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**Marlboro Central School District
 Curriculum Map**

High School Health

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

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

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

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

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

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

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

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

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

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

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