

High School Health Education Curriculum Matrix

Skills/Units	Functional Knowledge	Learning Experiences	Authentic Assessments
<p>Intro to Health/ Self-Management</p>	<p>Unintentional Injury Prevention Other Functional Knowledge</p>	<ul style="list-style-type: none"> • Define: What is health? -Create an activity that asks students to define health. -Introduce the concept of SPIES – the 5 dimensions of health (Social, Physical, Intellectual, Emotional, & Spiritual) <ul style="list-style-type: none"> • Health – Habits -Select a teen health issue and describe its relation to the 5 dimensions of health (S.P.I.E.S.) <ul style="list-style-type: none"> • Health History -Earlier in history health was dependent on infectious disease -Now health is the result of lifestyle choices <ul style="list-style-type: none"> • Have students complete Personal Health Inventory • Health is your responsibility -Create an activity that asks students to take responsibility for their own health. Discuss that total health comes from a personal desire to have health & wellness, knowledge & practice of skills are <u>only</u> the first step. <ul style="list-style-type: none"> • Unintentional Injury -Create an activity based on the Youth Risk Behavior Survey with regard to the prevention of unintentional injuries (DWI, traffic laws, safety equipment) <ul style="list-style-type: none"> • Also cover sun safety, breast & testicular cancer self-exam and checkups) 	<ul style="list-style-type: none"> • Family Tree of Health -Have students create a 3 generation (self, parent, grandparent -including aunts, uncles, cousins, & siblings) tree of health -Students need to identify cause of death, if applicable, and past or current diseases/health issues present in each family member -They should indicate which diseases are hereditary, which are behavioral, and which are both (they can do this via symbols, such as stars and checkmarks) -Ask students to do a write up analyzing one of the diseases from their tree. They should determine 5 specific ways that they can reduce their risk of acquiring this disease in the future. -The family tree can be created in the classroom, in the computer lab, or at home. -Teacher must create a rubric to evaluate this project.

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<p>Planning & Goal Setting</p>	<p>Physical Activity & Nutrition</p>	<ul style="list-style-type: none"> • Students should choose a disease/health issue from their personal family health tree and research how physical fitness and nutrition practices can help to reduce their risk of acquiring this disease. • Write a SMART Goal <ul style="list-style-type: none"> -Have students research a personal physical fitness or nutrition goal. They should look for “how to” guides and other benefits of setting this goal. <ul style="list-style-type: none"> • 5 Steps to a Perfect Plan <ul style="list-style-type: none"> -Steps & Dates -Support Systems -Barriers -Barrier Busters -Rewards • Physical Fitness and Nutrition Activities: <ul style="list-style-type: none"> -Lead a class discussion about the benefits of physical activity and healthy eating including: learning and improving skills, staying in shape, improving appearance, cardiovascular and muscular endurance, and increased academic achievement. -This lesson should be done over a three day period. -Have students select from a list of top fast food restaurants (McDonald’s, Burger King, Wendy’s, Arby’s, Taco Bell, Pizza 	<ul style="list-style-type: none"> • Goal Setting Project - track goal in previous column for one month <ul style="list-style-type: none"> -This could also be done by having the students choose one of the health behaviors they researched from their family tree. -Develop a means of evaluating their goal at the end of the month.

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		<p>Hut, & Panera) and then have them record their typical/favorite meal.</p> <ul style="list-style-type: none"> -Teacher needs to have menus with nutritional breakdowns printed prior to this lesson. -After they record their favorite meal, give each student the menu for the restaurant they selected and have them record the nutritional information for the meal that they selected. -Ask for a couple of student volunteers to share the nutritional information from their meal with the class. Have paper plates that are a dark color, a tablespoon, and a can of Crisco in the front of the room – measure out the tablespoon equivalent of the fat content for that meal on the plate to show the class. [the conversion for the Crisco is 15 grams of fat = 1 tbsp] -Use a cleaned out empty clear 2 liter soda bottle with label peeled off so they can see inside of it. Have the students guess how many Tbsp of sugar are used to sweeten an average 2 liter soda bottle. Show them what it looks like by adding the sugar [it is 19 Tbsp in a 2 liter bottle. After displaying the sugar in the bottle, mix water and food coloring in the bottle and invite students to taste it. -Have the students analyze the fast food menu they have previously 	

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		<p>selected and create a healthier meal plan for the next time they go to the restaurant.</p> <p>-Teach a lesson about the components of fitness including: cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. This lesson should emphasize that individuals must engage in activities that require moderate to vigorous levels of exertion as recommended in national guidelines. The following also needs to be included in this unit: Obesity acquired during childhood and adolescence may persist into adulthood increasing the risk for lifestyle diseases.</p> <p>-Have the students look back at their healthy vs. unhealthy meal choices at the fast food restaurants. Give them a chart to have them figure out how much exercise they would have to do to burn off the calories for each meal.</p> <p>-Have students do a short-term project analyzing their personal food intake and exercise patterns (highlighting the fact that intake of calories must equal the output of energy) in the form of a journal. You may want to use the USDA food pyramid website to do this (www.mypyramid.gov).</p> <p>-Lessons must be included here about the following topics:</p>	

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		<p>-Health risks and legal consequences of using performance enhancing drugs.</p> <p>-Factors that contribute to eating disorders including unhealthy weight control practices and a societal overemphasis on thinness during adolescence. Additionally, an individual who has an eating disorder are in need of immediate medical and psychiatric treatment.</p>	
<p>Stress Management</p>	<p>ATOD</p>	<ul style="list-style-type: none"> • Lessons need to be created that have students practicing the following sub-skills: <p>-Differentiates between pos. & neg. stress and prioritizes personal stressors</p> <p>-Analyzes the impact of physical, emotional, social, family, school, and environmental stressors on personal health</p> <p>-Monitors physical and emotional reactions to personal stress</p> <p>-Analyzes and evaluates personal stressful situations and current ways of dealing with them</p> <p>-Selects and applies a strategy to manage stress in health-enhancing ways</p> <p>-Clarifies expectations of self and others and their relation to personal stress</p> <p>-Recognizes personal capabilities and</p>	<ul style="list-style-type: none"> • Stress Management Project <p>-Techniques to be researched by the students and taught to the class via individual presentations</p> <p>-Teacher must create a rubric to evaluate this project.</p>

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		<p>limitations in relation to personal stress</p> <p>-Monitors, evaluates, and adjusts the personal stress management strategies for wellness and coping with stressful situations</p> <ul style="list-style-type: none"> • Lessons need to be created that cover the following functional knowledge topics: <p>-Tobacco:</p> <ol style="list-style-type: none"> 1. Tobacco use is an unhealthy way to manage stress or weight 2. Most individuals do not smoke or use smokeless tobacco (26% of population smokes 3% uses smokeless tobacco) 3. Smoking cessation programs and products can be successful 4. Tobacco use during pregnancy can have harmful effects on the fetus 5. Many individuals find it hard to stop using tobacco despite knowledge about the health hazards of tobacco use <p>-Alcohol and other Drugs:</p> <ol style="list-style-type: none"> 1. Most individuals do not use alcohol and other drugs (AOD) 2. Long-term alcohol misuse is associated with liver disease, cancer, cardiovascular disease, and neurological damage 3. Use of AOD impairs judgment and coordination and is associated with the leading causes of death and injury 	

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		<p>among teenagers and other adults.</p> <p>4. AOD treatment programs can be successful</p> <p>5. AOD use are unhealthy ways to manage stress or weight</p> <p>6. Over 1/3 of all traffic deaths among driver or non-occupant youths ages 15-20 are drug or alcohol related</p> <p>7. Alcohol use among adolescents results in an increased risk of alcohol dependence in adulthood.</p> <p>8. Binge drinking can contribute to many health disorders, including cancer, liver, pancreatic and cardiovascular diseases, as well as a variety of gastrointestinal problems, neurological disorders and reproductive system disorders.</p> <p>12. The process of becoming addicted to alcohol and other drugs involves a series of stages.</p> <p>13. A family history of alcoholism is a strong risk factor for an individual's alcohol use because of the genetic link and the environmental exposure to alcohol use.</p> <p>14. It is very dangerous for individuals to use legal chemicals and aerosols in ways other than their intended use.</p> <p>15. Laws, rules and policies regulate the sale and use of alcohol and drugs.</p> <p>16. Heavy drinking among youth has</p>	

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		<p>been linked to physical fights, destroyed property, academic and job problems and trouble with law enforcement authorities.</p> <p>10. Use of alcohol and other drugs can increase an individual's risk for suicide, homicide, accidents, school failure, delinquency, marijuana use, unwanted pregnancy, STD and HIV infection, vulnerability to coerced sexual activity and poor academic performance.</p> <p>11. A family history of alcoholism is a strong risk factor for an individual's alcohol use because of the genetic link and the environmental exposure to alcohol use.</p> <p>12. Dependence on alcohol and other drugs is associated with psychiatric problems such as anxiety, depression or anti-social personality disorder.</p> <p>13. Alcohol use during pregnancy can cause fetal alcohol syndrome (FAS) and other birth defects.</p> <p>14. Legal blood alcohol concentration levels vary from state to state and are influenced by the amount of alcohol an individual consumes over a period of time as well as a variety of other factors, such as an individual's expectations, mood, body weight and size, age, drinking experience, what one has eaten, drank or smoked.</p>	

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		15. Laws, rules and policies regulate the sale and use of alcohol and drugs.	
CPR	CPR & Safety		<ul style="list-style-type: none"> • CPR Certification for infant, child, and adult
Communication	Violence Prevention Family Life/Sexual Health	<ul style="list-style-type: none"> • Lessons need to be created that have students practicing the following sub-skills <ol style="list-style-type: none"> 1. Employs active listening and response skills in health -enhancing ways 2. Applies effective verbal (assertiveness) and non-verbal communication skills in real-life health situations 3. Demonstrates healthy ways to express needs, wants and feelings 4. Analyzes how interpersonal communication affects and is affected by relationships 5. Demonstrates strategies for overcoming health -related communication barriers 6. Demonstrates ways to communicate care, consideration, and respect of self and others 7. Demonstrates effective refusal skills in real-life health-related situations 8. Demonstrates strategies to prevent and manage conflict in healthy ways 9. Applies collaboration skills to address a complex health issue 	<ul style="list-style-type: none"> • Role Play <p>-Have students in groups of 3 – 4 research one of the following topics: methods of violence prevention, ways to resolve conflicts within the family, or using communication skills to promote sexual health.</p> <p>-Groups will then write and perform role plays presenting a conflict and its resolution based on their research. Role plays are also evaluated based on the demonstration of effective communication skills</p> <p>-Teacher must create a rubric to evaluate this project.</p>

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		<ul style="list-style-type: none"> • Lessons need to be created that cover the following functional knowledge topics: <ol style="list-style-type: none"> 1. An individual’s family roles and responsibilities change over the life cycle. 2. Families provide nurturance, security, and commitment to their members and need to be supported in their care giving roles throughout the lifecycle. 3. Individuals develop into competent, productive, loved and loving adults with devoted and sustained parenting. 4. Individuals can use strong honest communication, relationship building and planning skills to enhance and maintain loving, respectful and healthy relationships. 5. Different types of relationships involve varying levels of intimacy with verbal and non-verbal forms of communication and commitment. 6. Becoming a parent affects an individual’s short-term and long-term goals. 7. Reproductive health and contraceptive services are provided to individuals by a wide range of health care providers. 8. Sexual health includes physical, behavioral, intellectual, spiritual, emotional and interpersonal 	

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		<p>development.</p> <p>9. Sexual orientation develops across a person's lifetime and is different from sexual behavior because it refers to feelings and self-concept. Persons may or may not express their sexual orientation in their behaviors.</p> <p>10. Sexual responsibility includes an understanding and awareness of one's sexuality and sexual development; respect for oneself and others; avoidance of physical or emotional harm; and recognition of the diversity of sexual beliefs within the community.</p> <ul style="list-style-type: none"> • I-Statements • Conflict Scenarios • Singing about Conflict <p>-Take a song about conflict and analyze it</p>	
<p>Decision Making</p>	<p>Sexual Risk HIV/AIDS STIs</p>	<ul style="list-style-type: none"> • Lessons need to be created that have students practicing the following sub-skills <ol style="list-style-type: none"> 1. Identifies personal health decisions and analyzes related internal and external influences 2. Recognizes personal capabilities and limitations as they relate to possible healthy solutions 3. Gathers, synthesizes, and evaluates available information to enhance health 4. Personalizes health risk of decisions to self and others 	<ul style="list-style-type: none"> • IDEAL Model Project <p>-Give students a choice of provided scenarios for which they must follow the IDEAL decision-making model. To successfully complete this task students must make a personal contact (interview), make an agency contact (for relevant information), and find a written document or resource for the purpose of the Data Collection step.</p> <p>-This task will be complete when a decision has been made and a template of their work is submitted.</p> <p>-Teacher must create a rubric to</p>

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		<p>5. Applies a decision making model to real-life health -related situations</p> <p>6. Analyzes perceptions of peer, family and community normative health-related behavior</p> <p>7. Describes how personal health decisions may affect subsequent decisions</p> <p>8. Assumes responsibility for personal health decisions</p> <ul style="list-style-type: none"> • Lessons need to be created that cover the following functional knowledge topics: <p>1. The risk of becoming infected with HIV/AIDS can be virtually eliminated by practicing abstinence from sexual contact and not sharing needles to inject drugs, vitamins or steroids.</p> <p>2. Sexual transmission of HIV is not a threat to those uninfected individuals who engage in a mutually monogamous sexual relationship.</p> <p>3. An individual is at greater risk of HIV infection by having one or more sexual partners who are at increased risk by engaging in sexual contact that results in the exchange of body fluids (i.e., semen, vaginal secretions, blood); and/or by using unsterile needles or paraphernalia to inject drugs, vitamins or steroids.</p> <p>4. The risk of becoming infected with HIV from blood transfusions and from blood clotting products is nearly</p>	<p>evaluate this project.</p>

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		<p>eliminated.</p> <p>5. Individuals who engage in sexual contact need to properly use a latex or polyurethane condom to reduce the likelihood of becoming infected.</p> <p>6. Latex/polyurethane condoms are not 100% effective; however they provide the best protection for individuals who are not abstinent and do not maintain a mutually monogamous sexual relationship with an uninfected partner.</p> <p>7. Correct and consistent use of a latex/polyurethane condom does not guarantee absolute protection against the sexual transmission of HIV.</p> <p>8. Individuals who have engaged in behaviors that have put them at risk for HIV need to take precautions not to infect others, to seek counseling and antibody testing and advise current sexual and/or drug partners to receive counseling and testing.</p> <p>9. Adolescents should be encouraged to consult with their parents/ guardians before visiting a doctor or clinic. However, NYS Public Health Law allows adolescents to access testing, medical care and services for HIV without parental consent.</p> <p>10. The risk of pregnancy or infection with STD can be virtually eliminated by practicing abstinence from sexual contact.</p> <p>11. Abstinence is the only pregnancy</p>	

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		<p>and STD/HIV/AIDS prevention method that is 100% effective, 100% safe and 100% free of side effects.</p> <p>12. The only two effective ways to avoid pregnancy, and most STD infection are abstinence or using protection correctly and consistently each time an individual engages in sexual contact.</p> <p>13. Sexual transmission of STD/HIV/AIDS is not a threat to those uninfected individuals who engage in a mutually monogamous sexual relationship.</p> <p>14. Most adolescents do not engage in risky sexual behavior.</p> <p>15. An individual is at greater risk of STD/HIV infection by having one or more sexual partners who are at increased risk by engaging in sexual contact that results in the exchange of body fluids (i.e., semen, vaginal secretions, blood).</p> <p>16. Individuals who engage in sexual contact need to properly use a latex/polyurethane condom each and every time to reduce the likelihood of unwanted pregnancy or infection with STD/HIV.</p> <p>17. There are several effective forms of birth control.</p> <p>18. Latex/polyurethane condoms provide protection against pregnancy, most STD and HIV.</p> <p>19. Latex/polyurethane condoms are</p>	

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		<p>not 100% effective; however they provide the best protection for individuals who are not abstinent and do not maintain a mutually monogamous sexual relationship with an uninfected partner.</p> <p>20. Correct and consistent use of a latex/polyurethane condom does not guarantee absolute protection against pregnancy and STD/HIV.</p> <p>21. Individuals who have engaged in behaviors that have put them at risk for STD/HIV need to take precautions not to infect others, to seek counseling and antibody testing and advise previous and current sexual and/or drug partners to receive counseling and testing.</p> <p>22. Adolescents should be encouraged to consult with their parents/guardians before visiting a doctor or clinic. However, NYS Public Health Law allows adolescents to access testing, medical care, and services for HIV/STD and pregnancy without parental consent.</p>	
<p>Advocacy</p>	<p>All</p>	<ul style="list-style-type: none"> • Lessons need to be created that have students practicing the following sub-skills <ol style="list-style-type: none"> 1. Conducts a personal, family or community health assessment and/or reviews data from current similar health assessments advocacy 2. Analyzes data to determine priority 	<p>Advocacy Unit - final course assessment – Needs to be created</p>

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		<p>area(s) in need of advocacy</p> <p>3. Thoroughly researches the health advocacy issue</p> <p>4. Identifies and familiarizes self with agencies, organizations, and others who advocate for and against the health issue</p> <p>5. Clarifies personal beliefs regarding the health advocacy issue</p> <p>6. Takes a clear health - enhancing stand</p> <p>7. Identifies an audience and adapts the health message(s) and communication technique(s) to the characteristics of the individual or group</p> <p>8. Uses communication techniques to persuade the individual or group to support or act on the health-enhancing issue</p> <p>9. Works collaboratively with individuals, agencies and organizations to advocate for the health of self, families and communities</p> <p>10. Evaluates the effectiveness of the advocacy effort(s) and revises and adjusts as needed</p>	
<p>***SELF-MANAGEMENT & RELATIONSHIP MANAGEMENT</p>			

***These skills should be infused throughout the curriculum all semester – see “A Guidance Document for Achieving the NYS Standards in Health Education”