



GREAT NECK PUBLIC SCHOOLS

"Where Discovery Leads to Greatness"

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Curriculum Profile: Health Education 9

<u>Department</u>	Health Education	
<u>Course Name</u>	Health 9	
<u>Course Length</u>	1/2 Year	
<u>High School Credits</u>	½ credit	
<u>Description</u>	Health 9	
<u>Target/eligible students</u>	All 9th grade students	
<u>State Learning Standards Link(s)</u>	<p>New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences at Three Levels</p> <p>-Standard 1: Personal Health and Fitness—Commencement Level Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand human growth and development throughout the life cycle • demonstrate the necessary knowledge and skills to promote healthy development into adulthood • apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood • evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>This is evident, for example, when students:</p> <ul style="list-style-type: none"> ▲ analyze personal dietary patterns and develop dietary plans to meet changing nutritional requirements ▲ evaluate a case study to determine strategies for health enhancement and risk reduction ▲ identify the consequences associated with engaging in high risk behaviors which compromise health, such as smoking, violent behavior, or driving under the influence of alcohol/drugs ▲ identify the characteristics of social and emotional health which are critical to adulthood. <p>-Standard 2: A Safe and Healthy Environment Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them • evaluate personal and social skills which contribute to health and safety of self and others • recognize how individual behavior affects the quality of the environment. 	<p>p. 6</p> <p>p. 12</p>

This is evident, for example, when students:

- ▲ design and implement a plan to improve safety in the home, school, workplace or community
- ▲ use universal precautions and apply first aid, CPR, and other emergency procedures appropriately
- ▲ describe and demonstrate appropriate strategies to avoid or cope with potentially dangerous situations, such as dating violence or assault
- ▲ develop community approaches which enhance and protect the quality of the environment
- ▲ analyze how health laws, policies and regulations protect personal and environmental safety
- ▲ demonstrate ways to care for and show respect for self and others.

-Standard 3: Resource Management
 Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Students:

- demonstrate how to evaluate health information, products and services for validity and reliability
- analyze how cultural beliefs influence health behaviors and the use of health products and services
- demonstrate the ability to access community health services for self and others
- use technology and the media to promote positive health messages
- demonstrate advocacy skills in promoting individual, family and community health.

This is evident, for example, when students:

- ▲ identify local, state and federal agencies which provide health information and are regulating health products and services
- ▲ describe how to obtain health services appropriate for individual needs and how to refer friends and family members to appropriate health services or providers
- ▲ identify criteria to measure the accuracy, reliability and validity of claims for health care products and services
- ▲ design a media campaign which promotes a positive health message
- ▲ analyze how cultural diversity enriches and challenges health behaviors
- ▲ assess the internet to assist in research for senior project.

<u>Primary texts and materials</u>	Included in unit descriptions	
<u>Scope/Sequence</u>	Standards Addressed	Key Ideas, Terms, and Concepts:
<u>Unit 1: Health in High School</u>	S1, 2, 3	-Adjusting to High School Challenges -Time Management and Procrastination -Consumer Fraud <i>Sample Materials:</i> <i>Ted Talk - "Tim Urban: Inside the Mind of a Master Procrastinator"</i> <i>Film - "Cyberbully"</i> <i>Long Island Crisis Center Workshop - "Cyber Bullying Awareness"</i>
<u>Unit 2: Mental and Emotional Health</u>	S1, 2, 3	-Introduction to Mental and Emotional Health -Handling Stress in High School -Mental/Emotional Health Challenges

		<p><i>Sample Materials:</i> YouTube - "The Teenage Brain Explained" Film - "Inside Out"</p>
<u>Unit 3: Nutrition and Fitness</u>	S1, 2, 3	<p>-Nutrients and Energy Systems -Balancing a Healthy Diet -Importance of Physical Fitness</p> <p><i>Sample Materials:</i> Documentary - "Fed Up" YouTube Video - "Healthy Eating for Kids" True Life Documentary - "I'm on a Crash Diet"</p>
<u>Unit 4: Body Image</u>	S1, 2, 3	<p>-Body Image and Self-Esteem -Impact of Unhealthy Thoughts and Behaviors -Promoting Positive Body Image</p> <p><i>Sample Materials:</i> True Life Documentary - "I Have an Eating Disorder" True Life Documentary - "I'm on Steroids"</p>
<u>Unit 5: Substance Abuse</u>	S1, 2, 3	<p>-Peer Pressure and Decision-Making in High School -Gateway Drugs -Refusal Skills and Utilizing Support Systems</p> <p><i>Sample Materials:</i> Documentary - "Pam Laffin: I Can't Breathe" Human Relations Media - "JUULing and Vaping: What the Latest Research Reveals" Documentary - "Prescription for Change"</p>
<u>Unit 6: Human Sexuality</u>	S1, 2, 3	<p>-Growth/Development and Reproductive Health -Healthy Relationships and Decision Making -HIV/STI Prevention and Safety Methods</p> <p><i>Sample Materials:</i> Human Relations Media - "ABCs of STIs" Film - "And the Band Played On" Human Relations Media - "Defining Sexual Assault"</p>
<u>Additional Notes</u>	<p>The Health 9 course utilizes a number of resources to create effective health curricula and implement instructional and assessment strategies. Some of these resources include the New York State Learning Standards for Physical Education; Health and Family Consumer Science; A Guidance Document for Achieving the New York State Standards in Health Education; NYSED Guidance for HIV/AIDS Prevention Education; and The Dignity for All Students Act.</p>	