

# Worthington Schools



## Health Course of Study K-12

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## Mission

To empower a community of learners who will change the world.

## Philosophy of Health Education

The Worthington School District believes that every child enrolled in the Worthington Schools should develop the basic knowledge, skills and attitudes that are essential for healthy growth, development and decision-making in our increasingly diverse and complex global community.

The possession of basic knowledge and skills related to health education is necessary if students are to make informed choices that will affect their own health for a lifetime, as well as the ongoing general health of the community. The course content will help students develop empathy towards others and help develop life skills to handle decisions made through adolescence and beyond. There is growing evidence that it is most helpful if such knowledge and skills are acquired during childhood, adolescence and young adult years, when habits and attitudes are forming. We consider health education to be an integral part of students' overall education experience, and we maintain a commitment to help prepare our students for making healthy choices throughout their lives, leading to good social, emotional and physical health.

*() denotes standard addressed*

*See list of standards at the end of the document*

## Instructional Philosophy and Goals

### **Generally**

The state and the nation need a well-educated and competent citizenry capable of fulfilling the American ideals of opportunity and achievement. It is the responsibility of the Board of Education to articulate the wishes of the community so that the children under its jurisdiction mature to become knowledgeable, active, and concerned citizens capable of dealing with the challenges of a changing technological world.

The Board of Education of the Worthington Schools believes that the instructional program of the district is its first priority and that every effort be made to carefully plan, organize, implement, evaluate, and communicate this program to the community.

Furthermore, the Board believes the general public should be given ample opportunity to participate in the setting of goals for the instructional program and its evaluation. The professional staff is responsible for the implementation of the goals and the Board has the responsibility of seeking from the community the resources necessary to accomplish the mutually agreed upon goals.



## **Philosophical Bases for Instructional Program**

The Board believes that the instructional program is an essential ingredient of the school system and, therefore, matters relating to instruction should be carefully planned, organized, evaluated, and communicated to the community. In its role as the representative policy-making body for the school district, the Board establishes the philosophical bases upon which the school district's programs are built.

They are as follows:

- The instructional program will emphasize the development of fundamental skills and a command of basic knowledge while preparing young persons for the rapidly changing and highly technical world in which they live.
- Students will learn how to make critical judgments and to use their inherent creativity to become effective problem solvers.
- Students will learn self-directed study skills which will serve them during and beyond their years of formal schooling.
- The instructional program will foster positive student attitudes toward change and develop in students the capacities necessary for dealing successfully with a changing world.
- Students will be given varied opportunities to develop their appreciation for the aesthetic aspects of human existence and to develop their talents for artistic self-expression.
- The instructional program will provide varied educational experiences in recognition of the diversity of student abilities, talents and interests.
- The instructional program will provide for the physical, social, and emotional well-being of students.
- Students will be made aware of the interdependence of all peoples and will be encouraged to accept their responsibilities as members of the human family for the survival and welfare of all.
- The instructional program will foster a sense of self-worth and a sense of worth in others along with a sense of responsibility for one's personal development.
- The instructional program will recognize the need for lifelong learning and provide educational opportunities for citizens of all ages.

## **Personnel**

The Board recognizes that the successful implementation of the instructional program requires the employment of quality personnel. Furthermore, the Board believes opportunities for continuous personal and professional development are essential for ensuring the vitality of the educational program.

## **Evaluation**

The curriculum shall be periodically and systematically reviewed by staff as determined by the superintendent but at a minimum as required by state law.



## Worthington Writing Team

| First   | Last       | School                                 | Grade |
|---------|------------|--|-------|
| Katie   | Eschliman  | Brookside                              | K     |
| Kristin | Hollinger  | Slate Hill                             | 1     |
| Shelby  | Thielke    | Worthington Estates                    | 2     |
| Kristi  | Patrick    | Worthington Hills                      | 3     |
| Bev     | Matson     | Evening Street                         | 4     |
| Joannie | Long       | Worthington Park                       | 4     |
| Kim     | Deagle     | Colonial Hills                         | 5     |
| Laura   | Swabb      | Wilson Hill                            | 5     |
| Andrew  | Bogart     | Brookside                              | 6     |
| Ty      | Hollinger  | Granby                                 | 6     |
| Colt    | Cunningham | Kilbourne MS                           | MS    |
| Eric    | Graber     | McCord MS                              | MS    |
| Nick    | Wiedenhoft | Worthingway MS                         | MS    |
| Kara    | Smith      | Phoenix MS                             | MS    |
| Lezlee  | LeVette    | TWHS                                   | HS    |
| Dyanne  | Lewis      | WKHS                                   | HS    |
| Sheila  | Martin     | TWHS                                   | HS    |
| Laura   | Zelch      | Linworth                               | HS    |
| Lori    | Povisil    | Safe and Drug Free Schools Coordinator |       |
| Brian   | Geniusz    | Curriculum Leader                      |       |



## Course of Study

### Kindergarten

| Unit  | Essential Question             | Learning Target(s)  | Resources |
|---|--------------------------------|---|-----------|
| Healthy Choices/<br>Nutrition<br><br>(1, 5-8) | How does food keep me healthy? | <ol style="list-style-type: none"><li>1. I can identify and name healthy choice foods and sometimes food.</li><li>2. I can identify the benefits of making healthy food choices (provides energy, helps me grow, prevents illness, builds strong muscles).</li><li>3. I can identify the negative effects sometimes food can have on my body (lack of energy, dental health, lack of nutrients that help you grow).</li></ol> |           |

| Unit   | Essential Question   | Learning Target(s)   | Resources                                       |
|--|--|--|---|
| Emotional and<br>Physical Safety<br><br>(2-5, 7-8) | In what ways do my choices affect myself and others around me? | <ol style="list-style-type: none"><li>1. I can identify my emotions and the emotions of others and share methods for how to respond to those emotions.</li><li>2. With adult support, I can learn strategies to help self regulate my emotions.</li><li>3. With adult support, I can learn how to demonstrate self control.</li><li>4. I can identify and share how my actions affect others.</li><li>5. I can identify and name characteristics of bullying (repeated, intent to harm,</li><li>6. I can identify strategies I can use to stand up to bullying.</li><li>7. I can identify resources to help myself and others address bullying situations.</li><li>8. I can describe the differences between reporting and tattling.</li></ol> | The Zones of Regulation<br><br>School Counselor |



| Unit                             | Essential Question                         | Learning Target(s)  | Resources |
|----------------------------------|--|---|-----------|
| Healthy Habits<br>(1, 3, 5, 7-8) | How do my daily routines affect my health? | <ol style="list-style-type: none"><li>1. I can explain how germs are spread from one place to another.</li><li>2. I can name ways to keep germs from spreading.<ol style="list-style-type: none"><li>a. Hand washing</li><li>b. Coughing into my arm</li><li>c. Blowing my nose</li></ol></li></ol> |           |

| Unit  | Essential Question                   | Learning Target(s)   | Resources                                   |
|---|--------------------------------------|--|---|
| Drugs, Alcohol<br>And Opioids<br>(3-5, 7-8) | How can you keep your brain healthy? | <ol style="list-style-type: none"><li>1. I can identify who it is okay to accept food and medicines from.</li><li>2. I can identify reasons for taking medicine (to keep or make your body healthy).</li><li>3. I can share what to do if I find unknown medicine or food (finding a trusted adult).</li></ol> | <a href="#">Brain Power K-1 Modules 3-5</a> |



## First Grade

| Unit                                      | Essential Question  | Learning Target(s)   | Resources  |
|---|---|--|--|
| Healthy Choices/Nutrition<br><br>(1, 5-8) | How can eating a variety of foods from each food group, keeps me healthy? | <ol style="list-style-type: none"> <li>1. I can identify and categorize foods into basic food groups</li> <li>2. Identify how each food group impacts our body (Dairy: Keep my bones healthy and growing, Protein: Builds strong muscles Fruits/Veggies: Prevents illnesses Grains: Provide energy)</li> </ol> | <a href="http://Choosemyplate.gov">Choosemyplate.gov</a> |

| Unit  | Essential Question   | Learning Target(s)   | Resources   |
|---|--|--|---|
| Emotional and Physical Safety<br><br>(2-5, 7-8) | In what ways do my choices affect myself and others around me? | <ol style="list-style-type: none"> <li>1. I can identify my emotions and the emotions of others</li> <li>2. I can demonstrate how to appropriately respond to different emotions</li> <li>3. I can demonstrate ways to self regulate (with minimal support/prompts)</li> <li>4. I can demonstrate self control (with minimal support/prompts)</li> <li>5. I can identify how my actions affect others</li> <li>6. I can name characteristics of bullying (repeated, intent to harm,</li> <li>7. I can identify strategies I can use to stand up to bullying.</li> <li>8. I can identify resources to help myself and others address bullying situations.</li> <li>9. I can describe the difference between reporting vs. tattling</li> </ol> | <a href="http://Stopbullying.gov">Stopbullying.gov</a><br><br>ZONES of Regulation |

| Unit                                 | Essential Question                         | Learning Target(s)   | Resources |
|--------------------------------------|--|--|-----------|
| Healthy Habits<br><br>(1, 3, 5, 7-8) | How do my daily routines affect my health? | <ol style="list-style-type: none"> <li>1. I can explain ways to prevent the spreading of germs (Hand washing, coughing in arm, blowing my nose).</li> <li>2. I can identify routines to keep teeth healthy (brushing, flossing and regular checkups).</li> </ol> |           |





| Unit   | Essential Question                   | Learning Target(s)   | Resources |
|--|--------------------------------------|--|-----------|
| Drugs, Alcohol and Opioids<br><br>(3-5, 7-8) | How can you keep your brain healthy? | <ol style="list-style-type: none"><li>1. I can name who it is okay to accept foods/medicines from (Trusted adults, doctors, parents, etc)</li><li>2. I can identify how to safely handle and use foods and medicines.</li><li>3. I can identify reasons why we use medicines (To keep or make your body healthy)</li><li>4. I can share what to do if I find an unknown medicine. (Find a trusted adult)</li></ol> |           |



## Second Grade

| Unit                                      | Essential Question                        | Learning Target(s)   | Resources  |
|---|---|--|--|
| Healthy Choices/Nutrition<br><br>(1, 5-8) | How does a balanced meal keep me healthy? | <ol style="list-style-type: none"> <li>1. I can identify the recommended servings of each food group per day</li> <li>2. I can identify the benefits of eating balanced meals (growth, prevents illness, provides energy)</li> </ol> | <a href="http://choosemyplate.gov">choosemyplate.gov</a> |

| Unit  | Essential Question  | Learning Target(s)  | Resources  |
|---|---|---|--|
| Emotional and Physical Safety<br><br>(2-5, 7-8) | In what do my choices affect myself and others around me? | <ol style="list-style-type: none"> <li>1. I can identify my emotions and the emotions of others</li> <li>2. I can demonstrate how to appropriately respond to different emotions.</li> <li>3. I can demonstrate how to self regulate my emotion with minimal support</li> <li>4. I can demonstrate self control with minimal support</li> <li>5. I can identify how my actions affect others</li> <li>6. I can identify the characteristics of bullying</li> <li>7. I can identify strategies I can use to stand up to bullying</li> <li>8. I can identify resources to help myself and other address bullying situations</li> <li>9. I can describe the difference between reporting and tattling</li> </ol> | <a href="http://Stopbullying.gov">Stopbullying.gov</a> |

| Unit                                 | Essential Question                         | Learning Target(s)   | Resources |
|--------------------------------------|--|--|-----------|
| Healthy Habits<br><br>(1, 3, 5, 7-8) | How do my daily routines affect my health? | <ol style="list-style-type: none"> <li>1. I can identify ways to prevent the spreading of germs (handwashing, coughing in arm, blowing nose, etc.)</li> <li>2. I can identify ways to protect the eyes and ears (seeing eye doctor, wearing sunglasses, ect.)</li> </ol> |           |



| Unit   | Essential Question                   | Learning Target(s)  | Resources                                |
|--|--------------------------------------|---|--|
| Drugs, Alcohol and Opioids<br><br>(3-5, 7-8) | How can you keep your brain healthy? | <ol style="list-style-type: none"><li>1. I can identify who it is ok to accept foods/medicines from (trusted adult, doctors, parents)</li><li>2. I can practice safe choices with unknown foods/medicines</li><li>3. I can identify medicine and drugs that are healthy and harmful</li></ol> | <a href="#">Brain Power 2-3 Module 4</a> |



## Third Grade

| Unit                                       | Essential Question  | Learning Target(s)   | Resources  |
|--|---|--|--|
| Healthy Choices/Nutrition<br><br>(1, 2, 7) | Why is serving size important for a healthy diet?<br><br>What is the difference between portions and serving size?<br>*Note: Food Plate - Focus on serving sizes of products (ie: one bowl of cereal is more than one serving); | <ol style="list-style-type: none"><li>1. I can identify an appropriate serving size for a healthy diet.</li><li>2. I can determine the difference between portions and serving size.</li></ol> | <a href="http://Healthychildren.org">Healthychildren.org</a> ;<br><a href="#">Servings vs Portions</a> ; <a href="#">Myplate</a> ;<br><a href="http://Readworks.org">Readworks.org</a> |

| Unit  | Essential Question  | Learning Target(s)   | Resources  |
|---|---|--|--|
| Emotional and Physical Safety<br><br>(1, 2, 3, 4, 7, 8) | What is stress and what are some coping skills for handling stressful situations?<br><br>What is bullying and how do you handle it? | <ol style="list-style-type: none"><li>1. I can recognize brain and body signals when feeling stressed or angry.</li><li>2. I can identify strategies to handle stress.</li><li>3. I can identify the difference between bullying and peer conflicts.</li><li>4. I can name a strategy to handle a bully.</li></ol> | Resources:<br><a href="http://Stopbullying.gov">Stopbullying.gov</a> (kid videos);<br><a href="#">Committees for Children</a> (free activities and videos);<br>School counselor;<br>Zones of Regulation;<br><a href="http://Readworks.org">Readworks.org</a> ; |

| Unit                          | Essential Question                                  | Learning Target(s)  | Resources  |
|-------------------------------|---|---|--|
| Healthy Habits<br><br>(1,3,7) | How do my daily personal routines affect my health? | <ol style="list-style-type: none"><li>1. I can demonstrate healthy responsible personal behaviors, such as toothbrushing, using soap and deodorant, handwashing, and covering mouth when coughing and sneezing.</li></ol> | <a href="http://Readworks.org">Readworks.org</a> ;<br><a href="#">Brainpopjr</a> |



| Unit   | Essential Question   | Learning Target(s)  | Resources  |
|--|--|---|--|
| Drugs, Alcohol and Opioids<br><br>(3, 4, 5, 7) | How can I practice safe choices with unknown foods/medicines?<br><br>How does your brain send/receive messages and how do drugs affect your brain? | 1. I can identify ways that medicines can be helpful or hurtful.<br>2. I can recognize how drugs affect the way my brain sends/receives messages. | <a href="#">Brain Power 2-3 Module 3</a><br><a href="#">Brain Power 2-3 Module 6</a> |



## Fourth Grade

| Unit                                    | Essential Question                                | Learning Target(s)   | Resources  |
|---|---|--|--|
| Healthy Choices/Nutrition<br><br>(1, 2) | Which foods make a complete meal to eat in a day? | <ol style="list-style-type: none"><li>1. I can identify healthy foods to eat at each meal.</li><li>2. I can identify multiple meals to meet needs for daily consumption.</li></ol> | <a href="#">Blast Off USDA MyPlate</a><br>Harcourt: <a href="#">Health and Fitness</a> |

| Unit  | Essential Question  | Learning Target(s)  | Resources  |
|---|---|---|--|
| Emotional and Physical Safety<br><br>(4, 6, 7, 8) | How can I recognize and stop bullying?<br><br>What is stress and how can I manage it? | <ol style="list-style-type: none"><li>1. I can identify bully behavior (repetitive, deliberate, intent to harm, imbalance of power).</li><li>2. I can describe types of bullying (physical, verbal, social).</li><li>3. I can identify when and how to seek help if you are bullied or see someone being bullied.</li><li>4. I can identify coping skills and stress management strategies.</li></ol> | <a href="#">ReadWriteThink.org</a><br><a href="#">Stopbullying.gov</a><br><a href="https://www.readwinks.org/">https://www.readwinks.org/</a><br>Zones of Regulation<br>Harcourt: <a href="#">Health and Fitness</a><br>School Counselor |

| Unit                            | Essential Question                         | Learning Target(s)  | Resources   |
|---------------------------------|--|---|---|
| Healthy Habits<br><br>(3, 6, 7) | How do my daily routines affect my health? | <ol style="list-style-type: none"><li>1. I can describe the relationship between healthy behaviors and personal health.</li><li>2. I can identify healthy daily routines, including personal hygiene (soap and deodorant, toothbrushing) and germ transmission (cover coughs and sneezes, handwashing).</li></ol> | <a href="http://www.scholastic.com/lysol/lesson_s.htm">http://www.scholastic.com/lysol/lesson_s.htm</a><br>Harcourt: <a href="#">Health and Fitness</a> |



| Unit                                 | Essential Question  | Learning Target(s)  | Resources  |
|--------------------------------------|---|---|--|
| Drugs, Alcohol,<br>Opioids<br>(5, 7) | What are the parts of my brain<br>and how do they function? | <ol style="list-style-type: none"><li>1. I can identify major parts of the brain and give examples of activities that involve the different parts.</li><li>2. I can describe neurons and how they communicate through process of neurotransmission.</li></ol> | <a href="#">Brain Power! 4-5</a><br><a href="#">Module 2</a><br><a href="#">Module 3</a><br><a href="#">HOPE</a><br>Harcourt: <a href="#">Health and Fitness</a> |



## Fifth Grade

| Unit   | Essential Question                                | Learning Target(s)  | Resources   |
|--|---|---|---|
| Healthy Choices/Nutrition<br><br>(1, 5, 6, 7, 8) | How is my lifestyle connected to my food choices? | <ol style="list-style-type: none"><li>1. I can explain the benefits of regular physical activity.</li><li>2. I can identify how my lifestyle activities help use calories.</li><li>3. I can make connections between diet and exercise.</li></ol> | <ol style="list-style-type: none"><li>1. <u>Teen Health</u> Ch. 4 (p. 102-105)</li><li>2. Coordination with Wellness teacher on Wellness Learning Indicator: Discuss the benefits of healthy eating in relation to physical activity.</li><li>3. <a href="http://www.nutrition.gov">www.nutrition.gov</a></li></ol> |

| Unit  | Essential Question            | Learning Target(s)  | Resources   |
|---|-------------------------------|---|---|
| Emotional and Physical Safety<br><br>(1, 3, 4, 5) | What is harassment and abuse? | <ol style="list-style-type: none"><li>1. I can identify sexual harassment.</li><li>2. I can identify the different types of abuse (physical, emotional, sexual, and neglect).</li><li>3. I can describe how to get help if I or someone I know is being harassed or abused.</li></ol> | <ol style="list-style-type: none"><li>1. School Counselor</li><li>2. WCS Mental Health Team</li><li>3. <u>Teen Health</u> Ch.3 (p.71, 76, 77)</li><li>4 Read aloud to support finding help from a trusted adult. Not in Room 204 by Shannon Riggs<br/><a href="https://www.coloradopl.org/lessonplans/not-room-204-read4health-lesson-plan">https://www.coloradopl.org/lessonplans/not-room-204-read4health-lesson-plan</a> (need to read the book first)</li></ol> |





| Unit                              | Essential Question                      | Learning Target(s)   | Resources   |
|-----------------------------------|---|--|---|
| Healthy Habits<br>(1, 2, 4, 5, 7) | How do I stay healthy as an adolescent? | <ol style="list-style-type: none"> <li>1. I can list healthful hygiene habits during adolescence.</li> <li>2. I can describe positive strategies for handling peer pressure.</li> <li>3. I can describe healthy ways to cope with stress.</li> <li>4. I understand how my friendships may influence me, positively or negatively, during adolescence.</li> </ol> | <ol style="list-style-type: none"> <li>1. <a href="#">Teen Health</a> Ch. 3</li> <li>2. <a href="https://educators.brainpop.com/bp-topic/puberty/">Brainpop- Puberty</a></li> <li>3. <a href="https://kidshealth.org/en/kids/puberty.html">https://kidshealth.org/en/kids/puberty.html</a></li> </ol> |

| Unit  | Essential Question                       | Learning Target(s)  | Resources   |
|---|--|---|---|
| Drugs, Alcohol and Opioids<br>(1, 2, 4,5,7,8) | What are the dangers of substance abuse? | <ol style="list-style-type: none"> <li>1. I can define the difference between legal and illegal drugs.</li> <li>2. I can identify how alcohol, marijuana, and stimulants affect the brain.</li> <li>3. I can demonstrate refusal skills to avoid using harmful substances.</li> </ol> | <ol style="list-style-type: none"> <li>1. <a href="#">Brain Power 4-5</a> Module 4 Module 5</li> <li>2. Teen Health CH. 10</li> <li>3. <a href="https://naturalhigh.org/">https://naturalhigh.org/</a></li> <li>4. <a href="https://teens.drugabuse.gov/teachers/mind-matters">https://teens.drugabuse.gov/teachers/mind-matters</a></li> </ol> |

| Unit   | Essential Question  | Learning Target(s)   | Resources   |
|--|---|--|---|
| Human Growth and Development:<br>(1,2,3,4,5) | <p>What changes occur during adolescence?</p> <p>Please note: Many 5th grade teachers choose to separate the boys and girls during this unit.</p> | <ol style="list-style-type: none"> <li>1. I can describe the physical, emotional, and social changes that occur during puberty.</li> <li>2. I can identify that many of these changes are caused by hormone production in the endocrine system.</li> </ol> | <ol style="list-style-type: none"> <li>1. <a href="#">Teen Health</a> Ch.8 (pages 200-205)</li> <li>2. <a href="https://www.pgschoolprograms.com/Educators">https://www.pgschoolprograms.com/Educators</a></li> </ol> |



## Sixth Grade

| Unit                                       | Essential Question  | Learning Target(s)   | Resources   |
|--|---|--|---|
| Healthy Choices/Nutrition<br><br>(1, 3, 5) | How can I make food choices that positively affect my health? | <ol style="list-style-type: none"> <li>1. Identify safe practices for preparing and storing food that will prevent illness.<br/><i>*[Possible entry point: tie to cellular studies in 6th grade life science curriculum]</i></li> <br/> <li>2. Locate healthy food sources within the school's surrounding area.<br/><i>*[Possible entry point: tie to geography skills in 6th grade social studies curriculum]</i></li> </ol> | <u>Teen Health</u> Ch. 4 Lesson 3 (p. 116-121)<br><br>USDA <i>Food Access Research Atlas</i> .<br><br>Google Maps |

| Unit   | Essential Question   | Learning Target(s)   | Resources  |
|--|--|--|--|
| Emotional and Physical Safety<br><br>(1, 2, 3, 4, 5, 7, 8) | How do I advocate for the safety of myself and others around me? | <ol style="list-style-type: none"> <li>1. Identify stressors and list strategies for coping with stress in a healthy way.</li> <br/> <li>2. Recognize signs of social, emotional, and mental health well-being, including risk of suicide and identification of strategies for seeking help.</li> <br/> <li>3. Identify refusal skills to stay safe in various situations (e.g. sexual activity, drug use, other dangerous activities).</li> <br/> <li>4. Recognize and report bullying.</li> <br/> <li>5. Recognize and report abusive relationships (physical, emotional, neglect, and sexual abuse).</li> </ol> | <u>Teen Health</u> Ch. 5 Lesson 4 (p. 156-158)<br><br><u>Teen Health</u> Ch. 5 Lessons 5-6 (p. 159-165)<br><br><u>Teen Health</u> Ch. 6 Lesson 4 (p. 189-193)<br><br><u>Teen Health</u> Ch. 7 Lesson 3 (p. 213)<br><br><u>Teen Health</u> Ch. 7 Lesson 4 (p. 217-221)<br><br>District mental health team |



| Unit                            | Essential Question  | Learning Target(s)  | Resources   |
|---------------------------------|---|---|---|
| Healthy Habits<br><br>(1, 5, 7) | How can I keep myself physically, socially, mentally, and emotionally healthy as I enter adulthood? | <ol style="list-style-type: none"> <li>1. List healthful habits important for all adolescents</li> <br/> <li>2. List healthful habits for my gender as I transition to adulthood (hygiene, healthy relationships with peers and others).<br/><i>*[Recommended to be taught with Human Growth and Development Learning target 1]</i></li> <br/> <li>3. Explain that sexual activity is physical contact with another person for the purpose of sexual arousal.</li> <br/> <li>4. Recognize consequences of engaging in sexual activity and explain how abstinence promotes physical, mental and emotional health.</li> </ol> | <u>Teen Health</u> Ch. 12 Lesson 1 (p. 364-369)<br><br>Proctor and Gamble School Programs:<br><a href="https://www.pgschoolprograms.com/">https://www.pgschoolprograms.com/</a><br><br><u>Teen Health</u> Ch. 6 (p. 191-192) and Ch. 13. Lessons 5-6 (p. 422-431) |

| Unit  | Essential Question  | Learning Target(s)   | Resources  |
|---|---|--|--|
| Drugs, Alcohol and Opioids<br><br>(1, 5, 7) | What are the consequences of using alcohol, tobacco, and other drugs? | <ol style="list-style-type: none"> <li>1. Identify the consequences of using alcohol, tobacco, and other drugs.<br/><i>*[Possible entry point: tie to organ systems in 6th grade life science unit]</i></li> </ol> | NIH Brain Power Grades 6-9.<br><a href="https://www.drugabuse.gov/brain-power">https://www.drugabuse.gov/brain-power</a><br><br><u>Teen Health</u> Chapters 8-10 |



| Unit   | Essential Question   | Learning Target(s)  | Resources  |
|--|--|---|--|
| Human Growth and Development<br><br>(1, 3, 4, 5, 6, 7) | How can I take care of my body as I transition to adulthood? | <ol style="list-style-type: none"><li data-bbox="947 228 1671 337">1. Recognize ways that girls' and boys' bodies change during adolescence.<br/><i>*[Possible entry point: tie to organ systems in 6th grade life science unit]</i><br/><i>**[Recommended to be taught with Healthy Habits Learning Target 2]</i></li><li data-bbox="947 396 1644 451">2. Explain conception and the development of the embryo from conception to birth.</li></ol> | <u>Teen Health</u> Ch. 12 Lesson 1 (p. 364-369)<br><br><u>Teen Health</u> Ch. 12 Lesson 5 (p. 383-387) |



## Seventh Grade

| Unit                                 | Learning Targets/Students will:   | Resources   |
|--------------------------------------|---|---|
| Social, Emotional, and Mental Health | <ol style="list-style-type: none"><li>1. Define stress. (1)</li><li>2. Identify various stressors. (1,2)</li><li>3. Explain the difference between <i>distress</i> and <i>eustress</i>. (1)</li><li>4. Identify healthy and unhealthy coping strategies. (1,3,4,5,6)</li><li>5. Explain the body's response to stress. (Fight or Flight) (1)</li><li>6. Describe how body image and self esteem affect mental and emotional health. (Eating Disorders) (1,2,5,8)</li><li>7. Identify warning signs of depression and suicide. (1,2,3,4,8)</li><li>8. Discuss the impact of social media on mental and emotional health. (2,4,5)</li></ol> | Guidance Counselors<br><br>District Mental Health Professionals<br><br>SOS Program<br><br>Newsela |



| Unit                              | Learning Targets/Students will:  | Resources  |
|-----------------------------------|--|--|
| Alcohol, Tobacco, and other Drugs | <ol style="list-style-type: none"><li>1. Examine the effects of alcohol and tobacco on the mind and body. (1,7)</li><li>2. Describe the relationship between vaping (JUULing, E-Cigs, etc.) and the effects on the body systems. (1,7)</li><li>3. Describe refusal skills to avoid using alcohol and tobacco products. (1,2,4,5,6)</li><li>4. Identify the various forms of tobacco products. (snuff, chew, cigarettes, etc.) (1,2)</li><li>5. Identify types of alcohol and the varying alcohol concentrations. (1,3,7)</li><li>6. Describe the stages of alcoholism. (1,2,5)</li></ol> | Drug Free World<br>CDC<br>Kidshealth.org<br>Newsela<br>National Institute on Drug Abuse<br>Addiction (Documentary)<br>Guest speaker law enforcement<br>“Unguarded” 30 by 30 ESPN |



| Unit               | Learning Targets/Students will:   | Resources  |
|--------------------|---|--|
| Nutrition for Life | <ol style="list-style-type: none"><li>1. Analyze the nutritional content of various fast food meals. (3,7)</li><li>2. Explore healthier alternatives to meal choices. (5,7)</li><li>3. Discuss current diet trends. (2)</li><li>4. Examine essential nutrients and their functions for the body. (1)</li><li>5. Analyze the various information on a food label. (3,8)</li><li>6. Comprehend RDA's. (7)</li><li>7. Describe the relationship between diet and disease. (1,7)</li><li>8. Examine the effects of various supplements on our overall health. (7)</li><li>9. Make connections between diet and exercise.(6,7,8)</li></ol> | My Plate<br><br>Harvard Plate<br><br>CDC<br><br>Ted Talks<br><br>Food Matters (for analysis)<br><br>Newsela<br><br>Nova - website and videos |



## Eighth Grade

| Unit                              | Learning Targets/Students will:   | Resources  |
|-----------------------------------|---|--|
| Alcohol, Tobacco, and other Drugs | <ol style="list-style-type: none"><li>1. Examine the effects of illicit drugs on the mind and body. (1)</li><li>2. Explain the effects of addiction on family, peers, and community. (1,2,8)</li><li>3. Identify risk factors of addiction. (1,2,5,8)</li><li>4. Describe refusal skills to avoid using drugs. (4,6,8)</li><li>5. Identify the classification of drugs and analyze the effect of each on the human body. (1,7)<ol style="list-style-type: none"><li>a. Inhalants</li><li>b. Depressants</li><li>c. Stimulants</li><li>d. Hallucinogens</li><li>e. Opioids/narcotics/opiates</li><li>f. Club/designer drugs</li><li>g. Over-the-counter drugs prescription drugs</li><li>h. Performance enhancing drugs (e.g., steroids)</li></ol></li></ol> | Drug Free World<br><br>CDC<br><br>Kidshealth.org<br><br>Newsela<br><br>National Institute on Drug Abuse<br><br>Addiction (Documentary)<br><br>Guest speaker law enforcement<br><br>"Unguarded" 30 by 30 ESPN |





| Unit                  | Learning Targets/Students will:  | Resources   |
|-----------------------|--|---|
| Healthy Relationships | <ol style="list-style-type: none"><li>1. Identify various types of relationships. (Friendship, dating, parent, sibling, etc.) (2,8)</li><li>2. Identify healthy and unhealthy behaviors within relationships. (1,2,4,5,7)</li><li>3. Learn the importance of communicating and establishing boundaries within relationships. (1,2,4,8)</li><li>4. Explain types of abuse: (1,2,7,8)<ol style="list-style-type: none"><li>a. Verbal</li><li>b. Emotional</li><li>c. Physical</li><li>d. Sexual abuse</li><li>e. Sexual harassment</li></ol></li><li>5. Identify ways to prevent and protect against dating abuse/violence. (Refusal skills) (4,6,8)</li><li>6. Understand the dangers of sexting. (1,2,4,5,7,8)</li></ol> | Guidance Counselor<br><br>KidsHealth.org<br><br>CDC<br><br>Syntero - Healthy Body & Healthy Futures<br><br><u>Life's Greatest Miracle</u><br><br>Dating Safety slides |



| Unit                         | Learning Targets/Students will:  | Resources   |
|------------------------------|--|---|
| Human Growth and Development | <ol style="list-style-type: none"><li>1. Identify the functions of the male and female reproductive systems. (1)</li><li>2. Identify changes that occur during puberty. (1)</li><li>3. Explain the process of fertilization. (1)</li><li>4. Explain the stages of pregnancy from conception to birth. (1).</li><li>5. Identify various forms of sexual activity. (1,2)</li><li>6. Understand risks associated with sexually transmitted infections including symptoms and treatment. (1,2,3,5,7,8)</li><li>7. Identify methods to decrease the likelihood of STIs and pregnancy. (1,3,4,6,7,8)</li><li>8. Define abstinence. (1)</li><li>9. Explain why abstinence is the most responsible choice for teens to avoid pregnancy and STIs. (1,2,4,5,6,7,8)</li></ol> | Guidance Counselor<br><br>KidsHealth.org<br><br>CDC<br><br>Syntero - Healthy Body & Healthy Futures<br><br><u>Life's Greatest Miracle</u> |



## High School

### Unit 1: Value of Good Health

**Purpose:** Raise the level of health and wellness by acquiring knowledge and skills that can help students make healthful choices

#### Topics:

1. Longevity, mortality, and prevention (1.12.1, 5, 8, 9) (2.12.1-3) (7.12 1-3)
2. Power of choice (2.12.8-9) (3.12.2) (5.21.6)(7.12.1)
3. Factors that influence health (1.12.3-4) (3.12.4)(7.12.2)
4. Media & Technology influences on health (2.12.5) 2.12.6)
5. Habits that promote health & prevent disease (2.12.8-9) (5.12.1) (7.12.3)
6. Holistic health approach (7.12.2) (8.12.3)
7. Decision-making model (4.12.2) (5.12.1-7) (7.12.3)
8. Goal-setting to enhance health (6.12.1-4)

#### Unit 1 Vocabulary may include but is not limited to:

Acute & Chronic Disease  
CDC  
Cancer  
Cardiovascular disease  
Empowerment

Heredity  
Holistic  
Life Expectancy  
Mortality  
Stroke

Type 1 and 2 diabetes  
Wellness



| Unit                        | Learning Targets/Students will:  | Resources   |
|-----------------------------|--|---|
| <b>Value of Good Health</b> | <p><b>Knowledge &amp; Understanding:</b></p> <ul style="list-style-type: none"><li>● identify the leading causes of death</li><li>● discuss longevity and mortality</li><li>● recognize how choices influence health</li><li>● identify habits that affect health both positively and negatively</li><li>● identify factors that influence health</li><li>● explain the relationship between health and life expectancy</li><li>● identify how goals influence health</li></ul> <p><b>Apply &amp; Analyze:</b></p> <ul style="list-style-type: none"><li>● analyze how physical, emotional, intellectual/mental, social, environmental, financial, and occupational aspects of wellness are interrelated</li><li>● assess the importance of prevention and health maintenance</li><li>● relate the morbidity of a disease to its effect on the population</li><li>● determine how health and wellness relate to quality of life</li><li>● relate risky behaviors to accidents</li><li>● use a decision making model to evaluate outcomes</li><li>● analyze how genetics and family history can impact health</li><li>● analyze how environment and personal health are interrelated</li><li>● analyze how peers influence healthy and unhealthy behaviors</li></ul> <p><b>Evaluate &amp; Create:</b></p> <ul style="list-style-type: none"><li>● create a decision making model to make healthy choices</li><li>● develop a plan to set and achieve long and short term goals</li><li>● create a plan to reduce or eliminate risk factors that affect health and longevity</li><li>● predict how healthy behaviors can affect health status</li><li>● propose ways to reduce or prevent injuries and health problems</li></ul> | <p><b>Resources:</b></p> <p>Blue Zones: Dan Buettner<br/>CDC.gov<br/><a href="http://www.monitoringthefuture.org">http://www.monitoringthefuture.org</a></p> <p><b>G-W Comprehensive Health text:</b><br/>Unit 1: Chapter 1 (Lessons: 1.1, 1.2, 1.3) Chapter 2 (Lessons: 2.1, 2.2, 2.3)</p> |



## Unit 2: Nutrition for Life

**Purpose:** What you consume determines whether or not your body will have nutrients it needs to function properly and maintain lifelong health.

### Topics:

1. Fast food influences (1.12.1) (1.12.1)
2. Current trends (2.12.2) (2.12.10)
3. Risks associated with obesity and metabolic disease (Note: Optional BMI measurements) (2.12.1) (2.12.10)
4. What does it mean to “Eat Healthy?”....what you eat determines whether or not your body will have nutrients it needs to stay healthy (5.12.1)(5.12.6)(6.12.2)(7.12.2)
5. Maintaining a healthy body composition (7.12.2)(6.12.4)
6. Understanding nutrients and their functions and needs for the body (3.12.1)
7. Investigate nutrition facts of fast food restaurants (3.12.1-2)(5.12.6)
8. Analyze food labels (3.12.1)
9. Understand RDAs (3.12.1-2)
10. Emphasising a plant-based diet (1.12.7) (2.12.9-10) (7.12.2)
11. Understanding glycemic index (3.12.1)
12. Importance of high fiber diets (1.12.1)
13. Investigate current nutrition “buzzwords”, such as lactose, gluten, fat-free, low-fat, organic, vegan, stevia, ketones, etc. (3.12.1) (5.12.6)
14. Investigate food additives (3.12.1-2)(5.12.6)
15. Understand the differences in processed foods vs. whole foods (3.12.1)(7.12.3)
16. Diet and food related diseases, symptoms, and prevention (1.12.1)(1.12.4)(3.12.1-5)
17. Energy drinks and dietary supplements (3.12.1)



**Unit 2 Vocabulary may include but is not limited to:**

Amino acids  
Antioxidants  
Artificial sweeteners  
BMR: Basal Metabolic Rate  
Calories  
Carbohydrates  
Carcinogen  
Diet  
Enriched  
Fat  
Fat-soluble  
Fiber  
Fortified  
Frugivore  
Glucose  
Gluten  
Glycemic Index  
Glycogen  
Herbivore  
High fructose corn syrup

HDL cholesterol  
Hormones  
Insulin  
LDL cholesterol  
Lectins  
Legume  
Leptin  
Macronutrients  
Metabolism  
Metabolic syndrome  
Microbiome  
Micro-nutrients  
Minerals  
Nutrient dense  
Nutrients  
Organic  
Partially hydrogenated oil  
Polyphenols  
Probiotic  
Processed foods

Protein  
RDAs  
Refined  
Saturated fat  
Sodium Benzoate  
Sucralose  
Sugar  
Trans fat  
Type II diabetes  
Type I diabetes  
Unsaturated fat  
Vegetarian  
Vegan  
Vitamins  
Water  
Water-soluble  
Whole foods  
Whole grain

| Unit                      | Learning Targets/Students will:  | Resources  |
|---------------------------|--|--|
| <b>Nutrition for Life</b> | <p><b>Knowledge and Understanding:</b></p> <ul style="list-style-type: none"> <li>● define, name and describe the essential nutrients and their functions (carbohydrates, protein, fat, vitamins, minerals, water)</li> <li>● define glucose</li> <li>● define calorie and explain one's daily caloric needs.</li> <li>● describe what antioxidants are and name foods that contain them.</li> <li>● describe what partially hydrogenated oil is and name foods that may contain it.</li> <li>● describe the importance of fiber and how to increase it in your diet.</li> <li>● describe diverse protein sources and benefits of consuming them.</li> <li>● describe healthy eating habits</li> <li>● describe the effects of carcinogens on health</li> </ul> <p><b>Apply and Analyze:</b></p> <ul style="list-style-type: none"> <li>● explain the many health benefits of a high fiber diet.</li> <li>● explain how the Standard American Diet impacts health</li> <li>● explain the benefits of eating plant based protein</li> <li>● explain what metabolism is and how it works.</li> <li>● explain Basal Metabolic Rate as it applies to my daily caloric needs.</li> <li>● explain the dangers of high sugar, fat and sodium diets.</li> <li>● compare water &amp; fat soluble vitamins.</li> <li>● compare complete and incomplete proteins</li> <li>● compare whole grains vs. refined grains</li> <li>● compare simple and complex carbohydrates</li> <li>● compare HDL and LDL cholesterol.</li> <li>● explain what additives are and name several common additives</li> <li>● identify the different forms of fat.</li> <li>● describe dangers associated with artificial sweeteners</li> <li>● analyze a food label and its list of ingredients.</li> <li>● explain recommended dietary allowances (RDA)</li> <li>● examine current fast food choices and nutritional values</li> </ul> | <p>Ethical Choices Program, 2-day speaker<br/>Wellness Forum, Dr. Pam Popper<br/>My Plate.gov<br/>Harvard Food Plate<br/>Dr. Lustig<br/>Dr. Neal Barnhart<br/>Fed - up<br/>Food Inc.<br/>Food over Medicine<br/>Food Matters<br/>What the Health<br/>CDC</p> <p><b>GW: Comprehensive Health text:</b> Unit 2:<br/>Chapter 3 - Lessons 3.1, 3.2 &amp; 3.3 Chapter<br/>4 - Lessons 4.1 &amp; 4.2</p> |

- examine obesity trends in the US
- analyse the benefits of “nutritional psychology”.... food for a healthy mind

**Evaluate and Create:**

- evaluate the many health benefits of eating whole foods and less processed foods.
- create a daily food guide that can help to reduce the risk of developing type 2 diabetes, cardiovascular disease, cancer, obesity, stroke, osteoporosis, depression.
- evaluate our food choices and the impact on health, environment & policy
- create a “healthier” fast food meal.
- create a plan for eating more fruits and vegetables.
- justify the importance of a plant-based diet.





### Unit 3: Emergency Situations, First Aid, & CPR

**Purpose:** Learn to assess, respond and manage situations that may require emergency medical services.

#### Topics:

1. Organ, eye, and tissue donation (2.12.2)
2. Identifying signs of illness and injury related to heart attack, stroke, shock, diabetes, etc. (1.12.5) (4.12.1)
3. Preventing trauma in diverse environments (1.12.5) (5.12.2) (6.12.4) (8.12.3)
4. Responding to a medical emergency, including calling 911 (3.12.4) (3.12.5) (4.12.4)
5. Performing CPR and using an AED (2.12.6)
6. Airway obstruction, formerly known as the Heimlich Maneuver (7.12.3)
7. Common injuries including wounds, burns and musculoskeletal (1.12.8) (1.12.9)
8. Universal precautions (1.12.5) (1.12.7) (2.12.10)
9. Basic first aid treatments

#### Unit 3 Vocabulary may include but is not limited to:

|                   |                    |                       |
|-------------------|--------------------|-----------------------|
| Abrasion          | Concussion         | Shock                 |
| AED               | CVD                | Sprain                |
| Agonal            | Dislocation        | Sternum               |
| Ambu              | EpiPen             | Strain                |
| Asthma            | Fracture           | Stroke                |
| Avulsion          | Good Samaritan Law | Sudden cardiac arrest |
| Blunt             | Heart attack       | Survey the scene      |
| Cancer            | Laceration         | Tourniquet            |
| Chain of survival | Naloxone           | Trauma                |
| CPR               | Penetrating        | Universal precaution  |
| Contusion         | Pulse              | Unresponsive          |
|                   | Puncture           |                       |

| Unit  | Learning Targets/Students will:  | Resources   |
|---|--|---|
| <b>Emergency Situations, First Aid, &amp; CPR</b> | <p><b><u>Knowledge &amp; Understanding:</u></b></p> <ul style="list-style-type: none"> <li>● explain the use of Universal Precaution</li> <li>● explain the Chain of Survival</li> <li>● describe the function of an AED (Automated External Defibrillator)</li> <li>● identify characteristics of unconsciousness and unresponsiveness</li> <li>● define for what CPR stands</li> <li>● tell how long one should scan for breathing</li> <li>● explain Shock</li> <li>● explain Agonal gasp</li> <li>● explain what Naloxone is and how it works</li> <li>● explain and differentiate wounds, burns, and injuries</li> <li>● explain the role of inflammation in treatment and healing</li> </ul> <p><b><u>Apply and Analyze:</u></b></p> <ul style="list-style-type: none"> <li>● differentiate SCA (Sudden Cardiac Arrest) and Heart Attack</li> <li>● show the process of performing compressions and explain the depth and rate</li> <li>● demonstrate how many breaths one gives to a victim when performing CPR</li> <li>● articulate the use of the AED and the first step in using it</li> <li>● describe the differences between giving a child, infant and adult compressions</li> <li>● describe what scanning for breathing looks like</li> <li>● describe how to give breaths to an infant</li> <li>● demonstrate what you do after you know the scene is safe</li> <li>● describe when you can stop giving CPR and using the AED</li> <li>● describe the arm positioning for CPR chest compressions</li> <li>● demonstrate and name the procedure for opening the airway of a victim</li> <li>● demonstrate the use and reason for clearing an obstructed airway</li> <li>● demonstrate abdominal thrusts for airway obstruction</li> <li>● describe treatment of wounds, burns and injuries</li> <li>● demonstrate a proper 911 call</li> <li>● Demonstrate the use of a tourniquet to stop or control bleeding</li> </ul> | <p>American Heart Association<br/>           Red Cross<br/>           NATA: National Athletic Training Association<br/>           John Hopkins Medicine<br/>           Lindsay’s Law<br/>           Stop the bleed.org<br/>           Lifeline of Ohio<br/> <b>GW- Comprehensive Health text:<br/>           Background lessons: Lesson 16, 17, 18, 19, 20 &amp; 21</b></p> |



**Evaluate and Synthesize:**

- construct a flow chart, including the steps for performing CPR
- evaluate various scenarios and recommend course of action
- clinically evaluate and treat wounds, burns, and injuries
- evaluate an emergency situation- survey scene and victim
- propose injury prevention strategies



## Unit 4: Social, Emotional, and Mental Health, Healthy Relationships & Stress Management

**Purpose:** Emphasis the importance of recognizing, reacting and managing social, emotional, and mental health as well as coping positively to challenges and demands. Develop a healthy support system throughout life.

### Topics:

1. Maslow Hierarchy of Needs (1.12.1) (1.12.2) (1.12.3)
2. Develop emotional awareness and mindfulness (1.12.2) (1.12.4) (5.12.4)
3. Recognizing and managing trauma, loss, and grief (3.12.4)
4. Process the use of unconscious thoughts and develop an awareness of defense mechanisms (2.12.8)
5. Healthy relationship spectrum (dating violence prevention) (2.12.1) (7.12.1)
6. Social media & cell phone etiquette (2.12.5-6)
7. Warning signs of mental health concerns (ex: depression, anxiety, suicide, etc.) (1.12.8)
8. Resource for mental health concerns (3.12.1-5)
9. Stress awareness, management/coping skills and healthy practices: Breathing, tapping, art therapy, etc. (3.12.2) (4.12.3)
10. Personality awareness/exploration (2.12.8, 4.12.2) (3.12.4)
11. Disease, illness, and disorders (1.12.2) (1.12.4) (4.12.1)
12. Human trafficking (1.12.8) (8.12.1-4)

### Unit 4 Vocabulary may include but is not limited to:

|                        |                               |                                   |
|------------------------|-------------------------------|-----------------------------------|
| Adversity              | Hierarchy of needs            | Resilience                        |
| Anxiety                | Human trafficking             | Rumination                        |
| Bipolar disorder       | Lymphocytes                   | Schizophrenia                     |
| Coping                 | Mindfulness                   | Self-actualization                |
| Defense mechanisms     | Norepinephrine                | Sexual assault                    |
| Denial                 | Panic attack                  | Stigma                            |
| Depression             | Progressive muscle relaxation | Stress-Positive, Tolerable, Toxic |
| Empathy                | Psychiatrist                  | Stressor                          |
| Emotional Intelligence | Psychologist                  | Self-Esteem                       |
| Epinephrine            | Psychosomatic                 | The stress response               |
| Fight-flight-freeze    | Rationalization               | Visualization                     |

| Unit   | Learning Targets/Students will:  | Resources   |
|--|--|---|
| <b>Social, Emotional, and Mental Health, Healthy Relationships &amp; Stress Management</b> | <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>● outline aspects of optimal social, emotional, and mental health, such as acceptance, emotion management and expression, and positive interpersonal relationships</li> <li>● explain Abraham Maslow's Hierarchy, it's levels, explain its theory as it relates to basic needs</li> <li>● describe the process of Self-Actualization: the ranked list of necessities essential to human growth and development, starting with basic and building toward your highest potential</li> <li>● describe a mental condition characterized by delusions of perception</li> <li>● define and explain the use of defense mechanisms: the mental process of unconscious thought that protect individuals from strong, negative or stressful emotions and situations which are not always healthy</li> <li>● name the mental health professional that can diagnose, treat and prescribe medicine to a patient in need</li> <li>● describe the work of Sigmund Freud and describe psychoanalysis</li> <li>● describe empathy</li> <li>● recall the stages of the grieving process</li> <li>● recognize the many warning signs (symptoms) of an individual with mental illness</li> <li>● describe why healthy relationships are an important part of mental and emotional health</li> <li>● recognize forms, signs and effects of abuse</li> <li>● explain the use of coercion- practice of persuading someone to do something by using force or threats</li> <li>● recognize factors that contribute to human trafficking</li> </ul> | <ul style="list-style-type: none"> <li>● Guy Winch: Emotional Hygiene<br/><a href="https://www.ted.com/talks/guy_winch_the_case_for_emotional_hygiene/discussion">https://www.ted.com/talks/guy_winch_the_case_for_emotional_hygiene/discussion</a></li> <li>● Behind the post: Analyze social media messages <a href="http://www.Onelove.org">www.Onelove.org</a></li> <li>● 16 personalities.com</li> <li>● Verywellmind.com</li> <li>● <a href="http://familysafetyandhealing.org/">http://familysafetyandhealing.org/</a></li> </ul> <p>Films:</p> <ul style="list-style-type: none"> <li>● A Beautiful Mind,</li> <li>● Pursuit of Happyness,</li> <li>● Temple Grandin,</li> <li>● Sleepless in America</li> <li>● Nationwide Children's Hospital: It's Abuse campaign</li> <li>● Not Alone - Netflix documentary</li> <li>● HB 19: 1 requires public schools to incorporate dating violence into their policies prohibiting harassment, intimidation or bullying. School districts also must include dating violence prevention education in the health curriculum for grades 7 through 12. <ul style="list-style-type: none"> <li>○ End The Silence campaign (NAMI)</li> <li>○ National Alliance on Mental Health</li> <li>○ Key Messages: <ul style="list-style-type: none"> <li>■ Mental illness is a medical illness just like other physical illnesses</li> </ul> </li> </ul> </li> </ul> |

- describe the stress response: predictable means in which the body reacts to pressures and demands
- name the 3 types of stress and how positive stress leads to developing coping skills
- recall sources of stress: stressor
- describe biological, cognitive, environmental, life/situational stressors
- recognize physical signs/symptoms of stress
- recognize social, emotional, and mental signs/symptoms of stress

**Apply and Analyze**

- differentiate between types of stress
- examine how stress impacts various body systems
- determine how stress affects cognitive ability
- analyze causes of depression and recognize signs to help prevent suicide
- apply the early theory of Carl Jung and the 16 personality type indicator to discuss personality development
- analyze the body's immediate response to a stressor that includes the alarm stage, resistance stage and the exhaustion stage

**Evaluate and Synthesize**

- discuss the importance of resilience: the ability to adapt effectively and recover from difficulty, disappointment or crisis and building toward your highest potential
- formulate a plan to build resilience and cope with demands
- distinguish between healthy and unhealthy relationships
- develop a safety plan for a break up from an abusive relationship
- create a plan for coping with stress
- create a time management plan unique to your needs, responsibilities, and goals
- examine psychosomatic reactions
- compare acute vs. chronic stress

- Mental illness is nothing to be ashamed of
- Learn observable early warning signs
- Earlier you seek treatment the better
- Resources you can use for support
- Recovery is possible
- SAMH
- National Institute of Mental Health
- CDC
- GW Comprehensive Health text: Unit 6: Chapter 15, 16, 17, 18 & 19



## Unit 5: Alcohol, Tobacco, and other Drugs

**Purpose:** Evaluate the importance of preventing addiction and making responsible decisions about the use of psychoactive drugs.

### Topics:

1. Addiction and the brain (1.12.1)(1.12.3-4)(2.12.1, 2.12.2)(4.12.3-4)
2. Tobacco, marijuana, and vaping (2.12.3-4, 2.12.6)(4.12.3-4)
3. Alcoholism and other drug addictions and the effects on family (1.12.1)(1.12.3-4)(2.12.1, 2.12.2)(4.12.3-4)
4. Understanding drug trafficking and the DEA scheduling of drugs (1.12.3)(2.12.7)(3.12.5)(4.12.3-4)
5. Drug classifications, effects, and laws: stimulants, depressants, opiates/narcotics, hallucinogens, inhalants, pharmaceuticals, synthetic club drugs, cannabis, alcohol, marijuana, nicotine (3.12.1) (7.12.3)(8.12.1-3)(4.12.3-4)
6. Refusal skills (4.12.1-4) (5.12.1-7)(4.12.3-4)
7. Current trends (1.12 -8.12.4)

### Unit 5 Vocabulary may include but is not limited to:

|  |                   |                          |
|--|-------------------|--------------------------|
| Addiction                                  | Codependency      | Methamphetamines         |
| Alcohol poisoning                          | Cocaine           | Misuse                   |
| Alcoholics                                 | COPD              | Narcotic                 |
| Alcoholism                                 | Crystal meth      | Opiates                  |
| Amphetamines                               | Dependence        | Over-the-counter         |
| Areas of the brain:                        | Depressant        | Overdose                 |
| Frontal lobe                               | Designer          | Prescription medications |
| Amygdala                                   | Detoxification    | Problem Drinking         |
| Cerebral cortex                            | Dopamine          | Psychoactive             |
| Occipital lobe                             | Drugs of abuse    | Psychological dependence |
| Parietal lobe                              | Drug combinations | Physical dependence      |
| Temporal lobe                              | DUI               | Relapse                  |
| BAC  | Emphysema         | Side effects             |
| Bath salts                                 | Enabling          | Steroids                 |
| Binge drinking                             | Euphoria          | Stimulant                |
| Brain stem                                 | Hallucinogens     | Synthetic                |
| Limbic system Neuron                       | Illicit drug      | THC                      |
| Neurotransmitters, Receptors, transporters | Inhalants         | Tolerance                |
| Cannabis                                   | Inhibitions       | Vaping (e-cigarettes)    |
| Carcinogen                                 | Limbic            | Withdrawal               |
| Club drugs                                 | Marijuana         |                          |

| Unit                                     | Learning Targets/Students will:  | Resources  |
|--|--|--|
| <b>Alcohol, Tobacco, and other Drugs</b> | <p><b>Knowledge and Understanding:</b></p> <ul style="list-style-type: none"> <li>● define: medicine, psychoactive substance, synthetic, intoxication, addiction, tolerance, withdrawal, enabling, codependency, alcohol abuse, binge, illicit drug, dopamine, &amp; neurotransmitters</li> <li>● define, describe and name various drugs within each class of drugs: Narcotics, Stimulants, Depressants, Hallucinogens, Inhalants, Cannabis, Synthetic, Pharmaceutical</li> </ul> <p><b>Apply and Analyze:</b></p> <ul style="list-style-type: none"> <li>● distinguish between a drug, an illicit drug, a psychoactive chemical, a drug of abuse and a drug as medicine</li> <li>● explain how media and marketing trends impact drug use</li> <li>● explain how alcohol affects the body</li> <li>● explain how nicotine affects the body</li> <li>● Examine a variety of side effects related to drug use.</li> <li>● describe the path to addiction and its impact</li> <li>● describe how drugs affect the various parts of the brain</li> <li>● analyze the relationship between marijuana use and addiction</li> <li>● distinguish between physical and psychological addiction</li> <li>● analyze current drug trends</li> <li>● discuss factors that affect BAC and impairment</li> <li>● investigate the physiology of a hangover</li> <li>● explain the risks of underage drinking</li> <li>● describe nicotine addiction and vaping trends</li> <li>● describe the difference between the adult and teens brain</li> <li>● analyze the effects of the drug classes on the body and brain: narcotics, stimulants, depressants, hallucinogens, inhalants, cannabis</li> </ul> <p><b>Synthesize and Evaluate:</b></p> <ul style="list-style-type: none"> <li>● formulate a theory to explain why marijuana use is connected to other drug use behaviors and overdoses</li> <li>● speculate the behaviors common among those with addiction</li> <li>● implement strategies to refuse and decline drugs</li> <li>● predict how a family is affected by the choices of the addict</li> </ul> | <ul style="list-style-type: none"> <li>● Ohio Investigative Unit: Undercover Agent enforces Liquor and Tobacco laws</li> <li>● EverFi: Rx Free lesson on Opiate abuse</li> <li>● Truth about drugs: drug free world.org</li> <li>● <a href="https://www.addictionpolicy.org/">https://www.addictionpolicy.org/</a></li> <li>● Ryan: National Geographic documentary about alcoholism and effect on family</li> <li>● HB367: “Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.”</li> <li>● <a href="http://store.samhsa.gov/shin/content/MA13-4742/Overdose_Toolkit_2014_Jan.pdf">http://store.samhsa.gov/shin/content/MA13-4742/Overdose_Toolkit_2014_Jan.pdf</a></li> <li>● <a href="http://www.fda.gov/Drugs/ResourcesForYou/ucm193918.htm">http://www.fda.gov/Drugs/ResourcesForYou/ucm193918.htm</a></li> <li>● <a href="http://mha.ohio.gov/Default.aspx?tabid=347">http://mha.ohio.gov/Default.aspx?tabid=347</a></li> <li>● <a href="http://www.samhsa.gov/find-help/national-helpline">http://www.samhsa.gov/find-help/national-helpline</a></li> <li>● <a href="http://www.drugabuse.gov/related-topics/treatment">http://www.drugabuse.gov/related-topics/treatment</a></li> <li>● <b>GW Comprehensive Health Text: Unit 4: Chapters 9, 10, 11</b></li> </ul> |





- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>● evaluate the importance of alcohol and drug abuse prevention strategies</li><li>● evaluate the role of media in encouraging tobacco, alcohol and other drug use</li><li>● utilize refusal, literacy, and critical thinking skills to resist drugs</li><li>● assess how blood alcohol concentration accumulates in the bloodstream</li></ul> |  |
|--|---|--|



## Unit 6: Sexuality and Reproductive Health

**Purpose:** Emphasis the importance of reproductive health and developing a plan to keep your body healthy.

### Potential topics:

1. Benefits of sexual abstinence (1.12.1, 1.12.2, 1.12.4, 1.12.7, 2.12.1, 2.12.2, 2.12.8, 6.12.1, 7.12.1)
2. Protective factors, including contraception (1.12.4, 1.12.6, 1.12.7, 3.12.1, 5.12.1, 5.12.5, 7.12.1)
3. Reproductive anatomy and physiology, including hormones (1.12.4, 8.12.1)
4. Pregnancy, fetal development, and labor (1.12.4, 1.12.6, 2.12.1, 2.12.2, 2.12.8, 3.12.3, 5.12.5)
5. Sexually transmitted infections and local resources for testing (1.12.1, 1.12.4, 1.12.6, 1.12.7, 2.12.6, 2.12.10, 3.12.1, 3.12.3, 7.12.1)
6. Awareness of human trafficking (1.12.2, 1.12.3, 2.12.9, 7.12.3)
7. Dangers of sexting and pornography (1.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.8, 2.12.10, 7.12.3)
8. Pop culture and media influences related to relationships & sexual health (1.12.1, 1.12.2, 1.12.3, 1.12.4, 2.12.3, 2.12.5, 2.12.9, 2.12.10, 5.12.1, 6.12.1, 7.12.3)
9. Various cultures, lifestyles, and individual choices related to Biological Sex, Sexual expression, gender diversity/Identity, sexual orientation
10. Consent and sexual assault (1.12.2, 1.12.3, 1.12.4, 1.12.6, 1.12.7, 2.12.2, 2.12.3, 2.12.5, 3.12.3, 4.12.1, 5.12.3, 7.12.3)
11. Establishing and communicating boundaries (1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.7, 2.12.1, 2.12.8, 4.12.1, 4.12.2, 5.12.1, 5.12.3, 6.12.1, 6.12.2, 6.12.4, 7.12.1)
12. Refusal skills (1.12.2, 1.12.3, 1.12.4, 1.12.7, 2.12.1, 2.12.2, 2.12.3, 2.12.8, 4.12.1, 4.12.2, 5.12.3, 5.12.6, 8.12.1, 8.12.4)
13. Healthy dating relationships (2.12.1, 2.12.3, 2.12.5, 4.12.1, 4.12.3, 5.12.3, 5.12.6, 7.12.3, 8,12,3)

### Unit 6 Vocabulary which may include but is not limited to:

|                |                   |                    |
|----------------|-------------------|--------------------|
| Abstinence     | Fertilization     | Placenta           |
| Asymptomatic   | Gender expression | Prostate gland     |
| Biological sex | Gender identity   | Semen              |
| Cervix         | Gestation         | Sexting            |
| Chlamydia      | Gonorrhea         | Sexual orientation |
| Chorionic Sac  | Herpes            | Syphilis           |
| Clitoris       | HIV               | Testes             |
| Consent        | Menstruation      | Uterus             |
| Ejaculation    | Ovary             | Vagina             |
| Embryo         | Ovulation         | Vas deferens       |
| Endometrium    | Ovum              | Vasopressin        |
| Epididymis     | Oxytocin          |                    |
| Fallopian tube | Pap tests         |                    |

| Unit                                     | Learning Targets/Students will:   | Resources   |
|--|---|---|
| <b>Sexuality and Reproductive Health</b> | <p><b><i>Knowledge and Understanding</i></b></p> <ul style="list-style-type: none"> <li>● define abstinence and discuss benefits of developing self-monitoring and regulation</li> <li>● access medically-accurate information about contraceptives methods, including abstinence and condoms</li> <li>● define hormones, name the reproductive hormones, name sex organs that produce hormones and name hormones that stimulate growth and development</li> <li>● name and summarize the functions of each of the reproductive organs:<br/> <b><i>Male:</i></b> Penis, Scrotum, Testicles, Epididymis, Prostate Gland, Seminal Vesicle, Cowper’s gland, Vas Deferens, Urethra<br/> <b><i>Female:</i></b> Vagina, Cervix, Uterus, Fallopian Tube, Labia Majora, Labia Minora, Clitoris</li> <li>● describe the process of the menstrual cycle and complications that may present concerns</li> <li>● discuss the process of labor and childbirth</li> <li>● name bacterial, viral, and parasitic sexually transmitted infections</li> <li>● bring awareness to issues that surround human trafficking, sexting and pornography</li> <li>● recognize issues that relate to biological sex, sexual orientation, gender expression, identity and diversity</li> <li>● define consent and factors that contribute to sexual assault</li> <li>● develop means to improve communication and establish relationship boundaries</li> <li>● discuss characteristics of healthy vs. unhealthy relationship</li> </ul> <p><b><i>Apply &amp; Analyze</i></b></p> <ul style="list-style-type: none"> <li>● analyze the benefits of sexual abstinence and developing self-control</li> <li>● compare sexual abstinence vs. risks of sexual activity</li> <li>● compare pregnancy prevention techniques</li> </ul> | <ul style="list-style-type: none"> <li>● Common Sense Culture</li> <li>● Syntero Health</li> <li>● National Geographic: In the Womb multiples</li> <li>● STATnow.org</li> <li>● Teenshealth.org</li> <li>● CDC.gov</li> <li>● Loveisrespect.org</li> <li>● Stayteen.org</li> <li>● Cap4kids.org</li> <li>● Hivcare.org</li> <li>● Huckhouse.org</li> <li>● Humantrafficking.ohio.gov</li> <li>● Equitashealth.com</li> <li>● Centerforhealthyfamilies.org</li> <li>● Futureswithoutviolence.org</li> <li>● Thatsnotcool.com</li> <li>● Advocatesforyouth.org</li> <li>● Nationwide Children's Hospital - familysafetyandhealing.org</li> <li>● <b>GW- Comprehensive Health text: Chapter 13, 19, 20, 21, 22, 23, 24 - Lesson 11 (page 772)</b></li> </ul> |

- analyze similarities and differences related to the reproductive systems
- identify the locations and functions of the reproductive organs
- explain how ovulation, menstruation, conception, and fertilization are interrelated
- differentiate the stages of pregnancy, fetal development and the process of labor
- compare bacterial, viral, and parasitic STIs
- analyze and apply protective factors to reduce the risk STIs
- apply protective factors to prevent human sex trafficking
- examine factors related to pornography and sexting
- examine outcomes of sexual activity on physical, mental, and emotional health
- differentiate between attraction, closeness, and commitment in a relationship
- differentiate between choices, feelings, love, affection, and commitment
- explain consent and issues that involve sexual misconduct and assault
- compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence

***Evaluate & Synthesis***

- construct a plan to keep your reproductive system healthy
- create a plan to communicate effectively
- critique the methods of birth control and level of effectiveness to prevent STIs and pregnancy
- devise a plan to communicate your personal sexual boundaries with a future partner
- recommend local resources for STI and HIV testing
- debate the idea that doing drugs and/or drinking alcohol can increase your likelihood of unplanned pregnancy, contracting and/or spreading HIV and other STI's



- investigate the importance of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother
- develop strategies for forming a healthy dating relationship
- critique pop culture's influences and social media's influences on sexuality and behaviors
- evaluate the potentially positive and negative roles of technology and social media in relationships
- critique pop culture's definition of love



## Appendix A: National Health Education Standards:

### **Standard 1: Disease prevention to enhance health**

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

**Rationale:** The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

#### **Pre-K-Grade 2**

- 1.2.1 Identify that healthy behaviors impact personal health.
- 1.2.2 Recognize that there are multiple dimensions of health.
- 1.2.3 Describe ways to prevent communicable diseases.
- 1.2.4 List ways to prevent common childhood injuries.
- 1.2.5 Describe why it is important to seek health care.

#### **Grades 3-5**

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.
- 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.
- 1.5.4 Describe ways to prevent common childhood injuries and health problems.
- 1.5.5 Describe when it is important to seek health care.

#### **Grades 6-8**

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.



## **Grades 9-12**

- 1.12.1 Predict how healthy behaviors can affect health status.
- 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.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.6 Analyze the relationship between access to health care and health status.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 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.



## **Standard 2: Influence of family, peers, culture, media, and technology**

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

**Rationale:** Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

### **Pre-K-Grade 2**

- 2.2.1 Identify how the family influences personal health practices and behaviors.
- 2.2.2 Identify what the school can do to support personal health practices and behaviors.
- 2.2.3 Describe how the media can influence health behaviors.

### **Grades 3-5**

- 2.5.1 Describe how family influences personal health practices and behaviors.
- 2.5.2 Identify the influence of culture on health practices and behaviors.
- 2.5.3 Identify how peers can influence healthy and unhealthy behaviors
- 2.5.4 Describe how the school and community can support personal health practices and behaviors.
- 2.5.5 Explain how media influences thoughts, feelings, and health behaviors.
- 2.5.6 Describe ways that technology can influence personal health.

### **Grades 6-8**

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.





## **Grades 9-12**

- 2.12.1 Analyze how the family influences the health of individuals.
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.



## **Standard 3: Access valid information, products, and services to enhance health**

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

**Rationale:** Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

### **Pre-K-Grade 2**

3.2.1 Identify trusted adults and professionals who can help promote health.

3.2.2 Identify ways to locate school and community health helpers.

### **Grades 3-5**

3.5.1 Identify characteristics of valid health information, products, and services.

3.5.2 Locate resources from home, school, and community that provide valid health information.

### **Grades 6-8**

3.8.1 Analyze the validity of health information, products, and services.

3.8.2 Access valid health information from home, school, and community.

3.8.3 Determine the accessibility of products that enhance health.

3.8.4 Describe situations that may require professional health services.

3.8.5 Locate valid and reliable health products and services.

### **Grades 9-12**

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.

3.12.4 Determine when professional health services may be required.

3.12.5 Access valid and reliable health products and services.



## **Standard 4: Interpersonal communication skills to enhance health and avoid or reduce health risks**

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

**Rationale:** Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

### **Pre-K-Grade 2**

- 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
- 4.2.2 Demonstrate listening skills to enhance health.
- 4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.
- 4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

### **Grades 3-5**

- 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 4.5.2 Demonstrate refusal skills that avoid or reduce health risks.
- 4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- 4.5.4 Demonstrate how to ask for assistance to enhance personal health.

### **Grades 6-8**

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

### **Grades 9-12**

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.



## **Standard 5: Decision-making skills to enhance health**

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

**Rationale:** Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

### **Pre-K-Grade 2**

5.2.1 Identify situations when a health-related decision is needed.

5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

### **Grades 3-5**

5.5.1 Identify health-related situations that might require a thoughtful decision.

5.5.2 Analyze when assistance is needed in making a health-related decision.

5.5.3 List healthy options to health-related issues or problems.

5.5.4 Predict the potential outcomes of each option when making a health-related decision.

5.5.5 Choose a healthy option when making a decision.

5.5.6 Describe the outcomes of a health-related decision.

### **Grades 6-8**

5.8.1 Identify circumstances that can help or hinder healthy decision making.

5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

5.8.3 Distinguish when individual or collaborative decision making is appropriate.

5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

5.8.5 Predict the potential short-term impact of each alternative on self and others.

5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

5.8.7 Analyze the outcomes of a health-related decision.



## **Grades 9-12**

- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.



## **Standard 6: Goal-setting skills to enhance health**

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

**Rationale:** Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

### **Pre-K-Grade 2**

- 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.
- 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.

### **Grades 3-5**

- 6.5.1 Set a personal health goal and track progress toward its achievement.
- 6.5.2 Identify resources to assist in achieving a personal health goal.

### **Grades 6-8**

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

### **Grades 9-12**

- 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.
- 6.12.4 Formulate an effective long-term personal health plan.



## **Standard 7: Health-enhancing behaviors and avoid or reduce health risks.**

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

**Rationale:** Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

### **Pre-K-Grade 2**

- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2 Demonstrate behaviors that avoid or reduce health risks.

### **Grades 3-5**

- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

### **Grades 6-8**

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

### **Grades 9-12**

- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.



## **Standard 8: Personal, family and community health.**

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

**Rationale:** Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

### **Pre-K-Grade 2**

- 8.2.1 Make requests to promote personal health.
- 8.2.2 Encourage peers to make positive health choices.

### **Grades 3-5**

- 8.5.1 Express opinions and give accurate information about health issues.
- 8.5.2 Encourage others to make positive health choices.

### **Grades 6-8**

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

### **Grades 9-12**

- 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 8.12.4 Adapt health messages and communication techniques to a specific target audience.





# Appendix B: Unit Progression

| K                                    | 1 | 2 | 3 | 4 | 5                            | 6 | 7                                    | 8                            | HS   |
|--------------------------------------|---|---|---|---|------------------------------|---|--------------------------------------|------------------------------|--|
| <p>Healthy Choices/ Nutrition</p>    |   |   |   |   |                              |   | —                                    | —                            | Value of Good Health   |
|                                      |   |   |   |   |                              |   | Nutrition for Life                   | —                            | Nutrition for Life   |
| <p>Emotional and Physical Safety</p> |   |   |   |   |                              |   | —                                    | —                            | Emergency Situations, First Aid, & CPR                               |
|                                      |   |   |   |   |                              |   | Social, Emotional, and Mental Health | Healthy Relationships        | Mental & Emotional Health, Healthy Relationships & Stress Management |
| <p>Healthy Habits</p>                |   |   |   |   |                              |   | —                                    | —                            | —  |
| <p>Drugs, Alcohol And Opioids</p>    |   |   |   |   |                              |   | Alcohol, Tobacco, and other Drugs    |                              | Alcohol, Tobacco, and other Drugs                                    |
| —                                    | — | — | — | — | Human Growth and Development |   | —                                    | Human Growth and Development | Sexuality and Reproductive Health                                    |
| K                                    | 1 | 2 | 3 | 4 | 5                            | 6 | 7                                    | 8                            | HS   |



## Appendix C: Ohio Standards

As of spring of 2019, the Ohio Department of Education does not have a set of state standards for health education in the state of Ohio. All direction from the state of Ohio comes through the Ohio Revised Code. Here are the sections of the ORC which have been summarized by the ODE to assist schools addressing health education ([link](#)).