

OTHS Health Curriculum (Rev. Spring 2024)

Unit:			
1		National Health Standards Met:	Illinois Health Standards Met:
What is Health?	- Brief History - Health vs Wellness - Health Continuum - Health Triangle - Healthy People 2030	1, 2, 3, 4, 5, 6, 7, 8	22.A.4b, 22.A.5, 22.B.4a, 22.B.5a, 22.C.5a, 22.D.4a, 22.D.5a, 24.B.4a, 24.B.5a, 24.C.4a, 24.C.5a
	- Influences on Health - Goal setting & decision making - Finding reliable & valid sources/consumerism - Consumer Health - Risk Behaviors vs Cumulative Risk - Learning styles - Health advocacy		
2	Lesson Titles:	National Health Standards Met:	Illinois Health Standards Met:
Mental Health & Stress	- How do we define mental health? - Brief history of mental illness - Self esteem	1, 2, 3, 4, 5, 6, 7, 8	22.A.4b, 22.A.5ac, 22.D.4a, 22.D.5a

	- Common mental disorders: causes, symptoms and treatment		
	- Kubler Ross Stages of grief - Maslow's hierarchy of needs - Coping skills - Mental illness stereotypes/stigmas - When/how to seek help for self or others - Resources (school, local, state, national) - Personality types		
	- Definitions - Stressors - Eustress vs distress - long & short term effects of stress (psychological & physiological) - Common emotions - Stages of sleep - Depression	1, 2, 3, 4, 5, 6, 7, 8	
	- Coping mechanisms - Altering perceptions of stress - Importance of Sleep - Suicide - When/how to seek help for self or others - Societal stigmas		
3	Lesson Titles:	National Health Standards Met:	Illinois Health Standards Met:
Sexuality & Reproduction	- Healthy vs unhealthy relationships - Types of relationships	1, 2, 3, 4, 5, 6, 7, 8	22.A.4ab, 22.A.5abc, 22.B.5a, 22.D.4a, 22.D.5a,

	- Sex/Gender/Identity/Expression - Relationship goals - Dating - When/how to seek help for self or others - Sex Trafficking - Assault awareness and prevention - Mandated Reporting - Jeanne Clery Act		23.B.4a, 23.B.5a, 23.C.4a, 23.C.5a, 24.A.4b, 24.B.4a, 24.B.5a, 24.C.4a, 24.C.5a
	- Rules & expectations - Media portrayals - Refusal skills - Health disparities		
	- Male & female reproductive systems (anatomy & function) - Self-care & regular check ups - Menstruation - Abstinence - Contraception - Conception - Stages of pregnancy - Prenatal care - Abandoned Newborn Infant Protection Act - Safe Haven Law (Abandoned Newborn Infant Protection Act) - Erin's Law - State laws & local resources (ie. County Health Department) - Drug effects on fetus - STI Transmission - Common STI's, signs & symptoms, treatment (bacterial vs viral vs parasitic; treatable vs curable) - HIV PrEP & PEP	1,2, 3, 4, 5, 6, 7, 8	
	-Postpartum depression - abuse during pregnancy (effects on mother and baby)		

	- Sexual misconduct - Media portrayal - Societal stigmas - Intersectionality - Childless couples/Foster/Adoption		
4	Lesson Titles:	National Health Standards Met:	Illinois Health Standards Met:
Addiction (alcohol, tobacco & other drugs)	- Psychological & physiological addiction - Effects on the body (acute & chronic) - Illicit drug categories - Prescription & OTC drugs - Anabolic steroids	1, 2, 3, 4, 5, 6, 7, 8	22.A.4ab, 22.A.5abc, 22.B.4a, 22.B.5a, 22.D.4a, 23.A.4a, 23.B.4a, 23.B.5a, 24.B.4a, 24.B.5a, 24.C.4a, 24.C.5a
	- Avoidance & prevention strategies - Legal ramifications - Current drug use trends (ie. fentanyl) - Treatment (inpatient vs outpatient) - Drug use effect on personal goals - When/how to seek help for self or others		
	- Respiratory system - Dental/oral health issues - Effects on pregnancy - E-cigarettes/JUULs/Vaping - Genetic predisposition - Legal ramifications - Smoke Free Illinois Act		
	- Peer pressure		

	- Media influences - Binge drinking vs alcoholism - Cessation strategies - AA/Alateen/Alanon - When/how to seek help for self or others		
5	Lesson Titles:	National Health Standards Met:	Illinois Health Standards Met:
Nutrition & Weight Management	- Macro & Micro Nutrients/H2O - Digestive system (basic anatomy & physiology) - oral care and hygiene - Caloric value - Dietary guidelines - Eating disorders - Genetics - Lifetime fitness (PE) - Types of exercise (PE)	1, 2, 3, 4, 5, 6, 7, 8	22.A.4, 22.A.5, 22.B.5, 22.C.5, 23.A.4, 23.A.5
	- Self-assessment - Food label analysis - Nutrition advocacy - Meal planning - Fad diets - Food Safety - Supplements (i.e. protein, caffeine, herbs) - Evaluating resources		
6	Lesson Titles:	National Health Standards Met:	Illinois Health Standards Met:
Communicable &	- Cardiovascular Disease - Behavioral risk factors/genetics - Cancer screening (CAUTION)	1, 2, 3, 4, 5, 6, 7, 8	22.A.4, 22.A.5, 22.B.5

non-communicable diseases	- Types of cancer - Treatment - Organizations: WHO, CDC, NIH - Local and state resources/agencies - Effect on life expectancy		
	- Current trends U.S. & worldwide - Framingham Heart Study - Personal risk assessment - Immunizations - Hygiene & personal care - local, state, national resources		
	- Virus vs Bacteria - Immune system - Illness prevention - Quality vs quantity of life	1, 2, 3, 4, 5, 6, 7, 8	
	- Recognizing the signs & symptoms of an allergic reaction, including anaphylaxis; the steps to take to prevent exposure to allergens; and safe emergency epinephrine administration - Recent & future technology - Effect on life expectancy		
7	Lesson Titles:	National Health Standards Met:	Illinois Health Standards Met:
Violence & Unintentional Injuries	- Abuse definitions - CPR/First Aid/AED - ARC, AHA - Safety in the home - Public safety/community advocacy - Avoiding accidents	1, 2, 3, 4, 5, 6, 7, 8	22.A.4, 22.C.5, 23.A
	- Personal Safety - Risk factor survey - Coping strategies		

	- Cultural/media influence on violence - When/how to seek help for self or others - assault awareness & prevention		
8	Lesson Titles:	National Health Standards Met:	Illinois Health Standards Met:
Environmental Health	- Natural disasters (types, survival, preparation) - American Red Cross relief - Current environmental practices - Long and short term impact of pollution - Alternative energy - Media influence (i.e. 1971 “crying Indian” commercial)	1, 2, 3, 4, 5, 6, 7, 8	22.C.4, 22.D.5
	- Current environmental concerns - Public Health policies - Proposed solutions - Local community involvement - Community Emergency Response Team (CERT)		
9	Lesson Titles:	National Health Standards Met:	Illinois Health Standards Met:
Health Across the Life Span	- Cultural/media views on aging - Erikson’s Stages of Psychosocial development	1, 2, 3, 4, 5, 6, 7, 8	22.A.4, 22.B.4

	- Maximizing quality & quantity of life - Dementia/Alzheimers - End of life issues		
	- Caring for the elderly - Elder abuse - “sandwich generation” - financial considerations - When/how to seek help for self or others - Health Careers		

The Centers for Disease Control and Prevention (the C.D.C.) National Health Education Standards

<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

<u>Standard 1</u>	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.12.1	Predict how healthy behaviors can affect health status.
1.12.2	Describe the interrelationships of emotional, intellectual, physical, and social health.
1.12.3	Analyze how environment and personal health are interrelated.
1.12.4	Analyze how genetics and family history can impact personal health.
1.12.5	Propose ways to reduce or prevent injuries and health problems.
1.12.6	Analyze the relationship between access to health care and health status.
1.12.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
1.12.8	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
1.12.9	Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
<u>Standard 2</u>	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
2.12.1	Analyze how the family influences the health of individuals.

2.12.2	Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
2.12.3	Analyze how peers influence healthy and unhealthy behaviors.
2.12.4	Evaluate how the school and community can affect personal health practice and behaviors.
2.12.5	Evaluate the effect of media on personal and family health.
2.12.6	Evaluate the impact of technology on personal, family, and community health.
2.12.7	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
2.12.8	Analyze the influence of personal values and beliefs on individual health practices and behaviors.
2.12.9	Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
2.12.10	Analyze how public health policies and government regulations can influence health promotion and disease prevention.
<u>Standard 3</u>	Students will demonstrate the ability to access valid information, products, and services to enhance health.
3.12.1	Evaluate the validity of health information, products, and services.
3.12.2	Use resources from home, school, and community that provide valid health information.
3.12.3	Determine the accessibility of products and services that enhance health.
3.12.4	Determine when professional health services may be required.
3.12.5	Access valid and reliable health products and services.
<u>Standard 4</u>	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
4.12.1	Use skills for communicating effectively with family, peers, and others to enhance health.
4.12.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
4.12.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
4.12.4	Demonstrate how to ask for and offer assistance to enhance the health of self and others.
<u>Standard 5</u>	Students will demonstrate the ability to use decision-making skills to enhance health.

5.12.1	Examine barriers that can hinder healthy decision making.
5.12.2	Determine the value of applying a thoughtful decision-making process in health-related situations.
5.12.3	Justify when individual or collaborative decision making is appropriate.
5.12.4	Generate alternatives to health-related issues or problems.
5.12.5	Predict the potential short-term and long-term impact of each alternative on self and others.
5.12.6	Defend the healthy choice when making decisions.
5.12.7	Evaluate the effectiveness of health-related decisions.
<u>Standard 6</u>	Students will demonstrate the ability to use goal-setting skills to enhance health.
6.12.1	Assess personal health practices and overall health status.
6.12.2	Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
6.12.3	Implement strategies and monitor progress in achieving a personal health goal.
6.12.4	Formulate an effective long-term personal health plan.
<u>Standard 7</u>	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
7.12.1	Analyze the role of individual responsibility for enhancing health.
7.12.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
7.12.3	Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
<u>Standard 8</u>	Students will demonstrate the ability to advocate for personal, family, and community health.
8.12.1	Utilize accurate peer and societal norms to formulate a health-enhancing message.
8.12.2	Demonstrate how to influence and support others to make positive health choices.
8.12.3	Work cooperatively as an advocate for improving personal, family, and community health
8.12.4	Adapt health messages and communication techniques to a specific target audience.

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The Centers for Disease Control and Prevention (the C.D.C.) “Characteristics of an Effective Health Education Program”

	The Centers for Disease Control and Prevention has created a list of 15 “Characteristics of an Effective Health Education Curriculum.” http://www.cdc.gov/healthyschools/sher/characteristics/index.htm <u>Here is how this program meets these expectations:</u>	
	CDC Trait:	Examples in this Curriculum:
1	Focuses on clear health goals and related behavioral outcomes.	This curriculum is standards based and meets all of the Illinois state standards. It also meets all 46 National and all 20 Common Core Standards. Instructional strategies and learning

		experiences are related to behavioral outcomes of these standards.
2	Is research-based and theory-driven.	This curriculum utilized substantial research and surveys, current peer reviewed data, learning targets, mental illness research, brain psychology research, healthy youth surveys, C.D.C. statistics, HIV/AIDs current statistics/new U.S.D.A. food label, etc.
3	Addresses individual values, attitudes and beliefs.	Instructional strategies motivate students to examine personal perspectives, and consider new arguments. Individual reflection and follow up class discussions in lessons promote opinions and values. Lessons promote positive life values, and several risk behaviors surveys, and protective factors surveys challenge students to change behaviors, and overcome past behaviors and/or negative influences. Case studies include true stories of harmful decisions and their outcomes.. Current beliefs, attitudes and misconceptions on drugs, alcohol, tobacco, cutting, sexual activity, bullying, tanning beds, eating disorders, and more are challenged and often corrected.
4	Address individual and group norms that support health-enhancing behaviors.	The curriculum uses many local school, state, national and world statistics to present the truth to students. Statistics in the “Sex Ed. Unit” for instance show students that because teens overestimate the number of peers who are having sex (statewide it’s only 50% compared to their guesses of 80% or higher) teens feel pressured to have sex. This curriculum has many self-assessing surveys for teens to accurately assess risk taking behaviors. Anonymous surveys help address local group norms and the reality that many fewer peers are actually using substances than is thought.
5	Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.	There are many ways that risk and protective factors are assessed in this curriculum. For example, multiple risk factors for communicable and non-communicable diseases are addressed in the Disease Unit. Exposure to unhealthy behaviors and promoting protective factors is in almost every unit.
6	Addresses social pressures and influences.	This curriculum analyzes personal and social pressures. Topics include: the role of peer pressure, stress, bullying, drugs,

		alcohol and drug use, unhealthy eating, the media, miscommunication, dangers of poor decisions, racial bias, hurting our environment, and the stigmas associated with mental and emotional problems.
7	Builds personal competence, social competence, and self efficiency by addressing skills.	Communication skills, refusal skills, media literature manipulation awareness, decision-making, goal setting, self-esteem, self-control and self-management are all interwoven throughout each unit. Case studies, practice scenarios, problem-solving, feedback, reflection, and reinforcement are all used to stress personal competence. Surveys and ways to improve student skills are utilized in multiple lessons.
8	Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.	Factual data and current trends are presented in every unit. In addition, decision making skills are developed throughout the curriculum. Students are also taught how to seek out health related information from sources which are both valid and reliable.
9	Uses strategies designed to personalize information and engage students.	This curriculum is designed around student engagement. There are many examples of interactive activities (i.e. food label analysis), projects, surveys, online scavenger hunts, group activities, unit review games, etc.. Every learning style is utilized in this program.
10	Provides age-appropriate and developmentally-appropriate information, learning strategies, teaching models, and materials.	The curriculum is appropriate for 9 th & 10 th grade High School students. It targets the students where they are socially, mentally, and emotionally. A variety of grade appropriate teaching models and strategies are used.
11	Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.	This curriculum is culturally inclusive. Cultural issues (i.e. body image, family structures, violence) are addressed in the several units when discussing labels, stereotypes and prejudices. A respect and celebration of differences, and a pride in students' own unique cultural identity is promoted.
12	Provides adequate time for instruction and learning.	This curriculum is designed for one semester and is based on 55-minute classes, but teacher directions are flexible and offer lots of flexibility for teachers to add material, combine units, and present topics in a different order. Lessons can be easily

		adjusted to accommodate for time constraints and student needs.
13	Provides opportunities to reinforce skills and positive health behaviors.	Skills are reinforced through projects, scenarios, case studies, personal reflection, current event articles and reflection, lectures, note-taking, partner discussion, class discussion, group work, online research, and other activities.
14	Provides opportunities to make positive connections with influential others.	Guest speakers may be utilized in several units. Having administration share with classes about bullying, harassment, and school policy and consequences, and procedures if it's happening to you is one example. The School Resource Officer (SRO) could come and share the legal consequences of drinking and driving, D.U.I.s, cyber bullying, harassment, and any other teen behaviors that are illegal. Paramedics or fire fighters to teach first aid and C.P.R and emergency preparedness.; guest speakers on cancer, sexual decisions, HIV/AIDS, sexual assault and abuse, school nurse, local nurses, doctors, and other professionals to share with classes are all suggested and encouraged.
15	Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning.	OTHS offers a variety of professional development opportunities throughout the year. The local Regional Office of Education is another valuable resource. There are also many opportunities for online classes and professional development. Obtaining National Board Certification and/or becoming/maintaining the Certified Health Education Specialist (CHES) credential is another option. Teachers are also encouraged to join national, state, and local organizations such as the National Commission for Health Education Credentialing (NCHEC) and the Society for Public Health Education (SOPHE). Teachers are also to collaborate with teachers within the district as well as teachers at other schools to obtain new ideas, strategies, and assessment strategies.

**Common Core State Standards for English Language Arts
& Literacy in History/Social Studies, Science,**

and Technical Subjects | ELA College and Career Anchor Standards

<http://www.corestandards.org/ELA-Literacy/>

	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Incorporate narrative elements effectively into arguments and informative/ explanatory texts. <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</i>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	Reading Grades 9/10	ELA College and Career Anchor Standards for Reading
1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	Assess how point of view or purpose shapes the content and style of a text.
7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	Read and comprehend complex literary and informational texts independently and proficiently.
ELA College and Career Readiness Speaking and Listening Standards		
1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	