

Michael Monroe  
 Keith McAteer  
 Amanda Griffin

**Marlboro Central School District  
 Curriculum Map**

**High School Health  
 2018**

Topics	Concepts (Indicators & Task)	Skills	Types of Assessment	Time Frame  (weeks)	Important Terminology
<b>Health Skills</b>	<p><b>Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the necessary knowledge and skills to promote healthy development into adulthood through interrelationships of emotional, intellectual, physical and social health (<b>Standard 1; MH 1A</b>).</li> <li>• Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood (<b>Standard 1; MH 1A</b>).</li> <li>• Evaluate how the multiple influences which affect health decisions and behaviors can be altered (<b>Standard 1; MH 1A</b>).</li> <li>• Recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them (<b>Standard 2; MH 3A</b>).</li> <li>• Evaluate personal and social skills which contribute to health and safety of self and others (<b>Standard 2; MH 2A</b>).</li> <li>• Recognize how individual behavior affects the quality of the environment (<b>Standard 2; MH 3B</b>).</li> <li>• Use technology and the media to promote positive health messages (<b>Standard 3; MH 2A</b>).</li> <li>• Demonstrate advocacy skills in promoting individual, family and community health (<b>Standard 3; MH 2B</b>).</li> </ul> <p><b>Student Tasks:</b></p> <ul style="list-style-type: none"> <li>• Explain healthy choices and behaviors.</li> <li>• Advocate for healthy lifestyle choices to others.</li> </ul>	<ul style="list-style-type: none"> <li>-Self-Assessment</li> <li>-Guided note-taking</li> <li>-Class &amp; Group Discussion</li> <li>-Peer collaboration</li> <li>-Labeling diagrams</li> <li>-Mapping</li> </ul> <p><b>Health Skills:</b></p> <ul style="list-style-type: none"> <li>-Self-management</li> <li>-Relationship management</li> <li>-Stress management</li> <li>-Communication</li> <li>-Planning &amp; goal setting</li> <li>-Decision-making</li> <li>-Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>-Do Now/bell Ringer</li> <li>-Health inventory</li> <li>-Reading strategies</li> <li>-Health skills activities</li> <li>-Vocabulary practice</li> <li>-Re-teaching activities</li> <li>-Video responses &amp; analysis</li> <li>-Kahoot! test review</li> <li>-Lesson quizzes</li> <li>-Unit test</li> </ul>	<p>3</p>	<ul style="list-style-type: none"> <li>-Health</li> <li>-Health education</li> <li>-Wellness</li> <li>-Health skills</li> <li>-Health knowledge</li> <li>-Health triangle</li> <li>-Health literacy</li> <li>-Spiritual health</li> <li>-Culture</li> <li>-Peers</li> <li>-Media technology</li> <li>-Health advocate</li> <li>-Resources</li> <li>-Risk factor</li> <li>-Behavior</li> <li>-Evaluate</li> <li>-Prevention</li> <li>-Heredity</li> <li>-Environment</li> <li>-Lifestyle factors</li> <li>-Risk behaviors</li> <li>-Cumulative risk</li> <li>-Abstinence</li> <li>-Prevention</li> <li>-Values</li> <li>-Goals</li> <li>-Short-term goals</li> <li>-Long-term goals</li> <li>-Decision-making</li> <li>-Communication</li> <li>-Problem-solving</li> <li>-Negotiation skills</li> </ul>

Michael Monroe  
 Keith McAteer  
 Amanda Griffin

	<ul style="list-style-type: none"> <li>Identify how healthy behaviors influence the overall health triangle.</li> <li>Acknowledge that risk behaviors can be harmful to self and others.</li> <li>Analyze steps to avoid risky behaviors.</li> <li>Promote individual well-being by making healthful choices and setting goals.</li> </ul>				
<b>Mental &amp; Emotional Health</b>	<p><b>Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>Demonstrate the necessary knowledge and skills to promote healthy development into adulthood through interrelationships of emotional, intellectual, physical and social health (<b>Standard 1; MH 1A</b>).</li> <li>Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood (<b>Standard 1; MH 3A &amp; 3C</b>).</li> <li>Evaluate how the multiple influences which affect health decisions and behaviors including family, environment, genetics, brain chemistry, personal values, peers, media, technology, culture and community (<b>Standard 1; MH 1A</b>).</li> <li>Recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them (<b>Standard 2; MH 3A</b>).</li> <li>Evaluate personal and social skills which contribute to health and safety of self and others (<b>Standard 2; MH 2A</b>).</li> <li>Recognize how individual behavior affects the quality of the environment (<b>Standard 2; MH 3B</b>).</li> <li>Demonstrate how to evaluate health information products and services for validity and reliability (<b>Standard 3; MH 3B &amp; 3C</b>).</li> <li>Demonstrate the ability to access community health services for prevention, illness and emergency care to self and others (<b>Standard 3; MH 3ABC</b>).</li> </ul>	<ul style="list-style-type: none"> <li>-Self-Assessment</li> <li>-Guided note-taking</li> <li>-Class &amp; Group Discussion</li> <li>-Peer collaboration</li> <li>-Labeling diagrams</li> <li>-Mapping</li> <li><b>Health Skills:</b></li> <li>-Self-management</li> <li>-Relationship management</li> <li>-Stress management</li> <li>-Communication</li> <li>-Planning &amp; goal setting</li> <li>-Decision-making</li> <li>-Advocacy</li> <li>-Resiliency Skills</li> </ul>	<ul style="list-style-type: none"> <li>-Do Now/bell Ringer</li> <li>-Health inventory</li> <li>-Reading strategies</li> <li>-Health skills activities</li> <li>-Vocabulary practice</li> <li>-Re-teaching activities</li> <li>-Video responses &amp; analysis</li> <li>-Self-esteem inventory essay</li> <li>-Enrichment activities</li> <li>-Kahoot! test review</li> <li>-Lesson quizzes</li> <li>-Unit test</li> </ul>	4	<ul style="list-style-type: none"> <li>-Mental health</li> <li>-Emotional health</li> <li>-Emotion(s)</li> <li>-Self-esteem</li> <li>-Self-actualization</li> <li>-Personality</li> <li>-Role-model</li> <li>-Resilient</li> <li>-Perception</li> <li>-Stressor</li> <li>-Psychosomatic response</li> <li>-Stress</li> <li>-Character</li> <li>-Constructive criticism</li> <li>-Empathy</li> <li>-Apathy</li> <li>-Defense mechanism</li> <li>-Traumatic event</li> <li>-Stages of grief</li> <li>-Coping</li> <li>-Mourning</li> <li>-Closure</li> <li>-Stigma</li> <li>-Mental disorder</li> <li>-Mood disorder</li> <li>-Anxiety disorder</li> <li>-Conduct disorder</li> <li>-Anxiety</li> <li>-Depression</li> <li>-Alienation</li> <li>-Suicide</li> <li>-Suicide prevention</li> <li>-Psychotherapy</li> <li>-Cognitive therapy</li> <li>-Family therapy</li> <li>-Group therapy</li> <li>-Drug therapy</li> <li>-Psychiatrist</li> <li>-Psychologist</li> <li>-Resiliency</li> <li>-Feelings</li> <li>-Trauma</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate the ability to utilize resiliency skills in order to bounce back from adversity by learning from experiences that promote positive self-esteem and personal growth (<b>Standard 1; MH 1B</b>).</li> <li>• Recognize and develop the skills necessary to identify, express and respond to their emotions (<b>Standard 1; MH 1C</b>).</li> </ul> <p><b>Student Tasks:</b></p> <ul style="list-style-type: none"> <li>• Explain how to express emotions and manage stress in healthy ways.</li> <li>• Examine positive interactions between people during stressful situations.</li> <li>• Identify how anxiety and depression negatively influence the health triangle.</li> <li>• Analyze self-management skills to cope with anxiety and depression.</li> <li>• Identify the stages of grief.</li> <li>• Describe the different types of mental disorders.</li> <li>• Identify valid mental health community resources.</li> <li>• Describe and apply strategies to address compromising mental health issues.</li> </ul>				
<p><b>Family &amp; Social Health</b></p>	<p><b>Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the necessary knowledge and skills to promote healthy development into adulthood (<b>Standard 1; MH 1A</b>).</li> <li>• Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood (<b>Standard 1; MH 3A &amp; 3C</b>).</li> <li>• Evaluate how the multiple influences which affect health decisions and behaviors can be altered (<b>Standard 1; MH 1A</b>).</li> <li>• Recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them (<b>Standard 2; MH 3A</b>).</li> <li>• Evaluate personal and social skills which contribute to health and safety of self and others (<b>Standard 2</b>).</li> </ul>	<ul style="list-style-type: none"> <li>-Self-Assessment</li> <li>-Guided note-taking</li> <li>-Class &amp; Group Discussion</li> <li>-Peer collaboration</li> <li>-Labeling diagrams</li> <li>-Mapping</li> <li><b>Health Skills:</b></li> <li>-Self-management</li> <li>-Relationship management</li> <li>-Stress management</li> <li>-Communication</li> <li>-Planning &amp; goal setting</li> <li>-Decision-making</li> </ul>	<ul style="list-style-type: none"> <li>-Do Now/bell Ringer</li> <li>-Health inventory</li> <li>-Reading strategies</li> <li>-Health skills activities</li> <li>-Vocabulary practice</li> <li>-Re-teaching activities</li> <li>-Article response</li> <li>-Media Critique</li> <li>-Kahoot! test review</li> </ul>	<p>4</p>	<ul style="list-style-type: none"> <li>-Relationship</li> <li>-Citizenship</li> <li>-“I” message</li> <li>-“You” message</li> <li>-Listening</li> <li>-Body language</li> <li>-Role models</li> <li>-Compromise</li> <li>-Cooperation</li> <li>-Values</li> <li>-Prejudice</li> <li>-Stereotype</li> <li>-Bullying</li> <li>-Hazing</li> <li>-Family</li> <li>-Extended family</li> <li>-Nuclear family</li> <li>-Blended family</li> <li>-Foster family</li> <li>-Codependent</li> <li>-Dysfunctional relationship</li> <li>-Marriage</li> <li>-Separation</li> <li>-Divorce</li> <li>-Custody</li> <li>-Friendship</li> </ul>

Michael Monroe  
 Keith McAteer  
 Amanda Griffin

	<ul style="list-style-type: none"> <li>Recognize how individual behavior affects the quality of the environment (<b>Standard 2; MH 3B</b>).</li> <li>Analyze how cultural beliefs influence health behaviors and the use of health products and services (<b>Standard 3</b>).</li> <li>Use technology and the media to promote positive health messages (<b>Standard 3; MH 2A</b>).</li> <li>Demonstrate the ability to access community health services for prevention, illness and emergency care to self and others (<b>Standard 3; MH 3ABC</b>).</li> <li>Incorporate empathy, compassion, acceptance, gratitude and forgiveness in order to reduce stigma and promote positive health (<b>Standard 2; MH 2B &amp; 2C</b>).</li> <li>Apply skills such as positive role modeling, body language, tone of voice and authentic practice to improve communication skills (<b>Standard 2; MH 2A</b>).</li> </ul> <p><b>Student Tasks:</b></p> <ul style="list-style-type: none"> <li>Examine foundations for healthy relationships.</li> <li>Demonstrate respect for self and others.</li> <li>Explain healthy and unhealthy family relationships.</li> <li>Analyze the role peer pressure has on the overall health triangle.</li> <li>Evaluate how abstinence and refusal skills can benefit social health.</li> <li>Identify the causes of conflict and violence.</li> <li>Describe ways to prevent and overcome abuse.</li> <li>Evaluate how the health triangle influences family health decisions and behaviors.</li> <li>Analyze solutions for personal and community safety.</li> <li>Identify valid community resources.</li> </ul>	-Advocacy	-Lesson quizzes  -Unit test		<ul style="list-style-type: none"> <li>-Dating</li> <li>-Violence</li> <li>-Spousal abuse</li> <li>-Cycle of violence</li> <li>-Domestic violence</li> <li>-Crisis center</li> <li>-Dignity Act</li> <li>-Conflict</li> <li>-Conflict management &amp; resolution</li> <li>-Compassion</li> <li>-Peer pressure</li> <li>-Labeling</li> </ul>
<b>Growth &amp; Development</b>	<p><b>Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>Understand human growth and development throughout the life cycle (<b>Standard 1</b>).</li> </ul>	-Self-Assessment  -Guided note-taking	-Do Now/bell Ringer  -Health inventory	4	<ul style="list-style-type: none"> <li>-Adolescence</li> <li>-Glands</li> <li>-Hormones</li> <li>-Puberty</li> <li>-Maturity</li> </ul>

Michael Monroe  
 Keith McAteer  
 Amanda Griffin

	<ul style="list-style-type: none"> <li>• Demonstrate the necessary knowledge and skills to promote healthy development into adulthood (<b>Standard 1; MH 1A</b>).</li> <li>• Evaluate how the multiple influences which affect health decisions and behaviors can be altered (<b>Standard 1; MH 1A</b>).</li> <li>• Evaluate personal and social skills which contribute to health and safety of self and others (<b>Standard 2; MH 2A</b>).</li> <li>• Recognize how individual behavior affects the quality of the environment (<b>Standard 2; MH 3B</b>).</li> <li>• Demonstrate the ability to access community health services for self and others (<b>Standard 3; MH 3ABC</b>).</li> <li>• Demonstrate advocacy skills in promoting individual, family and community health (<b>Standard 3; MH 2B</b>).</li> </ul> <p><b>Student Tasks:</b></p> <ul style="list-style-type: none"> <li>• Describe and identify the reproductive systems.</li> <li>• Analyze the importance of the reproductive systems in relation to growth/development.</li> <li>• Identify problems and disorders of the reproductive systems.</li> <li>• Explain health issues associated with the reproductive systems and identify skills for avoiding or reducing risks.</li> <li>• Analyze different birth control methods/practices.</li> <li>• Identify valid local and community resources.</li> <li>• Advocate abstinence against high risk behaviors.</li> <li>• Examine pregnancy and childbirth.</li> <li>• Analyze the process of nurturing and caring for infants/children.</li> </ul>	<ul style="list-style-type: none"> <li>-Class &amp; Group Discussion</li> <li>-Peer collaboration</li> <li>-Labeling diagrams</li> <li>-Mapping</li> </ul> <p><b>Health Skills:</b></p> <ul style="list-style-type: none"> <li>-Self-management</li> <li>-Relationship management</li> <li>-Stress management</li> <li>-Communication</li> <li>-Planning &amp; goal setting</li> <li>-Decision-making</li> <li>-Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>-Reading strategies</li> <li>-Health skills activities</li> <li>-Budget analysis</li> <li>-Vocabulary practice</li> <li>-Re-teaching activities</li> <li>-Technology assessment</li> <li>-Kahoot! test review</li> <li>-Lesson quizzes</li> <li>-Unit test</li> </ul>		<ul style="list-style-type: none"> <li>-Fertilization</li> <li>-Embryo</li> <li>-Fetus</li> <li>-Prenatal care</li> <li>-Developmental task</li> <li>-Semen</li> <li>-Sperm</li> <li>-Seminal vesicle</li> <li>-Prostate gland</li> <li>-Cowper's gland</li> <li>-Urethra</li> <li>-Penis</li> <li>-Testes</li> <li>-Scrotum</li> <li>-Vas deferens</li> <li>-Epididymis</li> <li>-Menstrual cycle</li> <li>-Menstruation</li> <li>-Ovulation</li> <li>-Ovaries</li> <li>-Fallopian tubes</li> <li>-Uterus</li> <li>-Endometrium</li> <li>-Cervix</li> <li>-Vagina</li> <li>-Abstinence</li> <li>-Infertility</li> <li>-Reproductive disorders</li> <li>-STD/STI</li> <li>-Reproductive cancers</li> <li>-Self-examination</li> </ul>
<p><b>Diseases &amp; Disorders</b></p>	<p><b>Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the necessary knowledge and skills to promote healthy development into adulthood (<b>Standard 1; MH 1A</b>).</li> <li>• Apply prevention and risk reduction strategies which can delay the onset or reduce the risk</li> </ul>	<ul style="list-style-type: none"> <li>-Self-Assessment</li> <li>-Guided note-taking</li> <li>-Class &amp; Group Discussion</li> <li>-Peer collaboration</li> </ul>	<ul style="list-style-type: none"> <li>-Do Now/bell Ringer</li> <li>-Health inventory</li> <li>-Reading strategies</li> </ul>	<p>5</p>	<ul style="list-style-type: none"> <li>-Disease</li> <li>-Hygiene</li> <li>-Dental health</li> <li>-Disorder</li> <li>-Communicable disease</li> <li>-Chronic disease</li> <li>-Immune system</li> <li>-Pathogens</li> </ul>

Michael Monroe  
 Keith McAteer  
 Amanda Griffin

	<p>of potential health problems into adulthood (<b>Standard 1; MH 3A &amp; 3C</b>).</p> <ul style="list-style-type: none"> <li>Evaluate how the multiple influences which affect health decisions and behaviors can be altered (<b>Standard 1; MH 1A</b>).</li> <li>Evaluate personal and social skills which contribute to health and safety of self and others (<b>Standard 2; MH 2A</b>).</li> <li>Recognize how individual behavior affects the quality of the environment (<b>Standard 2</b>).</li> <li>Demonstrate how to evaluate health information products and services for validity and reliability (<b>Standard 3; MH 3B &amp; 3C</b>).</li> <li>Demonstrate the ability to access community health services for prevention, illness and emergency care to self and others (<b>Standard 3; MH 3ABC</b>).</li> <li>Demonstrate advocacy skills in promoting individual, family and community health (<b>Standard 3; MH 2B</b>).</li> </ul> <p><b>Student Tasks:</b></p> <ul style="list-style-type: none"> <li>Explain how lifestyle, family history and other factors are related to the cause or prevention of diseases and other problems.</li> <li>Describe the signs and symptoms of different diseases.</li> <li>Identify differences between communicable and noncommunicable diseases.</li> <li>Describe the difference between HIV and AIDS.</li> <li>Analyze the methods of transmission and prevention of STD(s)/STI(s).</li> <li>Advocate abstinence in preventing sexual risk (STD/STI).</li> <li>Identify reliable disease prevention resources and medical care.</li> </ul>	<ul style="list-style-type: none"> <li>-Labeling diagrams</li> <li>-Mapping</li> <li><b>Health Skills:</b></li> <li>-Self-management</li> <li>-Relationship management</li> <li>-Stress management</li> <li>-Communication</li> <li>-Planning &amp; goal setting</li> <li>-Decision-making</li> <li>-Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>-Health skills activities</li> <li>-Vocabulary practice</li> <li>-Re-teaching activities</li> <li>-Technology assessment</li> <li>-Disease Internet assignment (extra-credit)</li> <li>-Kahoot! test review</li> <li>-Lesson quizzes</li> <li>-Unit test</li> </ul>		<ul style="list-style-type: none"> <li>-Virus</li> <li>-Infection</li> <li>-Bacteria</li> <li>-STD/STI</li> <li>-Asymptomatic</li> <li>-Long-term effects</li> <li>-Short-term effects</li> <li>-Toxins</li> <li>-Vector</li> <li>-Epidemic</li> <li>-Antibiotics</li> <li>-Refusal skills</li> <li>-Abstinence</li> <li>-Noncommunicable disease</li> <li>-Disability</li> <li>-Stroke</li> <li>-Heart attack</li> <li>-Cancer</li> <li>-Carcinogen</li> <li>-Tumor</li> <li>-Benign</li> <li>-Malignant</li> <li>-Metastasis</li> <li>-Biopsy</li> <li>-Remission</li> <li>-Chemotherapy</li> <li>-Radiation</li> <li>-Autoimmune disease</li> <li>-Arthritis</li> <li>-Rheumatoid arthritis</li> <li>-Osteoporosis</li> <li>-Allergy</li> <li>-Histamine</li> <li>-Antihistamine</li> <li>-Deafness</li> <li>-Intellectual disabilities</li> <li>-Developmental disabilities</li> <li>-Americans with Disabilities Act</li> <li>-Sepsis</li> <li>-Lyme disease</li> </ul>
<p><b>Legal &amp; Illegal Drugs</b></p>	<p><b>Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>Demonstrate the necessary knowledge and skills to promote healthy development into adulthood (<b>Standard 1; MH 1A</b>).</li> <li>Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into</li> </ul>	<ul style="list-style-type: none"> <li>-Self-Assessment</li> <li>-Guided note-taking</li> <li>-Class &amp; Group Discussion</li> <li>-Peer collaboration</li> <li>-Labeling diagrams</li> </ul>	<ul style="list-style-type: none"> <li>-Do Now/bell Ringer</li> <li>-Health inventory</li> <li>-Reading strategies</li> </ul>	<p>5</p>	<ul style="list-style-type: none"> <li>-Drugs</li> <li>-Substance abuse</li> <li>-Risk factors</li> <li>-Psychological dependence</li> <li>-Physiological dependence</li> <li>-Medicine</li> <li>-Side effects</li> <li>-Synergistic effect</li> </ul>

Michael Monroe  
 Keith McAteer  
 Amanda Griffin

	<p>adulthood (<b>Standard 1; MH 3A &amp; 3C</b>).</p> <ul style="list-style-type: none"> <li>Evaluate how the multiple influences which affect health decisions and behaviors can be altered (<b>Standard 1; MH 1A</b>).</li> <li>Recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them (<b>Standard 2; MH 3A</b>).</li> <li>Evaluate personal and social skills which contribute to health and safety of self and others (<b>Standard 2; MH 2A</b>).</li> <li>Recognize how individual behavior affects the quality of the environment (<b>Standard 2</b>).</li> <li>Demonstrate how to evaluate health information products and services for validity and reliability (<b>Standard 3; MH 3B &amp; 3C</b>).</li> <li>Demonstrate the ability to access community health services to self and others (<b>Standard 3; MH 3ABC</b>).</li> <li>Use technology and the media to obtain mental health resources and promote positive health measures (<b>Standard 3; MH 3D</b>).</li> <li>Demonstrate advocacy skills in promoting individual, family and community health (<b>Standard 3; MH 3D</b>).</li> </ul> <p><b>Student Tasks:</b></p> <ul style="list-style-type: none"> <li>Analyze what is considered a drug, the reasons for drug usage and the drug classifications.</li> <li>Identify how drug usage negatively influences the health triangle.</li> <li>Compare the monetary cost drugs have on families, communities and states.</li> <li>Examine how drugs are affected by laws.</li> <li>Explain the various effects drugs have on pregnancy and the fetus.</li> <li>Explain the differences between Prescription and OTC drugs.</li> <li>Describe the role media portrays drugs to members of society.</li> <li>Analyze the problems associated with drug abuse and identify</li> </ul>	<p>-Mapping</p> <p><b>Health Skills:</b></p> <p>-Self-management</p> <p>-Relationship management</p> <p>-Stress management</p> <p>-Communication</p> <p>-Planning &amp; goal setting</p> <p>-Decision-making</p> <p>-Advocacy</p>	<p>-Health skills activities</p> <p>-Vocabulary practice</p> <p>-Re-teaching activities</p> <p>-Technology assessment</p> <p>-Drug abuse brochure</p> <p>-Kahoot! test review</p> <p>-Lesson quizzes</p> <p>-Unit test</p>	<p>-Over-The-Counter (OTC) medicine</p> <p>-Drug use</p> <p>-Drug misuse</p> <p>-Drug abuse</p> <p>-Drug overdose</p> <p>-Addiction</p> <p>-Alcohol</p> <p>-Alcoholism</p> <p>-Intoxication</p> <p>-Binge Drinking</p> <p>-Alcohol Poisoning</p> <p>-BAC</p> <p>-DUI</p> <p>-DWI</p> <p>-Fetal alcohol syndrome (FAS)</p> <p>-Alcohol misuse</p> <p>-Alcohol abuse</p> <p>-Tolerance</p> <p>-Trauma</p> <p>-Recovery</p> <p>-Sobriety</p> <p>-Tobacco</p> <p>-Nicotine</p> <p>-Tar</p> <p>-Carbon Monoxide</p> <p>-Smokeless tobacco</p> <p>-Vaporizers</p> <p>-Vaping</p> <p>-Withdrawal</p> <p>-Second Hand Smoke</p> <p>-Street drugs</p> <p>-Illegal drugs</p> <p>-Overdose</p> <p>-Marijuana</p> <p>-Inhalants</p> <p>-Steroids</p> <p>-Psychoactive drugs</p> <p>-Prescription medicine</p> <p>-Opiate</p> <p>-Opioids</p> <p>-Heroin</p> <p>-Stimulants</p> <p>-Depressants</p> <p>-Hallucinogens</p> <p>-Designer drugs</p> <p>-Fentanyl</p> <p>-Rehabilitation</p> <p>-Naloxone (NARCAN)</p> <p>-Negative peer pressure</p>
--	---	---	--	--

Michael Monroe  
 Keith McAteer  
 Amanda Griffin

	<p>healthy behaviors for avoiding or reducing risks.</p> <ul style="list-style-type: none"> <li>Examine the stages of addiction and the differences between drug use/misuse/abuse.</li> <li>Describe the dangerous risks of prescription drug abuse.</li> <li>Advocate for preventative measures to decrease opioid overdose rates in America.</li> <li>Identify valid drug resources.</li> </ul>				
<b>Physical Activity</b>	<p><b>Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>Demonstrate the necessary knowledge and skills to promote healthy development into adulthood (<b>Standard 1; MH 1A</b>).</li> <li>Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood (<b>Standard 1; MH 3A &amp; 3C</b>).</li> <li>Evaluate how the multiple influences which affect health decisions and behaviors can be altered (<b>Standard 1; MH 1A</b>).</li> <li>Recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them (<b>Standard 2; MH 3A</b>).</li> <li>Evaluate personal and social skills which contribute to health and safety of self and others (<b>Standard 2; MH 2A</b>).</li> <li>Recognize how individual behavior affects the quality of the environment (<b>Standard 2</b>).</li> <li>Demonstrate how to evaluate health information products and services for validity and reliability (<b>Standard 3; MH 3B &amp; 3C</b>).</li> <li>Demonstrate the ability to access community health services to self and others (<b>Standard 3; MH 3ABC</b>).</li> </ul> <p><b>Student Tasks:</b></p> <ul style="list-style-type: none"> <li>Analyze how physical activity benefits all sides of the health triangle.</li> <li>Identify the risks of living a sedentary lifestyle.</li> <li>Examine the elements of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>-Self-Assessment</li> <li>-Guided note-taking</li> <li>-Class &amp; Group Discussion</li> <li>-Peer collaboration</li> <li>-Labeling diagrams</li> <li>-Mapping</li> <li><b>Health Skills:</b></li> <li>-Self-management</li> <li>-Relationship management</li> <li>-Stress management</li> <li>-Communication</li> <li>-Planning &amp; goal setting</li> <li>-Decision-making</li> <li>-Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>-Do Now/bell Ringer</li> <li>-Health inventory</li> <li>-Reading strategies</li> <li>-Health skills activities</li> <li>-Vocabulary practice</li> <li>-Re-teaching activities</li> <li>-Technology assessment</li> <li>-Physical fitness program</li> <li>-Kahoot! test review</li> <li>-Lesson quizzes</li> <li>-Unit test</li> </ul>	4	<ul style="list-style-type: none"> <li>-Physical activity</li> <li>-Fitness</li> <li>-Exercise</li> <li>-Body composition</li> <li>-Aerobic capacity</li> <li>-Muscular strength</li> <li>-Muscular endurance</li> <li>-Flexibility</li> <li>-Anaerobic exercise</li> <li>-Strength training</li> <li>-Warm-up</li> <li>-Cooling down</li> <li>-Intensity</li> <li>-FITT formula</li> <li>-Heart Rate</li> <li>-Lifetime sports</li> <li>-Sedentary lifestyle</li> <li>-Fitness plan</li> <li>-Equipment</li> <li>-Heat exhaustion</li> <li>-Heat stroke</li> <li>-Injury</li> <li>-Unintentional injury</li> <li>-PRICE procedure</li> </ul>



Michael Monroe  
 Keith McAteer  
 Amanda Griffin

	<ul style="list-style-type: none"> <li>Describe a personal physical activity program.</li> <li>Explain the P.R.I.C.E procedure.</li> <li>Identify various types of unintentional injuries and how to avoid/care for them.</li> <li>Identify valid fitness resources.</li> </ul>				
<b>Safety</b>	<p><b>Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>Demonstrate the necessary knowledge and skills to promote healthy development into adulthood (<b>Standard 1; MH 1A</b>).</li> <li>Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood (<b>Standard 1; MH 3A &amp; 3C</b>).</li> <li>Evaluate how the multiple influences which affect health decisions and behaviors can be altered (<b>Standard 1; MH 1A</b>).</li> <li>Recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them (<b>Standard 2; MH 3A</b>).</li> <li>Evaluate personal and social skills which contribute to health and safety of self and others (<b>Standard 2; MH 2A</b>).</li> <li>Recognize how individual behavior affects the quality of the environment (<b>Standard 2</b>).</li> <li>Demonstrate the ability to access community health services to self and others (<b>Standard 3; MH 3ABC</b>).</li> <li>Demonstrate advocacy skills in promoting individual, family and community health (<b>Standard 3; MH 3D</b>).</li> </ul> <p><b>Student Tasks:</b></p> <ul style="list-style-type: none"> <li>Interpret the Good Samaritan Law.</li> <li>Examine First Aid and emergency scenarios.</li> <li>Explain and demonstrate hands only CPR.</li> <li>Analyze the various First Aid procedures and treatments.</li> <li>Describe how to respond to an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>-Self-Assessment</li> <li>-Guided note-taking</li> <li>-Class &amp; Group Discussion</li> <li>-Peer collaboration</li> <li>-Labeling diagrams</li> <li>-Mapping</li> </ul> <p><b>Health Skills:</b></p> <ul style="list-style-type: none"> <li>-Self-management</li> <li>-Relationship management</li> <li>-Stress management</li> <li>-Communication</li> <li>-Planning &amp; goal setting</li> <li>-Decision-making</li> <li>-Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>-Do Now/bell Ringer</li> <li>-Health inventory</li> <li>-Reading strategies</li> <li>-Health skills activities</li> <li>-Vocabulary practice</li> <li>-Re-teaching activities</li> <li>-Technology assessment</li> <li>-Safety &amp; emergency Internet assignment</li> <li>-Kahoot! test review</li> <li>-Lesson quizzes</li> <li>-Unit test</li> </ul>	3	<ul style="list-style-type: none"> <li>-Safety</li> <li>-Home safety</li> <li>-Road safety</li> <li>-Outdoor safety</li> <li>-Protection</li> <li>-OSHA</li> <li>-Personal safety</li> <li>-Accident chain</li> <li>-Bullying</li> <li>-Statutory rape</li> <li>-Rape</li> <li>-Road rage</li> <li>-Mediation</li> <li>-Injury</li> <li>-Unintentional injury</li> <li>-Emergency</li> <li>-First Aid</li> <li>-Hands only CPR</li> <li>-Heimlich maneuver</li> <li>-Shock</li> <li>-AED</li> <li>-Poison</li> <li>-Consciousness</li> <li>-Natural disasters</li> <li>-Emergency survival kit</li> </ul>

Michael Monroe  
 Keith McAteer  
 Amanda Griffin

	<ul style="list-style-type: none"> <li>Analyze emergency prevention and preparation strategies.</li> <li>Explain how to be safe at home and in the community.</li> <li>Describe and apply strategies to address compromising safety issues/problems (violence prevention).</li> </ul>				
<b>Consumer &amp; Community Health</b>	<p><b>Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>Demonstrate the necessary knowledge and skills to promote healthy development into adulthood (<b>Standard 1; MH 1A</b>).</li> <li>Evaluate how the multiple influences which affect health decisions and behaviors can be altered (<b>Standard 1; MH 1A</b>).</li> <li>Recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them (<b>Standard 2; MH 3A</b>).</li> <li>Evaluate personal and social skills which contribute to health and safety of self and others (<b>Standard 2; MH 2A</b>).</li> <li>Recognize how individual behavior affects the quality of the environment (<b>Standard 2</b>).</li> <li>Demonstrate how to evaluate health information products and services for validity and reliability (<b>Standard 3; MH 3B &amp; 3C</b>).</li> <li>Analyze how cultural beliefs influence health behaviors and the use of health products and services (<b>Standard 3; MH 2B &amp; 2C</b>).</li> <li>Demonstrate the ability to access community health services to self and others (<b>Standard 3; MH 3ABC</b>).</li> <li>Use technology and the media to promote positive health measures (<b>Standard 3; MH 2A &amp; 3D</b>).</li> <li>Demonstrate advocacy skills in promoting individual, family and community health (<b>Standard 3; MH 3D</b>).</li> </ul> <p><b>Student Tasks:</b></p> <ul style="list-style-type: none"> <li>Examine how to evaluate consumer products and services as well as manage consumer problems.</li> <li>Explain the importance of Health Care.</li> </ul>	<ul style="list-style-type: none"> <li>-Self-Assessment</li> <li>-Guided note-taking</li> <li>-Class &amp; Group Discussion</li> <li>-Peer collaboration</li> <li>-Labeling diagrams</li> <li>-Mapping</li> <li>-Budgeting money</li> <li><b>Health Skills:</b></li> <li>-Self-management</li> <li>-Relationship management</li> <li>-Stress management</li> <li>-Communication</li> <li>-Planning &amp; goal setting</li> <li>-Decision-making</li> <li>-Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>-Do Now/bell Ringer</li> <li>-Health inventory</li> <li>-Reading strategies</li> <li>-Health skills activities</li> <li>-Vocabulary practice</li> <li>-Re-teaching activities</li> <li>-Technology assessment</li> <li>-Consumer Internet assignment</li> <li>-Media analysis</li> <li>-Health careers assignment</li> <li>-Kahoot! test review</li> <li>-Lesson quizzes</li> <li>-Unit test</li> </ul>	4	<ul style="list-style-type: none"> <li>-Community health</li> <li>-Consumer</li> <li>-Organ donation</li> <li>-Tissue donation</li> <li>-Media message</li> <li>-Fraud</li> <li>-Laws</li> <li>-Money management</li> <li>-Entertainment</li> <li>-Technology</li> <li>-Medical history</li> <li>-Insurance</li> <li>-Public health</li> <li>-Health Care</li> <li>-Conservation</li> <li>-Recycling</li> <li>-Hazardous waste</li> <li>-Air pollution</li> <li>-Air quality index</li> <li>-Noise pollution</li> <li>-Biodegradable</li> <li>-Waste water</li> <li>-Greenhouse effect</li> </ul>

Michael Monroe  
 Keith McAteer  
 Amanda Griffin

	<ul style="list-style-type: none"> <li>Identify and explain Health Care careers.</li> <li>Analyze different Public health service announcements.</li> <li>Identify ways of organ and tissue donation.</li> <li>Analyze and identify various community health problems.</li> <li>Examine different ways to conserve and protect the environment.</li> <li>Identify groups that advocate for community awareness.</li> </ul>				
<b>Nutrition</b>	<p><b>Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>Demonstrate the necessary knowledge and skills to promote healthy development into adulthood (<b>Standard 1; MH 1A</b>).</li> <li>Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood (<b>Standard 1: MH 3A &amp; 3C</b>).</li> <li>Evaluate how the multiple influences which affect health decisions and behaviors can be altered (<b>Standard 1; MH 1A</b>).</li> <li>Recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them (<b>Standard 2; MH 3A</b>).</li> <li>Evaluate personal and social skills which contribute to health and safety of self and others (<b>Standard 2; MH 2A</b>).</li> <li>Recognize how individual behavior affects the quality of the environment (<b>Standard 2</b>).</li> <li>Demonstrate how to evaluate health information products and services for validity and reliability (<b>Standard 3; MH 3B &amp; 3C</b>).</li> <li>Demonstrate the ability to access community health services to self and others (<b>Standard 3; MH 3ABC</b>).</li> <li>Use technology and the media to promote positive health measures (<b>Standard 3; MH 2A &amp; 3D</b>).</li> <li>Demonstrate advocacy skills in promoting individual, family and</li> </ul>	<ul style="list-style-type: none"> <li>-Self-Assessment &amp; nutritional analysis</li> <li>-Guided note-taking</li> <li>-Class &amp; Group Discussion</li> <li>-Peer collaboration</li> <li>-Labeling diagrams</li> <li>-Mapping</li> <li><b>Health Skills:</b></li> <li>-Self-management</li> <li>-Relationship management</li> <li>-Stress management</li> <li>-Communication</li> <li>-Planning &amp; goal setting</li> <li>-Decision-making</li> <li>-Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>-Do Now/bell Ringer</li> <li>-Health inventory</li> <li>-Reading strategies</li> <li>-Health skills activities</li> <li>-Vocabulary practice</li> <li>-Re-teaching activities</li> <li>-MyPlate website analysis</li> <li>-Technology assessment</li> <li>-Balance food plan</li> <li>-Nutrition log</li> <li>-Nutrition project (extra credit)</li> <li>-Kahoot! test review</li> <li>-Lesson quizzes</li> <li>-Unit test</li> </ul>	4	<ul style="list-style-type: none"> <li>-Nutrition</li> <li>-Nutrients</li> <li>-Fuel</li> <li>-Energy</li> <li>-MyPlate</li> <li>-Protein</li> <li>-Carbohydrates</li> <li>-Vitamins</li> <li>-Fats</li> <li>-Minerals</li> <li>-Water</li> <li>-Sugar</li> <li>-Sodium</li> <li>-Milk</li> <li>-Additives</li> <li>-Calorie</li> <li>-Hunger</li> <li>-Appetite</li> <li>-Cholesterol</li> <li>-Fiber</li> <li>-Food labels</li> <li>-Portion control</li> <li>-Dietary guidelines</li> <li>-Nutrient dense</li> <li>-Foodborne-illness</li> <li>-Contamination</li> <li>-Food sensitivities</li> <li>-Food allergies</li> <li>-Food intolerances</li> <li>-Emotions</li> <li>-Anorexia</li> <li>-Bulimia</li> <li>-Fad dieting</li> <li>-Binge eating</li> </ul>

Michael Monroe  
Keith McAteer  
Amanda Griffin

	<p>community health (<b>Standard 3; MH 3D</b>).</p> <p><b>Student Tasks:</b></p> <ul style="list-style-type: none"><li>• Explain the importance of the 6 essential nutrients in relation to food choices.</li><li>• Describe the impact nutrition has on the overall health triangle.</li><li>• Analyze how high sugar intake (including sugary drinks) is a detriment to health.</li><li>• Analyze food sensitivities and foodborne illnesses and identify healthy behaviors for avoiding or reducing risks.</li><li>• Examine media and socioeconomic factors that contribute to poor nutrition.</li><li>• Advocate for preventative measures to decrease obesity rates in America.</li><li>• Examine and interpret food labels.</li><li>• Describe the importance of portion control/serving amounts.</li></ul>				
--	--	--	--	--	--