

**Calvert County Public Schools
Health Education Curriculum
High School**

Introduction

The high school health education curriculum was created using the Health Education Curriculum Analysis Tool (HECAT) provided by the Center for Disease Control (CDC). The purpose of the health curriculum reform was to improve the delivery of health education at the high school level, and provide a comprehensive delivery of content from middle school to high school health. The health curriculum is an educational plan incorporating a structured, developmentally appropriate series of intended learning outcomes and experiences for students outlined with instructional objectives, learning strategies, and content material designed to improve the health and wellbeing of our students. The health curriculum was created using national and state health education standards with a focus on specific health-topic concepts and skill development that will allow our students to become health literate individuals. It addresses a comprehensive array of health topics including alcohol and other drugs, nutrition, mental and emotional health, personal health and wellness, safety and injury prevention, family life and human sexuality, tobacco, and violence prevention.

Teachers should use the curriculum document to guide their instruction of health content and skills through the use of instructional materials, learning strategies, and performance outcomes. The Scope and Sequence provides a framework for the curriculum that indicates when the content and skills should be introduced and practiced. The Daily Activities Guide provides teachers with an outline of how to embed the content and learning objectives into daily lesson plans. This guide is an educator resource and is not intended to replace teacher lesson plans, activities, or projects.

Health Education Philosophy

The purpose of health education is to provide students with the knowledge and skills necessary to become successful learners and healthy and productive citizens. Through a standards-based curriculum and quality instruction, health educators will be able to influence healthy behaviors of all students and promote healthy outcomes of all school age youth. It is our belief that improving students' health and wellbeing can yield educational benefits by increasing students' readiness to learn and reducing health-related issues that prevent students from attending school. When students are offered a well-designed, well-delivered comprehensive health education, schools can help students reduce the risk of injury, prevent disease, and promote healthy lifestyles into adulthood. Upon completion of the health education class, students will acquire the attitudes, knowledge, and skills necessary for making health-promoting decisions,

achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others.

Characteristics of an Effective Health Education Curriculum

1. Focuses on clear health goals and related behavioral outcomes
2. Is research-based and theory-driven
3. Addresses individual values, attitudes, and beliefs
4. Addresses individual and group norms that support health-enhancing behaviors
5. Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors
6. Addresses social pressures and influences
7. Builds personal competence, social competence, and self-efficacy by addressing skills
8. Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors
9. Uses strategies designed to personalize information and engage students
10. Provides age-appropriate and developmentally-appropriate information, learning strategies, teaching methods, and materials
11. Incorporates learning strategies, teaching methods, and materials that are culturally inclusive
12. Provides adequate time for instruction and learning
13. Provides opportunities to reinforce skills and positive health behaviors
14. Provides opportunities to make positive connections with influential others
15. Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning

National Health Education Standards

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 and 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.

<http://www.shapeamerica.org/standards/health/>

Maryland State Health Education Standards

Standard 1 Mental and Emotional Health: Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance wellness.

Topics: Communication; Decision-Making; Stress; Conflict Resolution; Mental Illness, Depression, and Suicide

Standard 2 Alcohol, Tobacco, and Other Drugs: Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address the non-use, use, and abuse of medications, alcohol, tobacco, and other drugs.

Topics: Medicine; Analyzing Influences; Legal Consequences; Addiction

Standard 3 Personal and Consumer Health: Students will demonstrate the ability to use knowledge, skills, and strategies to develop sound personal and consumer health practices involving the use of health care products, services, and community resources.

Topics: Personal Health Maintenance; Information, Products, and Services; Risk Factors and Behaviors

Standard 4 Family Life and Human Sexuality: Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

Topics: Physical, Mental, and Social Growth; Puberty and Reproduction; Healthy Relationships; Abstinence and Contraception; Sexuality and Culture

Standard 5 Safety and Injury Prevention: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Topics: Responding to Emergencies; Harassment; Abuse and Assault

Standard 6 Nutrition and Fitness: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

Topics: Food and Health; Body Image

Standard 7 Disease Prevention and Control: Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Topics: Disease Classification; HIV/AIDS; Disease and Society

<http://mdk12.org/instruction/curriculum/health/>

Health Education Curriculum Scope and Sequence

Critical Content:

1. Health and Wellness
 - a. Components of Wellness
 - b. Health Literacy
 - c. CDC 6 Risky Behaviors
 - d. Life Skills
 - e. Controllable and Uncontrollable Risks
 - f. Leading Causes of Death
 - i. Teenagers
 - ii. Adults
2. Mental and Emotional Health
 - a. Stress Management
 - b. Communication
 - c. Coping with Loss
 - d. Defense Mechanisms
 - e. Grieving Process
 - f. Depression and Suicide
 - g. Body Image
 - h. Eating Disorders
3. Nutrition
 - a. Essential Nutrients
 - b. Calories
 - c. MyPlate
 - d. Dietary Guidelines for Americans
 - e. Reading a Food Label
 - f. Calculating Percentage of Calories
 - g. GMO's
4. Personal and Consumer Health
 - a. Peer/Social Pressure
 - b. Analyzing Media Messages
 - c. Being a Wise Consumer
 - i. Health Fraud
 - d. Analyzing Personal Health
5. Disease Prevention
 - a. Lifestyle Disease
 - i. Heart Disease, Cancer, Stroke, Diabetes
 - b. Infectious Disease
 - i. Cold, Flu, Strep, Mono, Lyme Disease
6. Violence Prevention
 - a. Conflict Resolution

- b. Healthy Relationships
 - c. Tolerance
 - d. Harassment
 - e. Sexual Aggression and Assault
7. Family Life and Human Sexuality
- a. Reproductive System
 - b. Sexual Intercourse
 - c. Pregnancy and Development
 - d. Abstinence
 - e. Contraception
 - f. Sexually Transmitted Diseases and Infections
 - g. HIV/AIDS
8. Alcohol
- a. Short and Long Term Effects
 - b. Addiction
 - c. Intervention and Treatment
 - d. Binge Drinking
 - e. Blood Alcohol Content and Driving
 - f. Alcohol and the Law
 - g. Factors Influencing Alcohol Use and Abuse
9. Tobacco
- a. Nicotine and Tobacco Products
 - b. Short and Long Term Effects of Tobacco Use
 - c. Addiction
 - d. Factors Influencing Tobacco Use
 - e. Treatment Options
10. Drugs
- a. Drug Use and the Brain
 - b. Addiction
 - c. Treatment and Recovery
 - d. Over the Counter and Prescription Drugs
 - i. Purpose and Appropriate Use
 - ii. Inappropriate Use and Abuse
 - iii. Prescription Depressant Meds
 - iv. Prescription Pain Meds (Opioids)
 - v. Prescription Stimulant Meds (Amphetamines)
 - e. Anabolic Steroids
 - f. Marijuana, Spice, & Synthetic Marijuana
 - g. MDMA (Ecstasy & Molly)
 - h. Cocaine
 - i. Heroin
 - j. Bath Salts
 - k. Methamphetamine
 - l. Drug Combinations and Overdose

11. Safety and Injury Prevention
Responding to Emergencies: CPR, AED, First Aid