

Medford High School
Health II: Scope and Sequence

Units for Health 2	Skills- SWBAT...	Standards
Introduction	<u>Rules & Expectations</u> - Health Syllabus - Classroom procedures <u>Team Building</u> - Increase social/emotional awareness through team building exercises, promote safe learning environment with clear learning expectations	<u>MA</u> (PF) 9.1. 3 <u>NHES</u> 4.12.2, 4.12.3, 4.12.6, 4.12.7, 4.12.8, 4.12.9, 4.12.10
Introduction/Dimensions of Wellness/Health Skills	<u>Lesson 1: Introduction of Dimensions of Wellness</u> - Recognize that all eight dimensions are interconnected; neglecting one can cause a "domino effect" on others - Students will learn each dimension of wellness and evaluate strengths and gaps in their overall well-being	<u>L1</u> MA: (MH) 9.2.4, (PF) 9.2.1 NHES: 1.12.1, 1.12.2, 1.12.7
Goal setting	<u>Lesson 1: Rephrase dimensions in own words and create personal goals for each</u> - Understand that these dimensions helps to know oneself on a deeper level such as personal motivations, strengths, and areas for growth, fostering a better idea of what makes a fulfilling life <u>Lesson 2: Vision Board</u> (roll over from Dimensions of Wellness) - students pick 3-4 goals that they want to represent on in their vision board - Students will visually represent the importance of health and wellness through creation of a vision board to help motivate them	<u>L1</u> MA: (MH) 9.2.5 NHES: 6.12.1, 6.12.2, 6.12.3, 6.12.4 <u>L2</u> MA: (MH) 9.2.5 (PH) 9.2.1 NHES: 6.12.5, 7.12.3

	to reach health related goals. <u>Lesson 3: Smart Goals</u> (roll over from dimensions of wellness) - Review their original goals, pick 2, turn them into smart goals, create actions plans • Students will understand all the components of SMART goals and ways to make goals SMARTer. • Students will identify steps in an action plan towards meeting a SMART goal. • Students will create long-term and short-term SMART goals	<u>L3</u> MA: (MH) 9.2.5, 9.2.7 NHES: 5.12.6, 6.12.3, 6.12.4, 7.12.1
Nutrition <i>Recommendations have recently changed, lessons need to be modified</i>	<u>Lesson 1: Healthy Eating Plate</u> • Comprehend the concepts consistent with the USDA guidelines related to eating healthy and physical activity. • Describe MyPlate and navigate choosemyplate.gov to identify daily servings for all food groups. <u>Lesson 2: Food Groups and putting together a healthy meal</u> • identify the five main food groups (fruits, vegetables, grains, protein, dairy), categorize foods, and understand the importance of eating a balanced, well-rounded diet for health. <u>Lesson 3: Food labels</u> • Learn how to read a food label including understanding serving sizes, calories, % Daily Value and interpreting the ingredients list • Demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to avoid or limit foods and beverages that are low in nutrients or may impact health	<u>L1</u> MA: (NE) 9.2.1, NHES: 1.12.3, 3.12.4 <u>L2</u> MA: (NE) 9.2.1, NHES: 3.12.4 <u>L3</u> MA: (NE) 9.2.2 NHES: 2.12.5, 3.12.4

	conditions. <u>Lesson 4: How to make healthIER choices</u> • Demonstrate the ability to use information on nutrition fact label to choose healthier options when choosing to go out to eat at restaurants. <u>Lesson 5: Food Bias</u> • Examine how descriptive food names, packaging, and labels (e.g., "reduced fat," "organic," "natural") create positive or negative health perceptions. <u>Lesson 6: Defining Micro/Macro nutrients</u> • Define macronutrients (carbs, protein, fat, water) and micronutrients (vitamins, minerals) and explain the difference in the amounts needed by the body. <u>Lesson 7: Nutrition Tic Tac Toe (reviews smaller topics we don't have time to cover in depth)</u> • Reinforce key concepts of the nutrition unit by choosing 3 topics of interest and digging deeper on areas of knowledge we were not able to cover (ie. sports/energy drinks, "Dirty Dozen", tips for athletes, etc.)	<u>L4</u> MA: (NE) 9.2.2 NHES: 5.12.1, 7.12.3 <u>L5</u> MA: (NE) 9.2.6, 9.2.8 NHES: 3.12.4, 3.12.5 <u>L6</u> MA: (NE) 9.2.2 NHES: 3.12.4, 3.12.5 <u>L7</u> MA: (NE) 9.2.2 NHES: 3.12.4, 3.12.5
Alcohol	<u>Lesson 1: Intro to Alcohol</u> • Identify short and long term effects of alcohol on the body, while learning basic information about alcohol • Identify MA state laws about alcohol use as a minor and while driving. <u>Lesson 2: BAC calculator</u> • Utilize a BAC calculator to	<u>L1</u> MA: (SU) 9.1.3, (PS) 9.2.3, 9.2.5 NHES: 1.12.3, 3.12.4, <u>L2</u> MA: (SU) 9.1.1, 9.1.2,

	estimate personal BAC based on specific scenarios - Define "standard drink" equivalents (e.g., 12 oz beer, 5 oz wine, 1.5 oz liquor). <u>Lesson 3: Alcohol Chart</u> - Identify how alcohol affects major organs; and describe immediate effects and chronic effects of excessive alcohol consumption on the body	9.1.3 NHES: 1.12.3, 3.12.4 <u>L3</u> MA: (SU) 9.1.3 NHES: 3.12.4
Drugs/peer pressure/communication skills	EverFi Prescription Drug lessons <u>Lesson 1: The Basics</u> - Learn about three major prescription drug categories and how they can affect the body, including their side effects <u>Lesson 2: The Science of Addiction</u> - Explore how addiction can affect the brain and body - Review personal recovery stories and dig deeper into how addiction can affect a person's life <u>Lesson 3: Understanding Prescriptions</u> - Learn about how to read prescription labels for safe and appropriate use - Explore how to safely store and dispose of unused prescription drugs <u>Lesson 4: If They Had Known Documentary</u> - Learn from a real story of a Winchester local who died from mixing alcohol and xanax - Develop an understanding for how quickly a seemingly "fun and normal" party situation can turn fatal	<u>L1</u> MA: (SU) 9.1.2, 9.1.3 NHES: 1.12.3 <u>L2</u> MA: (SU) 9.1.2, 9.1.3 (HR) 9.3.7 (MH) 9.3.1 NHES: 4.12.3 <u>L3</u> MA: (SU) 9.1.2 NHES: 1.12.3, 1.12.4 <u>L4</u> MA: (SU) 9.1.1, 9.1.2 (HR) 9.3.7 NHES: 4.12.3 <u>L5</u>

	<u>Lesson 5: Drug Research Project</u> Choose a type of drugs and present an educational PSA poster.	MA: (SU) 9.1.3 NHES: 1.12.9, 3.12.3, 3.12.4, 7.12.3, 8.12.2
CATCH: Vaping	<u>Lesson 1: Designed for Addiction</u> - Understand the highly-addictive nature of nicotine. - Describe the health hazards associated with e-cigarette use. - Identify the health and social consequences of e-cigarette use. <u>Session 2: What could go wrong?</u> - Identify existing knowledge or perceptions of e-cigarettes. - Dispel misconceptions about e-cigarettes. - Synthesize information about the health and social consequences of using tobacco products such as e-cigarettes. - Discover ways to quit using tobacco products (including e-cigarettes) and support peers who want to quit by offering encouragement and referring cessation resources to them. <u>Session 3: Co-create & hack the system</u> - Learn about laws, rules and regulations regarding tobacco and e-cigarettes. - Discuss the reason behind such rules and how it applies to youth. - Understand that they can participate actively in such policy making. <u>Session 4: Take Control of Your Life</u> - Learn to create laws and rules regarding tobacco and e-cigarette. - Learn to communicate policies to governing agencies.	<u>L1</u> MA: (SU) 9.1.3 NHES: 1.12.3, <u>L2</u> MA: (SU) 9.1.3 NHES: 1.12.3, 3.12.5 <u>L3</u> MA: (SU) 9.1.4 NHES: 3.12.4, 7.12.1 <u>L4</u> MA: (SU) 9.1.4 NHES: 2.12.4, 2.12.5, 3.12.4, 4.12.3, 4.12.7, 4.12.10, 4.12.1, 7.12.1,

		8.12.2, 8.12.7
Consumer Health	<u>Lesson 1: Unit Pricing</u> • Understand the role of their own needs, wants and goals in making good choices when purchasing • Understand the importance of collecting and evaluating information about products on offer • Explain how unit pricing works • Balance the various factors at play in making good choices as a consumer <u>Lesson 2: Comparison Shopping</u> • Make informed financial decisions by distinguishing needs from wants and resisting impulsive, high-pressure buying • Use reliable resources to crosscheck prices and information across multiple buying platforms <u>Lesson 3: Influences on Buying Behavior</u> • Examine how the skills of accessing information and analyzing influences contribute to a person's ability as a consumer. • Define consumer awareness and buying behaviors. <u>Lesson 4: Advertisements</u> • Understand advertising techniques that target different groups of individuals • Analyze advertisements to improve understanding of advertising strategies <u>Lesson 5: Consumer Health Project</u> • Create a creative and attention-grabbing advertisement for a new item that they have invented; students will apply advertisement techniques, influences on buying behavior, target audiences, and make their own slogan to attract attention to their Ad.	<u>L1</u> MA: (NE) 9.2.4 NHES: 3.12.2, <u>L2</u> MA: (NE) 9.2.4 NHES: 3.12.3, 3.12.4, 3.12.5 <u>L3</u> MA: (NE) 9.2.4, 9.2.6 NHES: 3.12.2, 3.12.3 <u>L4</u> MA: (NE) 9.2.6 NHES: 3.12.3, 3.12.4 <u>L5</u> MA: (NE) 9.2.6 NHES: 3.12.2, 3.12.5

CPR	-Students will learn how to recognize and respond appropriately to cardiac, breathing and First aid emergencies. -Describe how to recognize an emergency -Describe the purpose of the Good Samaritan Law -Explain how to activate and work with the EMS system. -Explain how to move and injured or ill person from a dangerous scene. -Explain how to move and injured or ill person from a dangerous scene. -Explain how to check a conscious person for life threatening and non life threatening conditions. -Demonstrate how to check an unconscious person for life threatening conditions. -Identify signals of shock. -Recognize signals of cardiac emergency. -Identify the links of the cardiac chain of survival -Describe how to care for a heart attack. -Give rescue breaths -Demonstrate how to perform Adult & Child CPR. -Demonstrate how to perform infant CPR. -Explain what defibrillation is and how it works. - Identify precautions to take when using AED on a person. -Recognize signals of a breathing emergency - Demonstrate how to care for a person who is choking.	MA: NHES: 4.12.3, 4.12.4, 4.12.6, 4.12.7, 5.12.2
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	-Explain/Demonstrate how to care for Diabetic emergencies Explain/Demonstrate how to care for Heat & Cold emergencies -Explain/Demonstrate how to care for Soft tissue, muscle, bone & joint injuries	
Online safety	<u>Lesson 1:</u>	<u>L1</u> MA: NHES: