

WHS Health Curriculum Guide

Pacing	Objectives	Topics, Activities, & Assessments
<p>Unit #1: Social & Emotional Health 4 weeks</p>	<p>4.1 Identify the characteristics of positive relationships, & analyze their impact on health. 4.2 Describe the warning signs, risk factors, & protective factors for depression & suicide. 4.3 Locate resources regarding depression & suicide prevention; & analyze the validity. 4.4 Demonstrate how to seek help for self or others when suicide may be a risk. 4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills. 4.6 Develop short-term & long-term personal goals & aspirations. 4.7 Apply decision-making & problem-solving steps to generate alternative solutions regarding social situations. 4.8 Predict the potential short- and long-term effects not having goals & aspirations. 4.9 Demonstrate the ability to apply listening skills & assertive communicate skills in all situations. 4.10 Demonstrate how to respond constructively to the anger of others. 4.11 Describe the impact of showing empathy for another person's emotions & point of view. 4.12 Assess one's personal behavior & how one demonstrates character traits. 4.13 Develop a personal plan for maintaining or improving one's demonstration of character traits. 4.14 Evaluate the effectiveness of health-related decisions.</p>	<p>Pre-Test What is Health? 3 Dimensions 7 Health Skills "Communication Skills" (Blind & Deaf) Speaker Emotions Emotional Abuse Anger Management Refusal Skills 6 Character Traits Depression Depression Video Suicide Healthy Relationships 3 Stages of a Relationship Love vs. Infatuation Cycle of Violence AWARE Speaker How to Break-Up How to Cope with a Break-Up Unit #1 Review Unit #1 Test</p>

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<p>Unit #2: Safety & Personal Health & Wellness</p> <p>3 weeks</p>	<p>3.1 Explain the effects of violence of individuals, families, communities, & our nation.</p> <p>3.2 Describe the characteristics of situations which are dangerous, and those that must be reported to authorities.</p> <p>3.3 Define & describe bullying, sexual violence, sexual harassment, & their effects on individuals.</p> <p>3.4 Describe the Michigan laws regarding bullying, sexual violence, and sexual harassment.</p> <p>3.5 Locate resources in the community & online regarding sexual harassment & violence.</p> <p>3.6 Apply strategies to access & get help for self or others.</p> <p>3.7 Apply strategies to avoid and report dangerous situations, including conflicts involving weapons & gangs.</p> <p>3.8 Demonstrate strategies to stay safe in a violent situation.</p> <p>3.9 Apply skills & strategies for avoiding & dealing with sexual harassment & exploitation.</p> <p>3.10 Assess characteristics of hypothetical relationships for warning signs of harm & abuse.</p> <p>3.11 Analyze social pressures to refrain from telling on others or reporting dangerous situations.</p> <p>3.12 Analyze the role of friends & peers in the escalation of conflicts & the promotion of violence.</p> <p>3.13 Demonstrate the ability to use conflict resolution skills.</p> <p>3.14 Evaluate the characteristics of a conflict, which must be managed rather than resolved.</p> <p>3.15 Evaluate the impact of media on the prevalence of violence.</p> <p>3.16 Apply strategies to stop or de-escalate a conflict.</p> <p>3.17 Apply strategies to hypothetical situations involving abusive relationships.</p> <p>5.1 Describe how common infectious diseases are transmitted.</p> <p>5.2 Explain the importance of regular health screenings or exams.</p>	<p>Sun Safety</p> <p>Texting & Driving</p> <p>Distracted Driving</p> <p>Presentation</p> <p>Safe Social</p> <p>Networking</p> <p>Bullying</p> <p>Cyberbullying</p> <p>Cyberbully Movie</p> <p>Violence</p> <p>Conflict Resolution</p> <p>Conflict Management</p> <p>Babysitting</p> <p>Emergencies</p> <p>911 Emergencies</p> <p>Strokes</p> <p>Heart Attacks</p> <p>Seizures</p> <p>Anaphylaxis</p> <p>What's Killing Us?</p> <p>6 Categories for Risk</p> <p>Factors</p> <p>Family History</p> <p>Stress Management</p> <p>Sleep</p> <p>Unit #2 Review</p> <p>Unit #2 Test</p>
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| <p>5.3 Analyze the importance of rest and sleep for personal health.</p> <p>5.4 Demonstrate the ability to access valid info & resources related to personal health issues & concerns.</p> <p>5.5 Demonstrate the ability to access accurate info about personal health products.</p> <p>5.6 Describe health practices that can prevent the spread of illness.</p> <p>5.7 Apply knowledge about symptoms of illness to determine whether medical care is required.</p> <p>5.8 Describe strategies for minimizing potential harm from exposure to the sun.</p> <p>5.9 Analyze the social influences that encourage or discourage a person to practice sun safety.</p> <p>5.10 Assess personal rest & sleep practices and create a personal plan to incorporate rest & sleep in daily routines.</p> <p>5.11 Describe the dangers of exposure to UV light, lead, asbestos, pesticides, & unclean air & water.</p> <p>5.12 Demonstrate basic first aid skills (controlling bleeding, Heimlich maneuver).</p> <p>5.13 Analyze influence of media on selection of personal health care products.</p> | |
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<p>Unit #3: Nutrition & Physical Activity</p> <p>3 weeks</p>	<p>1.1 Distinguish between unhealthy & healthy ways to manage weight.</p> <p>1.2 Locate resources in one's community and online for nutrition info, services, & help with management.</p> <p>1.3 Demonstrate the ability to use info on food labels to choose nutrient-dense foods & beverages.</p> <p>1.4 Prepare meal plans according to the federal dietary guidelines.</p> <p>1.5 Assess one's personal nutrition needs & level of physical activity.</p> <p>1.6 Assess one's personal preference regarding healthy eating & physical activity.</p> <p>1.7 Assess personal barriers to healthy eating & physical activity, and develop solutions to remove these.</p> <p>1.8 Develop a personal plan for improving one's nutrition, incorporating physical activity, & maintaining weight.</p> <p>1.9 Predict the health benefits of eating healthy & physically active; & the consequences.</p> <p>1.10 Advocate for nutritional food choices and physical activity at school.</p> <p>1.11 Distinguish between facts & myths regarding nutrition practices, products, & physical performance.</p> <p>1.12 Describe nutrition practices that are important for the health of a pregnant woman & her baby.</p> <p>1.13 Demonstrate proper use of safety gear during physical activity.</p> <p>1.14 Demonstrate strategies for protections from cold, heat, & sun during physical activity.</p>	<p>Food Groups</p> <p>Serving Sizes</p> <p>Food Labels</p> <p>Healthier Options at Restaurants</p> <p>Portion Sizes</p> <p>Nutrition Myths</p> <p>Healthy Meal Advocacy</p> <p>What is Physical Activity?</p> <p>Moderate vs. Vigorous</p> <p>Amount & Types of Exercise</p> <p>Exercise Show & Tell</p> <p>Body Mass Index</p> <p>Target Heart Rate</p> <p>Weight Management</p> <p>Unhealthy Weight Management</p> <p>"A Healing Place"</p> <p>Britt & TJs Place Presentation</p> <p>Unit #3 Review</p> <p>Unit #3 Test</p>
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<p>Unit #4: Alcohol, Tobacco, & Other Drugs (ATOD) 4 weeks</p>	<p>2.1 Describe short-term & long-term health consequences of ATOD use.</p> <p>2.2 Clarify myths regarding the scope of ATOD use among adolescents.</p> <p>2.3 Locate resources in one's community & online; and services regarding ATOD use prevention & cessation.</p> <p>2.4 Apply strategies to access & get help for self & others.</p> <p>2.5 Demonstrate skills to avoid tobacco exposure & avoid or resist use of ATOD.</p> <p>2.6 Describe financial, political, social, & legal influences regarding ATOD.</p> <p>2.7 Analyze internal & external pressures to use of ATOD.</p> <p>2.8 Apply decision-making & problem-solving steps to problems related to ATOD use.</p> <p>2.9 Demonstrate ways to support others who want to stop using ATOD.</p> <p>2.10 Advocate for ways schools & communities can promote a tobacco-free environment.</p> <p>2.11 Present a persuasive solution to the problem of ATOD use among youth.</p>	<p>Pre-Test</p> <p>Toxins in Tobacco</p> <p>What is tobacco?</p> <p>Short & Long Term Effects of Tobacco</p> <p>Amphetamines</p> <p>Cocaine & Crack</p> <p>Cough & Cold Medicines</p> <p>Depressants</p> <p>Ecstasy</p> <p>GHB</p> <p>Heroin</p> <p>Inhalants</p> <p>Ketamine</p> <p>LSD</p> <p>Rohypnol</p> <p>Marijuana</p> <p>Steroids</p> <p>Prescription Drugs</p> <p>OTC Drugs</p> <p>Alcohol IQ</p> <p>Alcohol Simulation</p> <p>Alcohol & the Brain</p> <p>Unit #4 Review</p> <p>Unit #4 Test</p>
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<p>Unit #5: Sexuality & HIV Prevention</p> <p>4 weeks</p>	<p>6.1 Analyze the rates of STIs among teens.</p> <p>6.2 Summarize the symptoms, modes of transmission, consequences, & methods to prevent HIV & other STIs.</p> <p>6.3 Summarize the criteria for who should be tested & the advantages of early diagnosis & treatment of HIV and other STIs.</p> <p>6.4 Identify services & trustworthy adults that provide health info & testing regarding HIV & other STIs, and analyze validity.</p> <p>6.5 Analyze common behaviors & situations to eliminate or reduce risks related to HIV & other STIs.</p> <p>6.6 Evaluate one's personal perception of risk for HIV & other STIs.</p> <p>6.7 Demonstrate communication skills to protect oneself from situations that could transmit HIV & STIs.</p> <p>6.8 Demonstrate acceptance for individuals living with HIV.</p> <p>7.1 Summarize & explain laws related to the sexual behavior of young people.</p> <p>7.2 Compare & contrast the pros & cons of methods used for pregnancy & disease prevention. ABSTINENCE.</p> <p>7.3 Describe routine medical screening & exams for maintaining reproductive health, & medical tests for HIV.</p> <p>7.4 Identify resources that provide info, counseling, & testing related to sexual health.</p> <p>7.5 Apply strategies to avoid, manage, & escape situations that are high risk.</p> <p>7.6 Explain how stereotypes, norms, peer influence, ATOD, media, & personal responsibility can impact sexual decisions.</p> <p>7.7 Evaluate the physical, social, emotional, legal, & economic impacts of sexual health.</p> <p>7.8 Develop personal goals & specific plan for choosing abstinence.</p> <p>7.9 Apply decision-making skills to avoid situations that are</p>	<p>Male Reproductive System (Parts & Functions)</p> <p>Female Reproductive System (Parts & Functions)</p> <p>Sex & the Law</p> <p>Appropriate Ages</p> <p>Teen Pregnancy</p> <p>Changes of Parenthood</p> <p>Child Abuse</p> <p>Child Neglect</p> <p>Adoption</p> <p>Safe Delivery Laws</p> <p>HIV vs. AIDS</p> <p>Risk Fluids for HIV</p> <p>STDs</p> <p>STD Presentation from Gale Easton</p> <p>Condom Use & Birth Control Methods</p> <p>Why Choose Abstinence?</p> <p>Abstinence T-Shirts</p> <p>Unit #5 Review</p> <p>Unit #5 Test</p>
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	high risk for pregnancy, HIV, & other STIs. 7.10 Demonstrate the ability to establish positive relationships, communicate sexual limits, & values to a BF/GF.	
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