

Health 11/12 (Grades 11/12) .5 credit - New Course Created March 2022

Curriculum Map	<u>Alcohol, Nicotine and Other Drugs</u>	<u>Growth, Development, and Sexual Health</u> *Parents can opt out if they choose to*	<u>Mental and Emotional Health</u>	<u>Building Healthy Relationships</u>	<u>Violence Prevention/ Being Safe on the internet</u>	<u>Injury Prevention and Safety</u>
Number of Days	8 days	8 days	8 days	7 days	7 days	7 days
Standards (Ex. CCSS, C3, NGSS, etc.)	ANOD 1.2.12 Examine situations that could lead to the use of alcohol and other drugs. ANOD 1.4.12 Examine the resiliency skills that empower people to remain alcohol and drug free. ANOD Examine the ripple effects (e.g., financial, social-emotional, physical) costs of ANOD's use to the individual and the society.	S1.1.12 Summarize the use of contraceptives and their relationships to the process of fertilization and conception. SH 1.3.12 Discuss state and federal laws and guidelines that address sexual healthcare services for minors (e.g. contraception, emergency contraception, prenatal care, adoption, abortion, STI, including HIV, prevention, testing and treatment. SH 1.6.12 Compare and contrast the advantages and disadvantages of contraceptives and disease prevention methods (abstinence, condoms, emergency contraception) SH 1.13.12 Explain	MEH 1.7.12 Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others (suicide prevention awareness) MEH 1.8.12 Evaluate effective strategies for dealing with stress (e.g. avoidance, active problem solving, emotion focused, self care). MEH 1.11.12 Explain the impact of a variety of mental health disorders on behavior (e.g. mood, anxiety, psychotic, and eating disorders) MEH 1.12.12 Differentiate between positive and negative body image	HR 1.2.12 Identify characteristics of health and unhealthy relationships (communication, trust, boundaries, respect). HR1.5.12 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure. HR 1.8.12 Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance SAAP 1.2.12 Explain why a person who has been personally mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault and should not be	VP 1.1.12 Describe how prosocial behaviors can help prevent violence. VP1.4.12 Summarize why the presence of weapons increases the likelihood of violent injury. VP 1.5.12 Describe how gang involvement can contribute to violence VP 1.7.12 Describe federal, state, and local laws intended to prevent violence. MEH 1.13.12 Summarize impulsive behaviors that can lead to violence and strategies for controlling them.	SIP 1.2.12 Digital Wellness and its impact on overall health. SIP 1.3.12 Safe driving (texting, seat belt). SIP 1.11.12 Describe actions to take in case of a mass trauma

		why it is important to know the STD/HIV status of oneself and of a potential sexual partner.		blamed. SAAP 1.4.12 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent.		
Skill-based Standards	INF 2.2.12 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors. INF 2.4.12 Analyze how laws, rules, and regulations influence health promotion and disease prevention. INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health. AI 3.1.12 Evaluate the validity and reliability of health information, products, and services. AI Use resources that provide valid and reliable health information, products, and services. IC 4.1.12 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, email, texting, websites, phone, and tablet applications) to protect the personal health and safety of oneself and others. IC 4.3.12 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict. DM 5.3.12 Generate alternatives when making a health-related decision. DM 5.6.12 Evaluate the effectiveness of health-related decisions. GS Use strategies to overcome barriers to achieving a personal health goal. SM 7.3.12 Demonstrate healthy practices and behaviors to improve the health of oneself and others. AV Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages. AV 8.2.12 Persuade and support others to make positive health choices.					

Essential Questions	Why is the use of alcohol dangerous for the individual him/herself and others around them? How can the dangers of nicotine and tobacco influence a person (negatively and positively) What are the dangers behind addiction to prescription drugs? How can you ensure that you are living a substance-free lifestyle?	How can where you live influence decisions on sexual health? How does effective communication come into play in sexual relationships? What factors will influence your decisions in having a sexual partner?	How do emotions affect feelings? In what ways can we manage negative emotions? How can what is portrayed in the media about body image affect healthy decisions?	What does it mean to be respectful? How does this affect your relationship with others?	Why are there violence prevention laws? What makes gangs attractive to youth? Why do some people have an easier time controlling their anger than others? Are certain people more prone to violence? Why?	How has overall health improved since the digital age? How has overall health declined since the digital age? How can I use my skills to help in a major emergency? How may my skills differ from others?
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Unit Objectives	Identify different tobacco products and explain why they are addictive Describe harmful substances in cigarette smoke that result in serious illness and diseases Analyze the dangerous effects of vaping in the body's systems Assess how alcohol affects the brain and leads to addiction Analyze the mental, social, and legal consequences of alcohol use Identify the main reasons people use medications Differentiate between over-the-counter and prescription medications Identify the life-threatening effects of opioid abuse	Analyze how STIs spread and affect the body Identify resources for STI testing and treatment Summarize treatment options for different STIs Differentiate between HIV and AIDS How does ART work to treat HIV/AIDS?	Explain how mental and emotional health are a continuum Assess your own mental and emotional health Employ strategies for improving your self-esteem Demonstrate skills to increase happiness Summarize how mind-set influences happiness Identify the benefits of an optimistic mind-set	Analyze the impact of relationships on social health Identify the characteristics of a healthy relationship Evaluate the impact of common issues in friendships, such as cliques, jealousy, and changes over time Recognize the signs of an unhealthy romantic relationship Develop strategies for forming healthy romantic relationships	Analyze the factors that contribute to violent behavior Explain how bullying affects the health of people and their community Assist strategies for preventing bullying and cyberbullying Describe types of sexual harassment Identify ways to prevent and respond to sexual assault Analyze the steps in the cycle of abuse Take steps to prevent and respond to abuse	Explain the importance of forming a positive digital footprint Analyze the importance of keeping personal information private Assess the consequences of sharing inappropriate content Describe the first steps a person should take to provide first aid Identify the steps for responding to a medical emergency
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Significant Task 1:	Students will conduct a research project on a body system of their choice and how nicotine affects that system. Students will work in groups and will conduct research in the media center. Students will create a model of the body system chosen and show the effect of nicotine on that system.	The AIDS quilt was started in San Francisco, California, during June of 1987. The purpose of the quilt is to commemorate the lives of people who died of AIDS. Each panel of the quilt is 3 feet wide and 6 feet tall, the size of a coffin. Each panel is decorated with the date of birth, date of death, photos, and various objects that best represent the person who died of AIDS. In this activity, you and your classmates will each research the AIDS quilt that started in San Francisco and recreate a panel of your choice.	Project-based assessment: Task: Groups will be assigned a mental health disorder. Procedure: Students will research and present their findings. Guided questions details are provided in the Unit document.	Real world connection: Dealing with a bully StopBullying.gov is one example of a website that recommends various ways to deal with a bully. In recent years, technology has given teens a new way of bullying each other. Cyberbullying can involve sending mean or threatening messages through emails or web pages. Conduct an internet search for information on other ways to deal with a bully. Look for information on the definitions of bullying and how to prevent it. Use only information from credible sources, and list the website where you obtained information. Activity: Technology Work with a small group to conduct your research. Then write, perform, and record a video of a skit using information you gathered. The skit should show what the bullied teens and the teens who oppose bullying can do to prevent it.	Students will create a PSA warning your peers about the dangers of not being safe online. Your PSA could be a radio announcement, video, or poster campaign. As you craft your PSA, think about your target audience: other teens. Make your PSA engaging and effective and share it with the class.	Project-based assessment: Step 1: Choose. Students will work in groups of three or more. They should choose a few of the first-aid procedures covered in the module to demonstrate in the video. Step 2: Write. Tell students to first write their scripts before filming. There should be a script for each procedure featured in the video. Students should also make a storybook to show what happens in each scene. Step 3: Evaluate. After students have recorded their video, consider showing some of the videos to your peers. First aid demonstrations should clearly show complete and accurate procedures.
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Significant Task 2:	In the US, one of the government's methods for reducing alcohol use is setting a minimum legal drinking age of 21. This makes it difficult for teens to access alcohol, reducing alcohol use among minors. Still, some people think the drinking age should be changed. This activity will simulate a courtroom environment where students will argue the case for changing the drinking age.	Students in groups are given a bunch of scenarios regarding students who may need to make a contraception choice. Using their prior knowledge of contraception choices and analyzing influences, groups will make an informed decision on which method may be best for their situation.	Students will create a skit/role play after researching suicide/suicide prevention. They will script and include prevention information (help lines, etc.), film it, then they will be shared with the class.	For this assignment, you will create a brochure about the local resources and Internet resources available for people struggling with domestic violence and abusive relationships. The information in this brochure needs to be useful for your audience, and all resources should be evaluated for validity.	Compare and Contrast activity: sexual assault, rape, domestic violence. In partners, students will research briefly sexual assault, rape, and domestic violence, and complete a Venn Diagram. The class will then complete a big one as a class.	Write a disaster preparedness plan for your own home, family, or community. This plan should address how to stay safe during an emergency and ways to prevent injuries. The plan must also identify response and preparation resources and outline an action plan that can be activated during a disaster. Use reliable sources to help write your action plan. Include supporting details in the form of facts, examples, or quotations.
Key Vocabulary	E-liquid Vaping devices Carcinogens Aerosol Alcohol use disorder Depressant Driving under the influence Inhibition Enabling Over-the-counter medications Fentanyl Opioids	Sexual orientation Transgender Homophobia Sexuality Contraception Sexually transmitted infections (STIs) Asymptomatic Reinfection Acquired immunodeficiency virus (AIDS) Opportunistic infections Antiretroviral therapy (ART)	Emotions Emotional intelligence(EI) Identity Self-care Self-esteem Growth mind-set Optimistic Pessimistic Mindfulness Diversity Empathy Resilience Eustress Distress Trauma Cognition	Communication process Feedback Verbal communication Nonverbal communication Active listening Passive Aggressive Passive-aggressive Assertive I-statements Conflict Conflict-resolution skills Compromise Peer pressure Refusal skills	Gang Weapon Digital footprint Hacking Identity theft Internet predators Phishing Privacy settings Sexting Trolling Virus	First aid Automated external defibrillator (AED) Cardiopulmonary resuscitation (CPR) Medical emergency Five-and-five method

				Bullying Tolerance		
Cross-Curriculum Connections (Ex: Writing, Fitness assessment, ..etc)	Writing skills Research skills Presentation skills					

Grade Level Assessment Overview	Alcohol, Tobacco, and other drugs	Growth, Development, and Sexual Health *Parents can opt out if they choose to	Mental and Emotional Health	Building Healthy Relationships	Violence Prevention/ Being Safe on the internet	Injury Prevention and Safety
Unit Assessments	Unit 1 Assessment	Unit 2 Assessment	Unit 3 Assessment	Unit 4 Assessment	Unit 5 Assessment	Unit 6 Assessment