



GREAT NECK PUBLIC SCHOOLS

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Curriculum Profile: Health Education 11

Department	Health Education	
Course Name	Health 11	
Course Length	1/2 Year	
High School Credits	½ credit	
Description	Health 11 builds on information from the ninth grade Health Education course with an emphasis on individual responsibility and healthy decision-making. The subject matter focuses on the challenges facing juniors and seniors as they move through high school and prepare for college.	
Target/eligible students	All 11th grade students	
State Learning Standards Link(s)	New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences at Three Levels	p. 6
	-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. Students: • 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. This is evident, for example, when students: ▲ 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. -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. Students: • 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	p. 12

	• recognize how individual behavior affects the quality of the environment. 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.		p. 18
Primary texts and materials			
Scope/Sequence	Standards Addressed	Key Ideas, Terms, and Concepts:	
<u>Unit 1: Health Concepts and Wellness</u>	S1, 2, 3	-Components of Health and Wellness -Life Expectancy Challenges -Accident and Disease Prevention <i>Sample Materials:</i> <i>TRIO Long Island Organ Donation Presentation</i> <i>National Geographic - "Sleepless in America"</i> <i>David Cornfield Melanoma Fund - "Dear 16-Year-Old Me"</i>	
<u>Unit 2: Mental Health</u>	S1, 2, 3	-Mental Health Awareness -Stress Management -Mental Health Challenges	

		<i>Sample Materials:</i> <i>Long Island Crisis Center - "Let's Talk Mental Health"</i> <i>Speaker from Gamblers Anonymous</i>
<u>Unit 3: Body Image</u>	S1, 2, 3	-Body Image and Self-Esteem -Impact of Unhealthy Thoughts and Behaviors -Promoting Positive Body Image <i>Sample Materials:</i> <i>HBO Documentary Films - "Thin"</i> <i>Documentary - "Bigger, Stronger, Faster"</i>
<u>Unit 4: Nutrition and Fitness</u>	S1, 2, 3	-Healthful Eating -Exercise -Food and Fitness Challenges <i>Sample Materials:</i> <i>TED Ed - "Why Sitting is Bad for You"</i> <i>60 Minutes - "Is Sugar Toxic?" with Dr. Sanjay Gupta</i>
<u>Unit 5: Substance Abuse</u>	S1, 2, 3	-Decision Making in regards to Alcohol, Tobacco, Vaping, and Drugs -Physical, Emotional, Mental, and Social Outcomes -Legal Factors, Treatment and Prevention <i>Sample Materials:</i> <i>Documentary - "Unguarded: The Chris Herren Story"</i> <i>Documentary - "Breathe, Nolan, Breathe" - The Nolan Burch Story</i> <i>Human Relations Media - "Opioids Epidemic - How I Became a Drug Addict"</i>
<u>Unit 6: Human Sexuality</u>	S1, 2, 3	-Growth/Development and Reproductive Health -Healthy Relationships and Decision Making -HIV/STI Prevention and Safety Methods <i>Sample Materials:</i> <i>My Health - "What do Teens Think About Healthy Relationships"</i> <i>Steve Yurcik - AIDS Presentation</i>
<u>Additional Notes</u>	The Health 11 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.	