



Rhinebeck CSD Middle School and High School Health Prioritized Curriculum 2009

Created by teachers from the Rhinebeck School District

Rhinebeck Prioritized Curriculum Middle School and High School Health

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INTRODUCTION

This middle school and high school Health Curriculum document is designed to be a resource for teachers of Health in the Rhinebeck Central School District. It is an articulation of the essential knowledge and skills students need to acquire at each level enabling them to meet the demands of the New York State Learning Standards in Health. This document is aligned with the New York State Learning Standards, aligned with the New York State Core Curriculum for Health and is enhanced with practical ideas for classroom activities and assessments from Rhinebeck classroom teachers.

ACKNOWLEDGEMENTS

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MISSION STATEMENT

The overriding goal of the Health Education Program is to have our students become knowledgeable about what constitutes physical, psychological and social wellness. We believe that the practice of healthful living will affect students in all areas of learning and improve their health, prevent disease, and avoid or reduce health-related risk behaviors. Therefore, it is our desire to empower young people with the skills and positive attitudes they need to make informed decisions to promote their own lifelong health and wellbeing.

We recognize the diversity of values, which exist in our pluralistic society, and understand and respect that our students will interpret the information we present in the context of the perceptions and experiences that they bring with them. We strive to create an atmosphere where an appreciation of their similarities and differences - based on race, ethnicity, culture, religion, economic status, gender and sexual orientation - can help students see the value of various points of view.

The ultimate goal is to produce health literate citizens, through the application of decision-making, interpersonal communication, advocacy, self management skills, goal setting, and the ability to access health information, services, and products. Students are prepared to be critical thinkers and problem solvers, responsible and productive citizens, self-directed learners and effective communicators.

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NATIONAL LEARNING STANDARDS FOR HEALTH EDUCATION

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

NEW YORK STATE LEARNING STANDARDS FOR HEALTH EDUCATION

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

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MIDDLE SCHOOL CURRICULUM

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<i>ORIENTATION</i>				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> • Demonstrate proper protocol during a lock- down, fire drill. • Demonstrate appropriate behavior during test taking, entering and exiting the classroom, and passing in papers. 		<ul style="list-style-type: none"> • What are the class rules? • What are the daily classroom expectations? • What are the procedures during fire drills and lock-downs? 	<ul style="list-style-type: none"> • Teacher facilitated discussion regarding classroom expectations, routines, and rules. 	<ul style="list-style-type: none"> • Teacher Observation

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WELLNESS				
State Standards: 1, 2				
National Standards: 1, 2, 5, 6, 7, 8				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> • Explain the difference between health and wellness • Identify and describe the three areas of the Health Triangle (physical, mental/emotional and social health) • Understand the differences between healthy and unhealthy risks • To demonstrate the decision making process in the making of healthy choices • Recognize personal capabilities and limitations • Set a goal and develop an action plan to achieve that goal • Understand what builds good character 	Cumulative risk Advocacy Risk Risk behavior Evaluate Health Wellness Stress management Stress Abstinence Media Conflict resolution	<ul style="list-style-type: none"> • What does being healthy really mean? • What is the difference between health and wellness? • What skills do you need to be healthy? • How do heredity, environment and available health care affect one's health? • Is my environment healthy? • Are all risks bad? • How can one learn to make better health decisions? • How do our decisions affect others lives? • Why do people need to set goals? • How can one achieve their goals? • What is character? 	<ul style="list-style-type: none"> • <u>Glencoe-Teen Health Course 2</u>, Chapters 1 & 2 • Create a balanced health triangle • Set a goal and make an action plan • Decision making model scenarios 	<ul style="list-style-type: none"> • Chapter Quizzes from <u>Glencoe-Teen Health Course 2</u>, Chapters 1&2 • <u>Glencoe- Teen Health Course 2</u> Performance Assessment Activities 1&2 • <u>Glencoe- Teen Health Course 2</u>, Chapters 1 & 2 Assignments

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PERSONAL HEALTH AND CONSUMER CHOICES				
State Standards: 1,3 National Standards: 2, 3, 5, 7				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> Describe how grooming and personal appearance impact their health. Understand how the sun can affect your skin. Describe how to care for problems relating to skin, hair, teeth, and eyes. Discuss how to become an educated consumer. Explain the factors that influence a consumer's decisions. 	Plaque Tartar Melanin Decibel Dermatologist Ultraviolet (UV) Rays Acne Dandruff Optometrist Ophthalmologist Consumer Goods Services	<ul style="list-style-type: none"> Why is it important to maintain your appearance? What are the functions of the skin and how can you care for it? How can you care for your hair, teeth, and eyes? How can one become a wise consumer? What government groups protect your rights? What influences people to buy certain goods? 	<ul style="list-style-type: none"> Analyze advertisements Track sun exposure and set a goal for sun safety Noxzema: Face Time <p><u>Brain Pop Video:</u></p> <ul style="list-style-type: none"> Acne, Hair, Skin, Sun Protection, Eyes, and Teeth 	<ul style="list-style-type: none"> Chapter quizzes from Glencoe-Teen Health Course 2 Chapter 11 Glencoe-Teen Health Course 2 Performance assessment Chapter 11 Glencoe-Teen Health Course 2 Chapter 11 assignments

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MENTAL / EMOTIONAL HEALTH				
New York State Standards: 1, 2, 3				
National Standards: 2, 3, 5, 7				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> Define mental and emotional health Understand a person's basic emotional needs Describe how a person's emotional needs and feelings contribute to overall health Define self concept and self esteem, and understand what influences their development Distinguish between positive and negative stress and document personal stressors Select and apply a strategy to manage stress in health enhancing ways Understand the cause and treatment of basic mental/emotional health disorders Identify age appropriate local and national resources that individuals may use to assist them with personal, family or school related emotional problems Identify causes of teen suicide and steps one can take to help someone who is suicidal. 	Self-esteem Self-image Empathy Resilience Psychologist Psychiatrist Stress Stressor	<ul style="list-style-type: none"> What is mental and emotional health? How is your personality shaped? What are signs of good mental and emotional health? How can one express their emotions in healthy ways? What influences ones self esteem? What are some causes of teen stress? How does the body respond to stress? What can a person do to manage the stress in their life? What are the mood and anxiety disorders? What are the major signs of depression? What kind of help is available for people with mental health problems? What are some warning signs of suicide? What steps one can take to help someone who is suicidal? 	<ul style="list-style-type: none"> Glencoe- <u>Teen Health 2</u>, Chapter 5 Managing stress classroom activity Suicide prevention scenarios <p><u>Video:</u> Suicide and Depression</p>	<ul style="list-style-type: none"> Chapter Quizzes from Glencoe-<u>Teen Health Course 2</u>, Chapter 5 Glencoe- <u>Teen Health Course 2</u>, Performance Assessment Glencoe- <u>Teen Health Course 2</u>, Assignments Mental/Emotional Disorders Pamphlet Project

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SOCIAL HEALTH / BUILDING HEALTHY RELATIONSHIPS				
NYS standards: 1, 2				
National Standards: 1, 2, 4, 5, 6, 7				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> • Identify social health and the essential skills to building healthy relationships • Demonstrate healthy communication and offer strategies for refusal skills • Demonstrate effective verbal (assertiveness) and non-verbal communication skills to enhance health • Refine the ability to actively listen, follow directions and respond to others in health enhancing ways • Demonstrate effective refusal skills in real life situations • Identify types of family units common in today's society and can pinpoint places where families in distress can turn for help • Examine friendships and the effect they have on teen's social, emotional, and physical health • Understand and accept differences in others • Understand the different types of abuse and how abuse affects the person's total health • Discuss ways of managing anger constructively • Learn techniques that can be used to resolve conflicts successfully • Explain how peer mediation works • Understand harassment, including sexual harassment • Explain ways to stop harassment 	Prejudice vs. Discrimination Nurture Tolerance Family Compromise Peers Body language Negotiation Collaborate Mediation Rape Assault Homicide Bullying Cyber bullying Abuse Battery neglect	<ul style="list-style-type: none"> • How does one learn to get along better with others? • What are the skills needed to communicate and listen effectively? • How does a person say no to their friends without offending them? • What makes families different than other groups? • How are families different today than the way they used to be? • What are essential characteristics of good relationships? • What are some good ways of dealing with peer pressure? • How can a person manage their anger constructively? • What is mediation? • What are some techniques to manage conflict effectively? • What is dating violence? • What are the warning signs of abuse? 	<ul style="list-style-type: none"> • <u>Glencoe-Teen Health Course 2</u>, Chapters 6 & 7 • Keep a log of the positive statements you make in a week • Communication/Refusal Skill role plays <p><u>Videos:</u> Brain Pop videos Bullying video</p>	<ul style="list-style-type: none"> • Chapter Quizzes from <u>Glencoe-Teen Health Course 2</u>, Chapter 6 & 7 • <u>Glencoe-Teen Health Course 2</u>, Performance Assessment • <u>Glencoe-Teen Health Course 2</u>, Chapter Assignments

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TOBACCO				
NYS standards: 1,2,3				
National Standards: 1,2,3,4,5,6, 7, 8				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> Describe the parts of the respiratory system Name disorders and diseases of the respiratory system Discuss how cancer develops List the warning signs of cancer Describe steps that can be taken to prevent cancer Describe the main types of heart disease as well as preventive measures and treatments Identifies the toxic substances in tobacco products Explain how these toxic substances harm the body Discuss physical and psychological addiction to tobacco Understand the dangers of second hand smoke Name the different types of tobacco products Suggest ways to stay tobacco free List the benefits of a smoke free lifestyle Understand that tactics tobacco companies use to advertise their products. 	<ul style="list-style-type: none"> Tar Carbon monoxide Nicotine Emphysema Respiratory system Withdrawal Psychological Dependence Physical Dependence Tolerance Target Audience Product Placement Side stream smoke Media literacy Secondhand smoke Passive smoke carcinogen 	<ul style="list-style-type: none"> What are the parts of the respiratory system? What causes cancer? What are ways to prevent one from getting cancer? How is cancer treated? What are the different types of heart disease? How is heart disease prevented? What substances are in tobacco? How does tobacco affect the body? Why do teens use tobacco products? How do people become addicted to tobacco products? How does someone break the tobacco habit? What are the benefits of living tobacco free? What tactics do tobacco companies use to entice teens to use their product? 	<ul style="list-style-type: none"> <u>Glencoe-Teen Health Course 2</u> Chapters 8, chapter 14 lesson 2 & 3 Smoke Screen activities Develop anti-smoking posters Analyzing tobacco advertisements Letter to a smoker <p><u>Video:</u> Brain Pop videos</p>	<ul style="list-style-type: none"> Chapter Quizzes from <u>Glencoe-Teen Health Course 2</u>, Chapter 8, chapter 14 lesson 2 & 3 <u>Glencoe- Teen Health Course 2</u>, Performance Assessment <u>Glencoe- Teen Health Course 2</u>, Assignments

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ALCOHOL				
NYS standards: 1, 2, 3 National Standards: 1, 2, 3, 4, 5, 6, 7				
Essential Knowledge/Skills	Vocabulary/Concepts	Guiding Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> Describe the short and long term effects of alcohol on the body Explain the term blood alcohol concentration and its importance in determining intoxication levels List the dangers of drunk driving Describe the 3 stages of alcoholism Explain the steps to recovery Name support groups that help family, and friends of alcoholics Analyze reasons young people drink Discuss reasons teens should not drink and alternatives available to you within your community Explain the effects of alcohol on a fetus. Describe how alcohol can affect mental, emotional, and social health. Understand ways to resist negative peer pressure Explain the laws on alcohol use. 	Alcohol Intoxication Alcohol poisoning Blood Alcohol Concentration Cirrhosis Ulcer Alcohol abuse Alcoholism Withdrawal Refusal skills Minor Binge drinking	<ul style="list-style-type: none"> How does alcohol affect the body? Why do some teens choose to use alcohol? What are the dangers of alcohol use? How does alcohol affect your health triangle? How does alcohol affect the family? How does alcohol affect a fetus? How can you tell if a person is an alcoholic? What are the laws governing alcohol use? Why do some people choose not to drink? Where can you seek help for alcohol abuse within your community? What are some healthy alternatives to using alcohol? Why is alcohol use dangerous for teens? 	<ul style="list-style-type: none"> <u>Glencoe-Teen Health Course 2</u> Chapter 9 Analyze the medias influence on teen alcohol use Class Discussion- Are the laws on drinking and driving strict enough? Alcohol Facts and Myths activity Alcohol Refusal scenarios <p><u>Videos:</u> On the Rocks: Teen Drinking Film Brain Pop videos</p>	<ul style="list-style-type: none"> Chapter quizzes from <u>Glencoe- Teen Health Course 2</u>, chapter 9 <u>Glencoe- Teen Health Course 2</u>, Performance Assessment <u>Glencoe- Teen Health Course 2</u>- assignments

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LEGAL AND ILLEGAL DRUG USE

NYS standards: 1,2, 3

National Standards: 1, 2, 4, 5, 6, 7

<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> • Draw a distinction between medicines and other drugs • List tips for using medicines safely • Explain the difference between drug misuse and drug abuse • Explain how drug abuse affects your mental, emotional and social aspects of your life? • Describe the effects of stimulants on the body • Give examples of what depressants do to the body • Outline the effects of marijuana use on the body • Explain how opiates affect the body • Describe the dangers of hallucinogens • Explain how inhalants harm the body • Understand the affects of steroids on the body • Discuss the drug laws • Describe alternatives to using drugs • Describe how drug use affects growing teens • Explain how the media portrays drug use. • List community resources for a person with a drug problem 	<p>Drug Over the counter Drug misuse Drug abuse Tolerance Overdose Club drugs Amphetamines Drug- free zone</p>	<ul style="list-style-type: none"> • What is the difference between drugs and medicine? • What are the mental, emotional, and social effects of drug abuse? • How do stimulants affect the body? • How do depressants affect the body? • What are hallucinogens? • What are the effects of using designer drugs and inhalants? • What are the risks of using marijuana? • What are the laws governing marijuana use now and what is the debate surrounding them? • Why are steroids used and how do they affect the body? • How can I say no when offered drugs? • What are some local places where people with drug problems can go for help? • Why do some teens use drugs? • Why are drugs so harmful to teens? • What are some reasons to stay drug free? 	<ul style="list-style-type: none"> • <u>Glencoe-Teen Health Course 2</u> Chapter 10 • Marijuana Refusal skills activity • Reading OTC drug labels activity <p><u>Videos:</u></p> <ul style="list-style-type: none"> • Steroid Movie • Marijuana Brain 3d film • Cocaine, Heroine, Still Here, Still Deadly 	<ul style="list-style-type: none"> • Chapter quizzes from <u>Glencoe-Teen Health Course 2</u>, Chapter 10 • <u>Glencoe- Teen Health Course 2</u>, Performance Assessment Activity 10 • <u>Glencoe- Teen Health Course 2</u> Assignments

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HUMAN GROWTH AND DEVELOPMENT				
NYS Standards: 1, 2				
National Standards: 1, 2, 4, 5, 7				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> • Describe the changes that happen during adolescence? • Identify the parts of the male and female reproductive system and explain how they work • Describe the menstrual cycle • Discuss problems, diseases and disorders of the reproductive system • Explain how life begins • Describe the growth and development of a baby before birth • Understand birth defects and their causes • Explain the importance of abstinence • Understand how STDS are transmitted and their effects on the body. • Explain how HIV weakens the immune system • Discuss how HIV is spread • Compare and contrast the different methods of birth control and their effectiveness in preventing pregnancy and STDs • Identify the stages of life 	Adolescence Puberty Hormones Metabolism Reproductive System Sperm Testes Ovaries Uterus Ovulation Menstruation Fertilization Chromosomes Genes Embryo Fetus abstinence STD's HIV AIDS	<ul style="list-style-type: none"> • What changes happen during adolescence? • What is role of the endocrine system? • What are the parts of the male and female reproductive system and how do they work? • How does life begin? • What role does menstruation have in the reproductive cycle? • What happens to the fertilized egg cell during pregnancy? • Which diseases are transmitted sexually? • What is the importance of abstinence? • How does one prevent a sexually transmitted disease? • What is HIV/AIDS and what fluids is HIV spread through? • How does birth control prevent pregnancy and/or STDs? • What are the stages of life? 	<ul style="list-style-type: none"> • <u>Glencoe-Teen Health Course 2</u> Chapters 12, Chapter 13 lessons 5 +6 • Teacher generated notes on contraceptives • Spread of disease activity • Refusal Skills activity • Analyzing media influence <p><u>Videos:</u> Brain Pop videos Understanding HIV and AIDS</p>	<ul style="list-style-type: none"> • Chapter quizzes from <u>Glencoe- Teen Health Course 2</u> • <u>Glencoe- Teen Health Course 2</u>, Performance Assessment • <u>Glencoe- Teen Health Course 2</u>, Assignments • STD project

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ENVIRONMENTAL HEALTH / COMMUNITY HEALTH				
NYS standards: 1, 2, 3				
National Standards: 1, 2, 3, 5, 7, 8				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> Understand the goals of health care and the types of health care providers Explain the role the government takes in maintaining public health Explain the connection between the health of the environment and personal health Describe how air and water pollution can affect your health. Know the three R's of recycling and how recycling can help to save natural resources. Discuss what individuals and societies can do to protect the environment 	Primary care provider Health Insurance Pollution Fossil fuels Acid rain Ozone Smog Groundwater Sewage Landfills Biodegradable Hazardous wastes Environmental Protection Agency Conservation Nonrenewable resources	<ul style="list-style-type: none"> What are the goals of health care? What are the health services provided by federal, state and local governments? Why is a healthy environment important to me? How can pollution affect my health? How does recycling help to save natural resources? What are the three R's of recycling? How can you help to protect the environment? 	<ul style="list-style-type: none"> Glencoe-<u>Teen Health Course 2</u>, Chapter 16 Advocate- Create text and a logo for a warning sticker to label household hazardous waste materials. Small groups create brief presentations on different environmental factors 	<ul style="list-style-type: none"> Chapter quizzes from Glencoe- <u>Teen Health Course 2</u>, Chapter 16 Glencoe- <u>Teen Health Course 2</u>, Performance Assessment Write and illustrate a comic book that encourages teens to conserve electricity and water.

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<i>NUTRITION</i>				
NYS Standards: 1, 2, 3				
National Standards: 1, 2, 3, 5, 6, 7				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> • Highlight the benefits of making wise food choices • Identify the information on a nutrition label and understand how to use it. • Explain the influences on your food choices • Explain how to put together a healthful diet based on the food pyramid • Describe ways to maintain a healthy weight • Know the nutrients one's body needs to remain healthy • Understand how you can get the most nutrition out of your calories. • Understand the risks associated with being underweight, overweight, and obese. • Discuss healthful measures for losing and gaining weight • Explain the dangers of eating disorders, and where to go for help 	Nutrients Nutrition Saturated Fats Unsaturated Fats Cholesterol Trans Fatty Acids Nutrition Calorie Body Image Bulimia Nervosa Anorexia Nervosa Eating Disorder Binge Eating Obesity	<ul style="list-style-type: none"> • What makes up a healthy diet? • How can you maintain a healthy weight? • How can you use the information on a nutrition label? • How can you develop a positive body image? • What influences your food choices? • How can the food pyramid guide your daily food choices? • What are the risks associated with being underweight, overweight, and obese? • What nutrients does your body need? • Why do some people develop eating disorders? • Where can you seek help for eating disorders within your community? 	<ul style="list-style-type: none"> • <u>Glencoe-Teen Health Course 2</u>, Chapter 4 • Compare nutritional labels on similar products • Create nutrition and exercise goals <p><u>Videos:</u> Brain Pop videos</p>	<ul style="list-style-type: none"> • Chapter quiz from <u>Glencoe-Teen Health Course 2</u>, Chapter 4 • <u>Glencoe- Teen Health Course 2</u>, Performance Assessment Chapter 4 • <u>Glencoe- Teen Health Course 2</u>, Assignments • Chart diet and create meal plans based on food pyramid

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<i>PERSONAL SAFETY</i>				
NYS standards: 1, 2, 3 National Standards: 1, 3, 5, 7				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> • Describe the accident chain and how to break it • List ways to prevent home injuries • Explain safety precautions at home • Identify the rules of traffic or road safety • Identify the basic rules for first aid • Understand how to deal with common emergencies • Know how to conduct yourself in a safe manner during weather emergencies. • Know the local emergency contact numbers. 	Safety conscious Hazards Accidental injuries Flammable Electrical overload Smoke alarm Fire extinguisher Pedestrian First aid Hypothermia Blizzard Weather emergencies	<ul style="list-style-type: none"> • Why do accidents happen? • What causes injuries in the home? • How can you prevent fires in your home? • How can you be a safe pedestrian? • What are the traffic rules for bike riders and skate boarders? • What is the first aid for common emergencies? • What are some guidelines for staying safe during weather emergencies? • What are your local emergency contact numbers? 	<ul style="list-style-type: none"> • <u>Glencoe-Teen Health Course 2</u>, Chapter 15 • Create a fire safety plan. • Home Emergency Scenarios 	<ul style="list-style-type: none"> • Chapter quizzes from <u>Glencoe-Teen Health Course 2</u> Chapters 15 • <u>Glencoe-Teen Health Course 2</u> Performance Assessment • <u>Glencoe-Teen Health Course 2</u> Assignments

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HIGH SCHOOL CURRICULUM

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<i>ORIENTATION</i>				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> • Demonstrate proper protocol during a lock- down, fire drill. • Demonstrate appropriate behavior during test taking, entering and exiting the classroom, and passing in papers. 		<ul style="list-style-type: none"> • What are the class rules? • What are the daily classroom expectations? • What are the procedures during fire drills and lock-downs? 	<ul style="list-style-type: none"> • Teacher facilitated discussion regarding classroom expectations, routines, and rules. 	<ul style="list-style-type: none"> • Teacher Observation

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WELLNESS				
State Standards: 1, 2, 3 National Standards: 1,2,4,5,6,7				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> Define health and wellness and explain the interconnected roles of the physical, social, and mental/ emotional well-being? Provide a rationale for focusing on current risk behaviors as a means of influencing current and future health status Identify the leading causes of death and the lifestyle patterns associated with the reduction of risk Identify the goals of <i>Healthy People 2010</i>. Apply decision-making techniques to behavior change 	Cumulative risk Wellness Health Abstinence <i>Healthy People 2010</i> Conflict resolution Stress management Malpractice	<ul style="list-style-type: none"> What are the dimensions of wellness? What are some of your deficiencies in each dimension? How can you develop your weaknesses? Who do you think you could ask to help you in your behavior change effort? What factors will make this change difficult? How do decisions affect one's wellness? What is the importance of setting goals? Are there health disparities in our country? 	<ul style="list-style-type: none"> <u>Glencoe Health</u>, Chapters 1 and 2 <p><u>Video:</u> Bird Flu</p>	<ul style="list-style-type: none"> <u>Glencoe Health</u>, Chapter 1 and 2 Tests and Quizzes <u>Glencoe Health</u>, Chapter 1 and 2 Assignments

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<i>MENTAL AND EMOTIONAL HEALTH</i>				
State Standards: 1,3 National Standards: 2,3,4,5,7				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> • Define stress and explain how stress may have direct and indirect effects on their immune systems and on their overall health • Explain the three phases of the general adaptation syndrome and describe what happens physiologically when you experience a real or perceived threat • Examine the health risks that may occur with chronic stress • Explain ways in which you could reduce risks from stressors and protect yourself from stressful situations • Examine the special stressors that affect college students and strategies for reducing risks • Explain the five levels of Maslow's Hierarchy of Needs 	mental/emotional health hierarchy of needs character integrity empathy	<ul style="list-style-type: none"> • What are the current stressors in your life? • What are some issues that cause adolescents stress? • Can you make changes to reduce your stress level? • Are eustress and distress both potentially harmful? • What are some of you body's physiological responses to stress? • Why are some people more susceptible to stress than are others? • What are the different types of personality? • What is Maslow's Hierarchy of Needs? • What are some traits that make up good character? • What are some different types of emotions? • What does a person go through in the grieving process? 	<ul style="list-style-type: none"> • <u>Glencoe Health</u>, Chapters 3 and 4 • <u>Health - The Basics</u>, managing stress • Self- assessment: Type A, or Type B personality • Finding local Mental Health Resources in the community <p><u>Video:</u> Stress video</p>	<ul style="list-style-type: none"> • <u>Glencoe Health</u> Chapter 3 and 4 Tests and Quizzes • <u>Glencoe Health</u> Chapter 3 and 4 Assignments

Rhinebeck Prioritized Curriculum Middle School and High School Health

REPRODUCTION AND DEVELOPMENT				
NYS standards: 1,2,3 National standards: 1,2,3,4,5,7				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> List the different changes for a male and female during puberty Discuss fetal development during pregnancy Identify and discuss the affects of Fetal Alcohol Syndrome Discuss what can be expected during childbirth Identify the different organs of male and female reproductive systems Classify several sexual dysfunctions and describe causes of each disorder Identify the different types of birth control 	Abstinence Hormones Testes Scrotum Epididymis Vas deferens Prostate gland Cowper's gland Seminal vesicle Semen Ovaries Egg Fallopian tube Uterus Cervix Vagina Endometrium Menstruation Embryo Fetus Prenatal care Fetal alcohol syndrome Amniocentesis	<ul style="list-style-type: none"> What changes can a male and female expect during adolescence? What organs make up the male reproductive system? What organs make up the female reproductive system? What are some of the male and female infertility disorders? What happens during the different stages of pregnancy? What are some food and other substances to eat and avoid during pregnancy? What is Fetal Alcohol Syndrome? What are some complications that can happen during pregnancy? What are the stages of childbirth? What characteristics are most important to you in a boyfriend/girlfriend? What is the importance of abstinence? How do you know if you are ready to engage in sexual activity? What are some methods of birth control? 	<ul style="list-style-type: none"> <u>Glencoe Health</u>, Chapter 16, 17, and 18 Teacher generated notes on contraceptives <p><u>Video:</u> Life's Greatest Miracle</p>	<ul style="list-style-type: none"> <u>Glencoe Health</u>, Chapter 16 and 17 Tests and Quizzes <u>Glencoe Health</u>, Chapter 16 and 17 Assignments

Rhinebeck Prioritized Curriculum Middle School and High School Health

LEGAL AND ILLEGAL DRUG USE				
NYS standards: 1,2,3 National standards: 1,2,3,4,5,6,7				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> List the different categories of drugs and explain the routes of administration that drugs take into the body Discuss proper drug use and explain how dangerous drug interaction occurs Discuss types of over the counter drugs and general precautions to be taken with them Discuss the key questions you should ask in order to make intelligent decisions about drug use Discuss patterns of illicit drug use List the places in your community that can help you with a drug problem Describe the effects of use and abuse of controlled substances, including cocaine, marijuana, psychedelics, designer drugs, inhalants, and amphetamines 	Medicines Drugs Synergistic Interaction Antagonistic Interaction Additive Interaction Drug Misuse Drug Abuse Drug Use Illegal Drugs Illicit Drug use Inhalants Psychoactive Drugs Stimulants Depressants Opiates Designer Drugs	<ul style="list-style-type: none"> What are the physical, mental, and social risks of using drugs? What is the difference between medicines and drugs? What are some of the different reactions to medications? What is the difference between drug use, misuse, and abuse? What are the effects of psychoactive drugs? What are the different categories of drugs? How does one go about getting help for drug addiction? Do you think we should change or eliminate any of our current laws regarding drugs? Why? Is it an employer's right to conduct drug testing at the work site? What are arguments in favor and against legalizing marijuana? 	<ul style="list-style-type: none"> <u>Glencoe Health</u>, Chapter 19 and 22 <p><u>Videos:</u></p> <ul style="list-style-type: none"> Club Drugs- The Real Deal Category of Drugs Activity Drug Project 	<ul style="list-style-type: none"> <u>Glencoe Health</u>, Chapter 19 and 22 Tests and Quizzes <u>Glencoe Health</u>, Chapter 19 and 22 Assignments

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TOBACCO				
NYS standards: 1,2,3				
National standards: 1,2,3,4,5,6,7,8				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> • Discuss the different health risks associated with tobacco use • Identify the reasons why teenagers start using tobacco products • Discuss the risks associated with using smokeless tobacco • Discuss how advertising distorts the image of smoking • List the benefits of living tobacco-free • Discuss strategies people use to quit using tobacco products 	Nicotine Stimulant Carcinogen Leukoplakia Tar Nicotine substitutes Tobacco cessation program	<ul style="list-style-type: none"> • What are some health risks of tobacco use? • Why do teens begin using tobacco? • What are some of the different types of tobacco products? • What are the affects of tobacco on non smokers? • What are the harmful effects of tobacco use? • What do you think the law should be regarding smoking in public places? • What role does advertising play on smoking use? • What are the benefits of living tobacco-free? • What are some of the strategies in which an individual addicted to nicotine could use to stop? • Why do tobacco users try to quit the habit? 	<ul style="list-style-type: none"> • <u>Glencoe Health</u>, Chapter 20 • <u>Smokescreens Activities</u> • Analyze Tobacco Advertisements <p><u>Videos:</u> Up in Smoke Smokeless Tobacco</p>	<ul style="list-style-type: none"> • <u>Glencoe Health</u>, Chapter 20 Tests and Quizzes • <u>Glencoe Health</u>, Chapter 20 Assignments

Rhinebeck Prioritized Curriculum Middle School and High School Health

<i>NUTRITION</i>				
NYS standards: 1,3 National standards: 1,2,3,5,6,7,8				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> • Discuss the components of a healthy diet? • Name the 6 basic classes of nutrients. • Be able to make a more healthy choice when comparing 2 or more food labels • Identify the warning signs of an eating disorder • Where can you seek help for an eating disorder within your community • Describe the major essential nutrients, indicating what purpose they serve in maintaining overall health 	Hunger Appetite Cholesterol Osteoporosis Body Image Anorexia nervosa Bulimia nervosa Binge eating disorder Vegetarian Ovo-Lacto vegetarian	<ul style="list-style-type: none"> • Do you think your eating habits are healthy? • How can you maintain a healthy weight? • What constitutes a healthy diet? • What influences your food choices? • What are the 6 basic classes of nutrients? • Are you getting the most nutrition out of your calories? • What can you learn from reading a food label • What is worse, weighing too much or weighing too little? • What are the two most common types of eating disorders? • Can a vegetarian meet their nutritional needs the same as a non-vegetarian? • Do you eat because it is time to eat or because you are hungry? • Do you feel pressure to improve your body image? If so, why? • If a friend was anorexic or bulimic what would you do? 	<ul style="list-style-type: none"> • <u>Glencoe Health</u>, Chapter 10 and 11 • Food Ranking Activity • Diet Analysis <p><u>Video:</u> Super Size Me</p>	<ul style="list-style-type: none"> • <u>Glencoe Health</u>, Chapter 10 and 11 Tests and Quizzes • <u>Glencoe Health</u>, Chapter 10 and 11 Assignments

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ALCOHOL				
NYS standards: 1,2,3 National standards: 1,2,3,4,5,6,7,8				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> • Be able to discuss the risks associated with alcohol use • Identify the alternatives to alcohol that are available in your community • Discuss the affect alcohol use has on the family and what you can do for that person • Be able to discuss the legal ramifications of drinking and driving • List alternatives to drinking and driving 	Fermentation Distillation Binge drinking Alcohol poisoning Psychological dependence Physiological dependence Alcoholics Anonymous Al-Anon/Alateen	<ul style="list-style-type: none"> • What are the risks associated with alcohol use? • What are the factors that influence the effects of alcohol? • What are the long-term effects of alcohol? • How does alcohol affect the family? • What are some healthy alternatives to alcohol? • Where can you seek help for either alcohol abuse/problems in your community? • What is the difference between DWI and DWAI? • What are the consequences for society where drinking and driving are concerned? • Are our laws strict enough regarding DWI? • What are the effects of alcohol on pregnancy? • What factors increase one's likelihood of becoming an alcoholic? 	<ul style="list-style-type: none"> • <u>Glencoe Health</u>, Chapter 21 • Drunk Goggles Activity • Analyze media's influence on teen alcohol use 	<ul style="list-style-type: none"> • <u>Glencoe Health</u>, Chapter 21 Tests and Quizzes • <u>Glencoe Health</u>, Chapter 21 Assignments

Rhinebeck Prioritized Curriculum Middle School and High School Health

SEXUALLY TRANSMITTED DISEASES AND HIV/AIDS				
NYS standards: 1,2,3				
National standards: 1,2,3,4,5,7				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> Identify the most common STD's in the U.S. Discuss the meaning of silent epidemic Explain the different treatments for STD's Discuss the various ways to prevent STD's Discuss what HIV/AIDS is and how it is transmitted Explain how HIV/AIDS affects the immune system List various places in the community that one can go to for information and help with STD's 	Sexually Transmitted Diseases Sexually Transmitted Infections Asymptomatic Human Papillomavirus Chlamydia Genital Herpes Gonorrhea Trichomoniasis Syphilis HPV Vaccine HIV AIDS Enzyme Immunoassay Western Blot	<ul style="list-style-type: none"> What are STD's? What are the most common STD's in the U.S.? Why are STD's called the silent epidemic? How do we prevent and treat STD's? What are some high-risk behaviors when it comes to STD's? What are some common treatments for STD's? What is HIV/AIDS? How is HIV/AIDS transmitted? How does HIV/AIDS affect the immune system? How do you prevent HIV/AIDS? 	<ul style="list-style-type: none"> <u>Glencoe Health</u>, Chapter 24 STD Exposure Activity STD Slide Presentation 	<ul style="list-style-type: none"> <u>Glencoe Health</u>, Chapter 24 Tests and Quizzes <u>Glencoe Health</u>, Chapter 24 Assignments STD Group Work

Rhinebeck Prioritized Curriculum Middle School and High School Health

<i>COMMUNITY AND ENVIRONMENTAL HEALTH</i>				
NYS standards: 1,2,3, National standards: 1,2,3,4,5,7,8				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> • Name at least 2 health care facilities in your community • Identify the different types of pollution • Discuss the various ways in which one can protect the environment • Discuss the different Global Health Organizations and their roles in protecting the environment 	Primary care physician Medical History Public Health OSHA World Health Organization Global Warming Landfill	<ul style="list-style-type: none"> • What are some types of health care facilities in your community? • Should the U.S. have a national health care program? • What are some of the Global Health Organizations? • What are the different types of pollutions? • How can you help to protect the environment? 	<ul style="list-style-type: none"> • <u>Glencoe Health</u>, Chapter 28 • Make a Public Service Announcement on an environmental cause 	<ul style="list-style-type: none"> • <u>Glencoe Health</u>, Chapter 28 Tests and Quizzes • <u>Glencoe Health</u>, Chapter 28 Assignments

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<i>FIRST AID AND EMERGENCIES</i>				
NYS standards: 1,2,3 National standards: 1,3,5,7				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> • Know how to conduct yourself in a safe manner during weather emergencies • List the first steps in an emergency • Be able to recognize the different types of wounds • Discuss proper treatment for bleeding and burns • Know how to perform CPR and know how to perform first aid for choking • Know how to treat shock • Identify the common emergencies that may be a part of everyday life • Discuss and understand necessary guidelines for storm safety • Know your emergency contact numbers in your community 	CPR Cardiac Arrest Heart Attack Stroke Choking Chain of survival	<ul style="list-style-type: none"> • What are the first steps in an emergency? • What are universal precautions? • What are the different types of open wounds? • How do you control bleeding? • What is the treatment for burns? • How do you keep your home safe? • Does anyone know what the chain of survival is? • What is the purpose of CPR? • What do you do for an individual who is choking? • What do you do for someone whose body is in shock? • What are some other common emergencies? • What are some guidelines for storm safety? • What are your emergency contact numbers in your community? 	<ul style="list-style-type: none"> • <u>Glencoe Health</u>, Chapter 26 and 27 • CPR and First Aid emergency scenarios <p><u>Video:</u> CPR video</p>	<ul style="list-style-type: none"> • <u>Glencoe Health</u>, Chapter 26 and 27 Tests and Quizzes • <u>Glencoe Health</u>, Chapter 26 and 27 Assignments • CPR written and skills test

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<i>DEPRESSION AND SUICIDE</i>				
NYS standards: 1,2,3 National Standards: 1,2,3,4,7,8				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> • Identify the warning signs of depression • Identify at least two types of anxiety disorders • Illustrate the warning signs of suicide and what action can be taken to help a suicidal individual • List at least two people a person that is suicidal can talk with 	Anxiety Disorders Depression Mood Disorder Mental Disorder Conduct Disorder Schizophrenia Bipolar Disorder Psycho Therapy Behavior Therapy Cognitive Therapy	<ul style="list-style-type: none"> • What areas of Mental and Social Health do you have the most trouble with? • What are your strengths in the areas of Mental and Social health? • What can you do to improve your strengths? • Is depression a natural reaction to crisis and/or loss? • What are some types of anxiety disorders? • What are the warning signs of suicide? • If a friend showed signs of suicide what action would you take? • What resources can you use in your community for help with suicide? 	<ul style="list-style-type: none"> • <u>Glencoe Health</u>, Chapter 5 • Suicide prevention scenarios • Guest Speaker <p><u>Video:</u> Hidden Valley: Teen Depression</p>	<ul style="list-style-type: none"> • <u>Glencoe Health</u>, Chapter 5 Tests and Quizzes • <u>Glencoe Health</u>, Chapter 5 Assignments

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<i>VIOLENCE</i>				
NYS standards: 1,2,3 National Standards:2,3,4,5, 7, and 8				
<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> • Discuss traits of a healthy relationship. • Be able to recognize a situation where bullying is taking place • Discuss the cycle of violence • List some community sources that could help those affected by violence. • Discuss societal and personal factors that contribute to violence in American society • Identify those factors that contribute to homicide, domestic violence, sexual victimization and other intentional acts of violence • Identify strategies for prevention and risk reduction of intentional injuries • Identify major areas of crime that are common on college campuses and explain ways that individuals can prevent crime from occurring 	Abuse Domestic violence Bullying Hazing Cyberbullying Mutual respect Honesty Cooperation Compromise Trustworthiness Assertive Cycle of violence Assault Sexual assault Rape Harassment	<ul style="list-style-type: none"> • What are some traits of a healthy relationship? • Define the term bullying • What are some changes in family structure that are hard to deal with as an adolescent? • Is there a cycle to violence? • What are the major types of crime in the United States? • What are the different types of abuse? • What are some types of violence? • What are the major factors leading to violence? • What are the common causes of domestic violence? • What is sexual harassment? • What is the difference between sexual assault and rape? • What factors increase one's risk for sexual assault? • Why do you think people initiate bias or hate crimes against people they don't even know? 	<ul style="list-style-type: none"> • <u>Glencoe Health</u>, Chapter 6,7,9, • Guest speaker • Article, "Through a Rapist's Eyes" 	<ul style="list-style-type: none"> • <u>Glencoe Health</u>, Chapter 6,7,9 Tests and Quizzes • <u>Glencoe Health</u>, Chapter 6,7,9 Assignments