget Calculation Website •Sizing Up Sperm 	<ul style="list-style-type: none"> • Read and react •Pair & Share • Group work • Class Discussions • Self-assessment/Personal inventories • Quizzes •Web based activities •Baby Budget Calculation for 1 Year •Sizing Up Sperm Documentary Questions 	<p>End of October - Mid November (2 Weeks)</p>

<p>5.12.1 7.12.1 7.12.2 7.12.3 8.12.3</p>	<ul style="list-style-type: none"> • Birth Control: Barrier vs. Hormonal vs. Behavioral methods/theoretical vs. User Efficacy/Relationship w/regard to protection or lack of with STI's • STI's Bacterial vs. Viral vs. Protozoan • Asymptomatic defined • Complications of untreated bacterial infections: PID, sterility, infections, scarring, emotional complications, death. • HIV and t-cell count • Ways HIV is transmitted and ways it is not • History and current trends • Stages of HIV • Treatment of HIV, Testing, Confidentiality laws, responsibility to others 		<p>Documentary Video</p>		
<p><u>NYHES:</u> <u>Commencement</u> 1, 2, 3 <u>NHES:</u> 1.12.1 1.12.5 1.12.8 1.12.9 2.12.9 2.12.10 3.12.2 3.12.5</p>	<p>Nutrition, Physical Fitness, Obesity and Body Image/Eating Disorders</p> <ul style="list-style-type: none"> • Why understanding nutrition is so important • The importance of being fit • Hunger vs. appetite • Rationale for food choices • How has nutrition 	<ul style="list-style-type: none"> •Advocacy •Self-Management •Accessing Information •Decision Making •Goal Setting 	<ul style="list-style-type: none"> • Prentice-Hall Health textbook • “The Weight of the Nation” HBO Documentary series • Chenango Valley School Lunch Menu - CVCSD Homepage 	<ul style="list-style-type: none"> • Read and react •Pair & Share • Group work • Class Discussions • Self-assessment/Personal Inventories (nutrition) • Quizzes 	<p>Mid November - Early December (3 Weeks)</p>

<p>5.12.1 5.12.7 6.12.1 6.12.2 7.12.1 7.12.3 8.12.3</p>	<p>changed over the years</p> <ul style="list-style-type: none"> • Essential nutrients, calories, basal metabolic rate • Macro/micro nutrients/energy providers • Sources of proteins (Complete vs incomplete) • Carbohydrates and glycemic index/nutrition and athletic performance (Simple vs complex carbs) • Fats (Unsaturated vs Saturated vs Trans vs Omega) • BMI, overweight, and obesity • Ideal Body Weight • Body Image and body types/role of genetics • Fad dieting & weight loss (Importance of physical activity) • Eating disorders including anorexia-nervosa, bulimia (purging/non-purging), binge eating disorder • Energy drink consumption and effects on the body • Caloric Intake 				
<p><u>NYHES:</u> <u>Commencement</u> 1, 2, 3 <u>NHES:</u></p>	<p>Alcohol, Tobacco, Vaping, and Other Drugs</p> <ul style="list-style-type: none"> • Fermentation, distillation, ethyl 	<ul style="list-style-type: none"> •Advocacy •Self-Management •Accessing Information 	<ul style="list-style-type: none"> • Prentice Hall textbook • Life Skills workbook • National Geographic Documentary (Alcohol) • Everything You need to 	<ul style="list-style-type: none"> • Teen Traffic Safety Day (Field Trip) •Whiteboard Activities •Pair & Share • Group work 	<p>Early December - Beginning of January (4 weeks)</p>

<p>1.12.1 1.12.4 1.12.5 2.12.3 2.12.5 2.12.9 3.12.1 3.12.2 4.12.2 4.12.4 5.12.4 5.12.5 7.12.1 7.12.3 8.12.4</p>	<p>alcohol</p> <ul style="list-style-type: none"> • Pathway of alcohol in the system • Absorption, oxidation, elimination • Effects on the body (Short and long term) • Reasons why people drink or not drink • BAL/BAC • Socio-economic issues associated with drinking including binge drinking, FAS, dysfunctional families, abuse, accidents, etc.. • Warning signs of alcoholism and info. about the disease of alcoholism • Tobacco education...smoking and smokeless tobacco use • Vaping & Juuling • Vaping side effects and comparison to smoking • Nicotine, tar, carbon monoxide • Laws and impact of smoking on others • Smoking/tobacco cessation • Drug use, misuse, abuse • Drug classification and how they affect the CNS • OTC vs. Rx drugs • Current drug trends: Benzodiazepines, Pain 	<ul style="list-style-type: none"> •Decision Making •Analyzing Influences 	<p>Know in 22 minutes video</p> <ul style="list-style-type: none"> • THC video • You tube video clips on inhalant abuse, Methamphetamine (Faces of meth), advertising for alcohol and Tobacco, and vaping) • Current events: Vaping & Its Effect On the Lungs • De-constructing Pod Based and Vaping Advertisements • Risk of E-Cigarette, Vape Pen, and Juul Use • Intoxication Simulation Activity •"Catch My Breath" Vaping Unit 	<ul style="list-style-type: none"> • Class Discussions • Fatal Vision Intoxication Simulation • Quizzes • Factual Chart Construction •Refusal Skills & Roleplay Activities 	
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	<p>killers, Bath salts, salvia, synthetic marijuana</p> <ul style="list-style-type: none"> • Stages of drug abuse including: experimental, regular, pre-occupied, addict • Physical and psychological dependency • Organizations for those in need of assistance • Marijuana and THC, synthetic marijuana, laws 				
<p><u>NYHES:</u> <u>Commencement</u> 1, 2, 3 <u>NHES:</u> 1.12.5 1.12.8 1.12.9 2.12.10 3.12.1 3.12.2 7.12.3</p>	<p>Lyme Disease</p> <ul style="list-style-type: none"> • Transmission • Symptoms of lyme disease and diagnosis by medical professional • Prevention methods • Medical background • Types of ticks • What to do if bitten. • Times of season where ticks are more prevalent • Environment and habitats for ticks • Life cycle of ticks 	<ul style="list-style-type: none"> •Advocacy •Self-Management •Accessing Information 	<ul style="list-style-type: none"> • “Know the Facts About Lyme Disease” Pamphlet - Senator Frederick Akshar • NYS Department of Health Website • Upstate Medical University Resource • Tick Identification Resources • Youtube Clip on how to remove ticks 	<ul style="list-style-type: none"> •Lyme Disease Presentation •Pamphlet dissection of Lyme Disease •Group & Partner Research Activities •Class Discussions •Sorting Activities based on symptoms and treatment. 	<p>Early January - Mid January (1 week)</p>
<p><u>NYHES:</u> <u>Commencement</u> 1, 2, 3 <u>NHES:</u> 1.12.4</p>	<p>Cancer</p> <ul style="list-style-type: none"> • Types of cancer • Medical diagnosis • Treatments including chemotherapy • Sun-Screen and skin 	<ul style="list-style-type: none"> •Advocacy •Self-Management •Accessing Information 	<ul style="list-style-type: none"> • SCI: Skin Cancer SmartBoard Interactive Game • Cancer Information Presentation • Web-based Cancer 	<ul style="list-style-type: none"> •Group & Partner Research Activities •Class Discussions •SmartBoard Interactive Activities • Read, react, and examine 	<p>Early January - Mid January (1 week)</p>

1.12.5 1.12.7 1.12.8 3.12.2 3.12.5 7.12.2 7.12.3	cancer prevention • Organizations & Treatment References		Research Activity	• Identification Activities	
<u>NYHES:</u> <u>Commencement</u> 1, 2, 3 <u>NHES:</u> 1.12.8 1.12.9 2.12.9 3.12.2 7.12.1 7.12.2 7.12.3 8.12.2	HIV/AIDS • What is HIV? • Symptoms and Stages • Transmission • Abstinence & Prevention of unintended pregnancy • Testing & Treatment • Progression of HIV into AIDS • Opportunistic infections • Interactions with Drugs/Alcohol • Global and U.S. Statistics • Effects on the Immune System	•Advocacy •Self-Management •Accessing Information	•NYS HIV/AIDS Guidance Document (Secondary level) •HIV.gov •CDC.gov	•Individual Class Activities •Class Discussions •Article & Research Based Activities	Mid-January -End of January (1 week)
<u>NYHES:</u> <u>Commencement</u> 1,2,3 <u>NHES:</u> 1.12.5 1.12.8 1.12.9 3.12.1 3.12.2 7.12.1 7.12.2 7.12.3	Sepsis • What is sepsis? •What causes sepsis? Best practices for prevention • Susceptibility • Symptoms • Diagnosis & Treatment •Surviving Sepsis & What's Next?	•Advocacy •Self-Management •Accessing Information	•CDC.gov Information • Check Your Knowledge About Sepsis CDC •How to Prevent Sepsis - the Role You Can Play in Health Care and Communities Video (WHO) •The Domino Effect Video & Discussion •A Back to Basics Approach to Prevent	•Individual Class Activities •Class Discussions • Identification and Knowledge Quiz • Sepsis Pamphlet Educational Resource •Article Reading and Dissection	Mid-January - End of January (1 week)

8.12.3			Infection		
NYHES: Intermediate 1, 2, 3 NHES: 1.8.5 1.8.7 2.8.3 2.8.6 2.8.8 3.8.2 4.8.1 4.8.2 4.8.3 4.8.4 5.8.4 7.8.2 7.8.3	Technology/Internet Safety <ul style="list-style-type: none"> • Importance • Avoiding Risks & Inappropriate Content • What to Do? • Inappropriate Online Behavior • Once posted, you can't get it back • Avoid posting personal information • Privacy Rules • Right to say "No" • Reporting • Cyberbullying • What to do? • Tips to Remember • Show Responsibility 	<ul style="list-style-type: none"> • Advocacy • Accessing Information • Self-Management • Interpersonal Communication 	<ul style="list-style-type: none"> • NYS Health Education Website • NetSmartz • National Center for Missing & Exploited Children 	<ul style="list-style-type: none"> • Individual Class Activities • Class Discussions • Activity-based instruction & discussion • NetSmartz Scenario Videos • Self-Assessments 	2-3 Classes

New York Health Education Standards (NYHES):

Standard 1: Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

Standard 2: Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

Standard 3: Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

National Health Education Standards (NHES):

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.