

High School HEALTH Curriculum Guide

Monroe County Community School Corporation
315 North Drive
Bloomington IN 47401
812 330-7700

2004

Dr. John Maloy, Superintendent

Mr. Michael Shipman, Director of Operations

Monroe County Community School Corporation Educators,

During the 2003-04 school teachers met to align the health curriculum for the high school level. The purpose was to align our curriculum with the new State Health Standards .

Sincere appreciation is extended to the following for their work and dedication to this curriculum alignment project:

Criss Beyers South High School

Vicky Waltz North High School

Submitted by: Jennifer Staab, Healthy Schools Coordinator
December 2004

Standards

Standards are statements that define *what students should know and be able to do* upon completion of specific levels of instruction. Standards serve as a gauge for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals we aspire to for expanding and improving education in the schools of the United States. Standards improve students' academic achievement by providing a framework for curriculum development, instruction, and assessment. The purpose of developing academic standards at the state level is to better serve schools and the local community in the process of performing these curriculum activities. Thus, because curriculum development is a local school corporation responsibility, the curricula within Indiana school corporations may differ from corporation to corporation whereas the standards remain the same for all corporations. It is this process that enables school corporations to write curricula that reflects the resources and values of the local community, while still staying within the Indiana Standards framework.

Quality Health Education: A Description

Quality health education in schools includes a documented, planned, and sequential curriculum for students in Kindergarten through high school that addresses the physical, mental, emotional, and social dimensions of health. The curriculum addresses and integrates education about a range of categorical health problems and issues at developmentally appropriate ages. It also enables students to develop and demonstrate increasingly sophisticated health-related knowledge and skills. Quality health education motivates and assists students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It includes active learning strategies to help students to develop the knowledge and skills they need to avoid health risk behaviors. Quality health education includes the involvement of parents, health professionals, and other concerned community members. It also includes management and coordination by an education professional trained to implement the program, instruction from teachers trained to teach health education, and periodic evaluation, updating, and improvement.

Standards at the National Level

The National Health Education Standards reflect the current science and best practices in school health education. These standards were developed by a committee of nationally recognized health educators with input from thousands of reviewers including health education professionals, parents, and community members. The National Health Education Standards are consistently cited as one of the best set of academic standards developed in this era of national education reform. These standards provide schools with a framework for "world class" health education that enables students to develop health literacy and achieve national health and education goals. The standards provide a flexible framework of health-related content and skills that school corporations can use to develop, implement, and assess curricula designed to enable to provide students with the knowledge and skills they need to lead meaningful, productive, and healthy lives not only as individuals but also as students in schools and members of families and communities.

Philosophy and Rationale for the Health Education

Health education is essential to the health and learning of children and adolescents. The health

and health-related behaviors of students have a direct impact on their school attendance and ability to learn. Health education in schools is also essential because many health behaviors are initiated during childhood and are related to many of the leading and preventable causes of disease, disability, and death in the United States. Researchers indicate that health education in schools represents an effective way to enable students to develop the knowledge and skills that they need to avoid health risks and enhance both their health and their academic achievement. Health education provides students with the knowledge and skills they need to not only enhance their personal health, but also the health of their families, schools, and communities.

The Indiana Administrative Code recommends weekly minimum time allocations for health education such as:

- Grades 1, 2, and 3 motor skills development and health education - 105 minutes weekly.
- Grades 4, 5, and 6 health and safety education - 75 minutes weekly.
- Grades 6, 7, and 8 health and safety education - 100 minutes weekly.
- High school graduation requirement – 1 credit.

A school corporation which currently is operating with less than the minimum minutes recommended for health education may find it necessary to increase the minutes allocated for health education in order to fully meet the standards for health education as outlined in this document.

Goal of Health Education

The goal of health education, and thus the health education standards, is health literacy. Health literacy is the capacity of individuals to obtain, interpret, and understand basic health information, products, and services and the competence to use such information, products, and services in ways that will enhance personal, family, school, and community health. Additionally, the health literate person is:

- a critical thinker and problem solver,
- a responsible, productive citizen,
- a self-directed learner, and
- an effective communicator.

These four essential characteristics are woven throughout the National Health Education Standards and thus Indiana Academic Standards for Health Education.

Indiana Academic Standards for Health Education

The Indiana Health Education Standards are closely aligned with the National Health Education Standards. The national standards were used as guidelines in the development of the state standards because they were endorsed by the Centers for Disease Control and the U.S. Department of Health and Human Services and are the basis for the Council of Chief State School Officers' State Collaborative for the Assessment of Student Standards Health Education Assessment Project.

One of the Indiana Health Education Standards is slightly different from the National Health Education Standards because it reflects initiatives by the Council of Chief State School Officers' State Collaborative for the Assessment of Student Standards Health Education Assessment Project. The Indiana Health Education Standards also are supplemented with two additional benchmarks. The Indiana Standards for Health Education are:

- Standard 1 Students will comprehend concepts related to health promotion and disease prevention.
- Standard 2 Students will demonstrate the ability to access and evaluate health information, products, and services.
- Standard 3 Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.
- Standard 4 Students will demonstrate the ability to apply self-management skills to enhance health.
- Standard 5 Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.
- Standard 6 Students will demonstrate the ability to implement decision making and goal setting skills to enhance health.
- Standard 7 Students will demonstrate the ability to advocate for personal, family, and community health.

These seven standards are general and apply to all levels of health education from Kindergarten through the high school elective course (Advanced Health). For each of the seven standards, there are specifically numbered benchmark statements defining what students should know and be able to do upon completion of a particular level of instruction. Achievement of these benchmarks, therefore, indicates progress toward a performance standard. For each of the specifically numbered benchmark statements (e.g., 1.1.3) there is an example of student performance for that level of instruction. **NOTE:** These exemplars are only examples and are not intended to replace local curriculum. The use of an example does not mean that the school **must** teach this particular example as a part of their curriculum in order to meet this standard. Rather, this benchmark could be met in a variety of content areas of health education and taught through a variety of activities as determined by the faculty of the school corporation. Teachers should beware of not "teaching to the examples" and failing to explore the many ways health education can meet the standards with many different activities in many different content areas. There should not be an attempt to meet the Standard using only the suggested examples related to each benchmark.

High School Health Curriculum

| Standard | Description | Examples | Unit | Methods |
|----------|--|---|-----------------------------|---------------------------------------|
| 9.1. | <p>STANDARD 1: Students will comprehend concepts related to health Promotion and Disease Prevention.</p> <p>Students will develop advanced knowledge of personal responsibility for health behaviors, the relationship between health behaviors and health promotion and disease prevention, interrelationships between the dimensions of health, interrelationships between health behaviors and the functioning body systems and health, the influence of external factors on health, ways to prevent injury and illness throughout the life span, advances in medicine and the prevention and control of health problems, and complex health terms and concepts.</p> | | | |
| 9.1.1 | Analyze the role of individual responsibility for enhancing health. | Demonstrate personal responsibility in promoting optimal growth and development. | Health and Wellness | Ask A Doc presentation by SIP Doctors |
| 9.1.2 | Analyze how behavior health maintenance and disease prevention. | Identify the 4 influences of health (heredity, environment, health care and services & health behaviors), with the emphasis on how behavior is one factor that they have the most ability to control. | Health and Wellness | |
| 9.1.3 | Describe the interrelationships of mental emotional, social, and physical health throughout adulthood | Describe or define the four factors (Intellectual, physical, social and emotional health) and how they effect each other. IE Exercise reduces stress, higher levels of education is related to better health. | Mental and Emotional Health | |
| 9.1.4 | Explain the interrelationships between behaviors, the functioning of body systems, and overall health. life long consequences (STI's, Pregnancy, emotional trauma, | How decisions you make now about sexual activity can lead to | Growth and Development | |
| 9.1.5 | Analyze how environment influences personal and community health. | Assess environmental factors which present safety risks; analyze | Environmental Health | |

| | | | | |
|-------|--|--|---------------------|---------------------------------------|
| | | how accidents are caused by human error and can be prevented; demonstrate accepted procedures in accident prevention, emergency care and lifesaving techniques. | | |
| 9.1.6 | Describe how to delay the onset of and reduce risks related to potential health problems during adulthood. | Describe that a good nutrition plan combined with regular physical activity (not limited to sports), will lower their chance of obesity which will positively impact them their whole lives. Prevents-obesity, diabetes, cardio vascular diseases etc. | Health and Wellness | |
| 9.1.7 | Describe health issues common at different stages of life. | Infancy- Ear infections; School Age-colds & flu; Adolescence-cold, flu, STI's, car crashes, sports injuries; adults-Breast & testicular Cancer, (importance of self exams) diabetes, heart, cancer; Sr's Alzheimer's, osteoporosis. | Health and Wellness | Ask A Doc presentation by SIP Doctors |
| 9.1.8 | Analyze how the prevention and control of health problems are influenced by research and medical advances. | Describe how the prevention of cancer and drop in teenage smoking has been directly influenced by research on the health effects of tobacco. | ATOD | |
| 9.1.9 | Explain complex health terms and concepts. | Explain the terms: Synergistic-The effect of the combined drugs is greater then the two independently (alcohol & Px); Fetal Alcohol Syndrome-What goes into the mothers body goes directly into the babies. | ATOD | |

9.2. **STANDARD 2: Students will demonstrate the ability to access and evaluate health information, products and services.**

Students will develop advanced skills to verify the validity of health information products and services; develop guidelines to evaluate sources of health information; evaluate factors that influence the selection of health information products, and services; locate health services; compare health services; and develop guidelines for the use of professional health services.

| | | | | |
|-------|---|--|---------------------------|--|
| 9.2.1 | Provide evidence to support the validity of health information, products and services. | Demonstrate knowledge of a particular substance (alcohol, tobacco or other drug), to develop a power point presentation or brochure based on factual information. | ATOD specific drug | Student research projects on a |
| 9.2.2 | Develop guidelines to evaluate resources from home, school and community that provide valid health information. | Develop strategies to access nutritional information on products from: Home, Fast food, Grocery store labels, vending machines. | Health and Wellness | Use nutritional handbook developed by North Student 2004. |
| 9.2.3 | Evaluate factors that influence personal selection of health products and services. | Describe what resources you would use if somebody was in need of help (suicide, sexual abuse, sexually active, ATOD use, family crisis, or a threat to themselves or others). | Growth and Development | Columbine Video as it looks at indicators |
| 9.2.4 | Demonstrate the ability to access school and community health services for self and others. | Describe where you would go for help for sexually transmitted diseases, contraception, pregnancy tests. | Growth and Development | Speakers: Jan Harnett, Julia Baers, Penny Caudill, Kelly McBride. Videos: Miracle of Life, Body Atlas |
| 9.2.5 | Analyze the cost and accessibility of health care services. | In developing a personalized physical fitness plan analyze the cost of implementation. IE cost of fitness clubs in town, costs of team sports or extra curricular activities or hobbies that include physical fitness. | Wellness | |
| 9.2.6 | Develop guidelines for the use of professional health services. | Describe emergencies that would | Wellness | |

require a trip to the emergency room (include alcohol poisoning) vs. injuries (3rd degree burns) that require a doctor, vs. a clinic. Including human organ donor program And blood donor program.

9.3. **STANDARD 3: Students will demonstrate the ability to apply self management skills to enhance health.**

Students will demonstrate advanced self-management skills to design, implement, and evaluate strategies to handle stress, and cope with grief and anger; avoid, reduce and report threatening situations; evaluate personal health needs; develop strategies to promote personal, family and community health; and prevent and treat injuries.

| | | | | |
|-------|--|--|----------------------------------|---|
| 9.3.1 | Demonstrate the ability to design, implement and evaluate strategies to manage stress. | Conduct personal assessments (personality test, stress analysis or self esteem assessment) and develop a plan based on your own needs. | Mental and Emotional | Myers Briggs |
| 9.3.2 | Evaluate strategies to manage grief and anger. | Describe the Kubler Ross stages of loss that can be applied to death, parents divorce, break up of relationships. | Mental and Emotional health | |
| 9.3.3 | Demonstrate ways to avoid, reduce and report threatening situations | Demonstrate how to recognize and report threatening situations. (Threat to themselves or others) | Alcohol, tobacco and other drugs | One source could be Columbine video- indicators for violence. Lara Weaver of the RISE for abusive Relationship indicators. Scott Dunning- IUPD. |
| 9.3.4 | Develop injury prevention and management strategies for personal, family and community health. | Provide training on First AID, CPR, emergency response and/or sports injuries. | Foods and Nutrition | |
| 9.3.5 | Demonstrate the ability to evaluate a personal health assessment to determine health enhancement and risk reduction related to injuries. | Demonstrate the ability to analyze personal perceptions related to alcohol, tobacco or other drugs and determine whether these perceptions and | ATOD | |

| | | | | |
|-------|--|--|--------------------------------|--|
| 9.3.6 | Develop strategies to improve or maintain personal, family and community health. | behaviors are helping or Develop an individual plan that includes physical activity, nutrition, sexual activity, alcohol, tobacco and other drug choice. | Health and Wellness | Use this as an end of the semester summary to cover all units. |
| 9.4. | STANDARD 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors. | | | |
| | Students will develop advanced skills to analyze how the family, school, peers, communities, media, and technology influence personal, family and community health and health behaviors; how culture enriches and challenges health behaviors; and how policies and regulations influence health promotion and disease prevention. | | | |
| 9.4.1 | Analyze how the influences of family, school, communities and peers on the health and health behaviors of individuals. | Describes how the family, school and peers influence adolescents choices to engage in behaviors, specifically sexual activity, and use of alcohol, tobacco and other drugs. | ATOD | |
| 9.4.2 | Analyze how cultural diversity enriches and challenges health behaviors. | Describe how cultural and religious beliefs impact how we resolve conflict. Stereotypes and prejudices. | Mental and Emotional | |
| 9.4.3 | Evaluate the effect of media and other factors on personal, family and community health and health behaviors. | How does living in a college town impact students choices. The glamorization of alcohol, tobacco and drugs in magazines, TV movies. Media's influence on our perception of healthy relationships and sexuality. | ATOD Growth and Development | |
| 9.4.4 | Evaluate the impact of technology on personal, family and community health behaviors. | Brainstorm on technology that has impacted health (cell phones, Instant Messaging, Chat rooms, fast foods, desensitization to | Health and Wellness | |

| | | | | |
|-------|--|--|------------------------|---|
| | | violence in video games, movies) | | |
| 9.4.5 | Analyze how public health policies and government regulations influence health promotion and disease prevention. | Tobacco policies and the reduction of tobacco use. Seatbelts and the reduction of traffic deaths. | | Monroe Co. Tobacco Coalition 353-9491 |
| 9.5. | STANDARD 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health. | | | |
| | Students will describe behaviors that influence interpersonal communication and analyze causes of conflict. Students will develop advanced skills to use nonverbal and verbal communication, I messages, communicate assertively and communicate care, consideration, and respect of self and others. Students will also develop advanced attentive listening, refusal, negotiation, collaboration and conflict resolution skills. | | | |
| 9.5.1 | Demonstrate skills for communicating effectively with family, peers and others. | Demonstrate the ability to match nonverbal communication with verbal communication to express care and concern for a friend who has a problem. | Mental and Emotional | Use interactive ways to get message across: Play a move w/ no sound. Teach each other how to fold a paper airplane w/o talking, Verbal/non-verbal cards |
| 9.5.2 | Analyze how interpersonal communication affects what they expect. | Discuss healthy relationships and Development | Growth and | RISE Speakers. Use Dating Game |
| 9.5.3 | Demonstrate healthy ways to express needs, wants and feelings including "I" messages and assertive communication | Demonstrate appropriate ways to end a relationship. | Growth and Development | RISE Speakers. |
| 9.5.4 | Demonstrate ways to communicate care, consideration and respect of self and others. | Demonstrate the ability to set and respect others sexual limits. | Growth and Development | |
| 9.5.5 | Demonstrate strategies for solving interpersonal conflicts without harming self or others. | Demonstrate conflict resolution skills, specifically how to stay calm, agree to disagree. | Mental and Emotional | |
| 9.5.6 | Demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations. | Discuss situations that they find themselves in and ways to not participate in risk taking behaviors: give an excuse (My dad, my coach etc), humor, sarcasm, change the subject, delay, and flat out refusal (riding w/ a driver who has been drinking). | ATOD | |
| 9.5.7 | Analyze the possible causes of conflict among youth in | Discuss feelings such as hurt, | Mental and | Video "But He Loves Me" |

| | | | | |
|-------|--|---|------------------------|---|
| | schools families and communities. | jealousy, miscommunication, possessions, prejudice and differences. | Emotional | |
| 9.5.8 | Demonstrate strategies to prevent conflict. | Ways to resolve a conflict by showing: How to stay calm, assess the risk of violence, leave if a weapon I present, agree that there is a problem, listen to each other, apologize or accept apology, compromise if need be. | Mental and Emotional | Video "Pay it Forward" |
| 9.6. | STANDARD 6: Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health. | | | |
| | Students will identify the health concerns that require collaborative decision making and the short- and long-term consequences of health related decisions. Students will develop advanced skills to make health decisions, set health goals based on personal needs, and design, implement and evaluate plans to achieve health goals. | | | |
| 9.6.1 | Demonstrate the ability to utilize various strategies when making decisions related to the health needs and risks of young adults. | Demonstrate knowledge of the 6 nutrients and functions, food pyramid and ability to read | Nutrition | Record Daily food intake for one week and analyze it. |
| 9.6.2 | Analyze health concerns that require collaborative decision-making. | How to talk with your partner about abstinence, sex limits or risk reduction strategies. | Growth and Development | Speakers: Jan Harnett, Julia Baers, Kelly McBride, Carol McCord. Videos: Miracle of Life, Body Atlas |
| 9.6.3 | Predict the immediate and long-term impact of health decisions on the individual, family, and community. impact of pre-marital sex. | Demonstrate the ability to identify short and long term | Growth and Development | Goes into Personal Health Plan |
| | | Demonstrate the ability to set short and long term goals for maintaining personal health needs for exercise, and nutrition. | Nutrition | Goes into Personal Health Plan |
| | | Demonstrate the ability to identify short and long term impact on self, family and friends of alcohol, tobacco and | ATOD | Goes into Personal Health Plan |
| 9.6.4 | Demonstrate the ability to design and implement a plan for achieving a personal health goal. | Demonstrate the ability to set a goal to eat 5 fruits and/or | Nutrition | Goes into personal Health Plan |

| | | | | |
|-------|--|---|---------------------|--|
| 9.6.5 | Demonstrate the ability to evaluate progress toward achieving personal health goals. | vegetables a day. Demonstrate to track short term goals for maintaining personal health needs for wellness. | Health and Wellness | Goes into personal Health Plan |
| 9.6.6 | Formulate an effective plan for lifelong health that adapts to changing needs. | Demonstrate the ability to set long term goals for developing a personal wellness plan that includes nutrition, fitness, sex, ATOD | Health and Wellness | This is the final Personal Health Plan |
| 9.7. | STANDARD 7: Students will demonstrate the ability to advocate for personal, family and community health. | | | |
| | Students will evaluate ways to communicate accurate health information and ideas. Students will also develop advanced skills to express information and opinions about health issues, use strategies to overcome barriers to advocating about health, and work cooperatively to influence and support others to engage in healthy behaviors. | | | |
| 9.7.1 | Evaluate the effectiveness of communication methods for accurately expressing health information and ideas related to health issues. | Demonstrate the ability to choose the appropriate method of communicating an health related issue. | Health and Wellness | |
| 9.7.2 | Demonstrate the ability to give accurate information and opinions about health issues. | Demonstrate the ability to create a PowerPoint or brochure that presents accurate information about Alcohol, tobacco or other drug related issues. | ATOD | |
| 9.7.3 | Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues. | Understand that not everybody chooses to use ATOD and demonstrate the ability to talk to peers about their use. | ATOD | |
| 9.7.4 | Demonstrate the ability to influence and support others in making positive health choices. | Pick an health issues that is important to you that you want others to know. Analyze the effective way to communicate (9.7.1) and draft your message accordingly. | Health and Wellness | |
| 9.7.5 | Demonstrate the ability to work cooperatively when | Pick a class health issue that you | Alcohol, | |

advocating for healthy families, schools and communities.

would want the school to know about (vending machines, ala cart, fitness electives etc.) and develop a campaign to inform

tobacco and other drugs

9.7.6 Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.

Demonstrate this approach through either project in 9.7.4 or 9.7.5

Health and Wellness