

HEALTH EDUCATION ROAD MAP

Health Education – Semester Course
Course Road Map

Course Goals:

1. Present a variety of health terminology/vocabulary throughout the semester. (*i.e. health, wellness, risk behavior, stress, stressor, drug abuse, drug misuse, addiction, dependence, ovary, testicle etc.*)
2. Teach skills in decision making and acquiring knowledge to assist in the decision-making process. (*i.e. impacts of decisions pertaining to sexting.*)
3. Develop skills to be able to promote health.
4. Develop knowledge and skills to help manage and address stress.
5. Develop knowledge and skills to enhance communication skills.
6. Develop knowledge and skills to create safe and healthy relationships.
7. Develop knowledge and skills to use in life saving emergency situations.
8. Develop knowledge and skills to make healthier food choices
9. Present knowledge about the health effects of alcohol, tobacco and other drugs and the skills to resist peer pressure.
10. Develop knowledge and skills regarding sexual health and developments in order to reduce the risk of unintended pregnancy and STD's

Formative Assessments:

Students will complete daily bell work over lesson objects to assess for mastery of content before moving onto the next lesson

HEALTH EDUCATION ROAD MAP

Unit1 (Health Promotion) (3weeks)

Illinois Health Standards:

State Goal 22: Understand principals of health promotion and the prevention and treatment of illness and injury.

State Goal 24: Promote and enhance health and well-being through the use of effective communications and decision-making skills.

Public Act 102-0412 – Sexting Education

Unit 1 Objectives:

- 1. Students will be able to define the unit 1 key terms. (1)*
- 2. Students will be able to identify factors used to evaluate health. (1,3)*
- 3. Students will be able to compare and contrast healthful and risk behaviors. (1, 2, 3)*
- 4. Students will be able to name and define the six dimensions of health. (1, 3)*
- 5. Students will be able to define health status and identify four factors that affect health status and provide examples. (1, 3)*
- 6. Students will be able to define health literacy and list the steps in building health literacy. (3)*
- 7. Students will be able to access reliable health information and use reliable sources to gain health information. (3)*
- 8. Students will be able to name the steps in the decision making model and apply the steps to aid them in making a personal decision. (2)*

Lessons:

- Health and wellness (Key terms) (1, 3)
- Dimensions of health P.I.E.E.S.S. (2 days) (1, 3)
- Evaluating health, types of health behaviors (1, 2, 3)
- Factors that influence health status (2 days)(1, 3)
- Health resources (2 days) (3)
- Decision making model (2 days) (2)

HEALTH EDUCATION ROAD MAP

Unit 2 (Stress Management) (3.5 weeks)

Illinois Health Standards:

State Goal 22.A.4b: Analyze possible outcomes of effective health promotion and illness prevention (e.g. reduction in stress, improved fitness, lessened likelihood of injury and illness).

State Goal 23.B.4a: Explain immediate and long-term effects of health habits on the body systems such as stress management and emotional health.

Unit 2 Objectives:

- 1. Students will be able to define and understand key terms pertaining to stress (i.e. stress, stressor, eustress, distress) (c.g 1/4)*
- 2. Students will be able to name and define the stages of stress*
- 3. Students will be able to identify illnesses linked to stress and explain the relationship between stress and illness. (c.g 4)*
- 4. Students will be able to define defense mechanism and explain why they are used (c.g. 1/4)*
- 5. Students will be able to explain why defense mechanisms are sometimes helpful, but sometimes harmful. (c.g 1/4)*
- 6. Student will be able to name and define ten defense mechanisms used to cope with difficult emotions. Students will be able to provide examples of how these are used. (c.g. 1/4)*
- 7. Students will understand the permanence of suicide and why it is not a solution to stress. (c.g 2)*
- 8. Students will be able to identify and explain four unhealthy coping strategies. (c.g 2/4)*
- 9. Students will be able to identify and explain seven healthy stress management techniques. (c.g 2/4)*
- 10. Students will be able to name and define the stages of grief. (c.g. 4)*

Lessons:

- Stress assessment (Stress Essay) (4)
- Define key terms (1, 4)
- Stages of Stress (4)
- Stress and illness (4)
- Warning Signs of stress (4)
- Individual Responses to stress (4)
- Defense mechanisms (2 days) (1, 4)
- Unhealthy Coping Strategies (2, 4)
- Suicide Prevention (2, 4)
- Stress management techniques (2, 4)
- Death and Dying (4)
- Bullying activity (5)
- Yarn activity (5)

HEALTH EDUCATION ROAD MAP

Unit 3 (CPR/AED and 1st aid) 1 week

Illinois Health Standards:

State Goal 22.A.4c: Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community. (CPR, AED)

Unit 3 Objectives:

1. *Students will be able to recite the steps in Adult CPR (7)*
2. *Students will be able to demonstrate the proper technique of administering compressions. (7)*
3. *Students will be able to demonstrate the proper technique of administering rescue breaths. (7)*
4. *Students will be able to demonstrate a full sequence of Adult CPR, including all steps. (7)*
5. *Students will be able to recite the location of the AED's on campus. (7)*
6. *Students will be able to recite proper use of an AED. (7)*

Lessons:

- AHA Heartsaver First Aid CPR AED DVD set (7)
- CPR AED Skill practice/formative assessment (7)
- CPR Practicum

HEALTH EDUCATION ROAD MAP

Unit 4 (Nutrition) 3 weeks

Illinois Health Standards:

State Goal 23.A.4a: Explain how body system functions can be maintained and improved through exercise, and nutrition.

State Goal 23.B.4a: Explain immediate and long-term effects of health habits on the body systems such as diet and disease.

Unit 4 Objectives:

1. *Students will be able to identify define nutrients, metabolism, calorie, calorie dense and nutrient dense. (1,8)*
2. *Student will be able to name the six basic nutrients. (1,8)*
3. *Students will be able to name the energy nutrients and how many calories per gram they contain. (1,8)*
4. *Students will be able to calculate how many calories come from each energy nutrient. (1,8)*
5. *Students will be able to identify the percentage of calories that should come from each nutrient. (8)*
6. *Given a specific calorie diet, students will be able to calculate how many calories should come from each nutrient. (8)*
7. *Students will be able to explain the function of carbohydrates. (2,8)*
8. *Students will be able to identify different types of carbohydrates and their functions. (2,8)*
9. *Students will be able to explain the function of protein/amino acids. (2,8)*
10. *Students will be able to identify different types of amino acids/protein food. (2,8)*
11. *Student will be able to explain the function of fats. (2,8)*
12. *Students will be able to compare and contrast different types of fat. (2,8)*
13. *Students will be able to explain the dangers of high cholesterol. (2,8)*
14. *Students will be able to compare and contrast HDL and LDL.(1,2,8)*
15. *Students will be able to identify ways to maintain healthy cholesterol levels. (2,8)*
16. *Students will be able to compare and contrast fat soluble vs water soluble vitamins. (1, 8)*
17. *Students will be able to explain the benefit of various vitamins. (ADEK and BC) (2,8)*
18. *Students will be able to explain the function of various minerals and water (calcium, iron, sodium, potassium.) (2,8)*
19. *Students will be able to understand and read food labels. (2, 8)*
20. *Students will be able to identify various health conditions linked to a poor diet. (2, 8)*

Lessons:

- Key Terms - 6 Basic nutrients/ energy nutrients (1, 2, 8)
- Carbohydrates (2, 8)
- Protein (2, 8)
- Fats/Cholesterol (2, 8)
- Good fat vs. bad fat (article) (2, 8)
- Vitamins (2, 8)
- Minerals and Water (2, 8)
- How to read a food label (2, 8)
- Illnesses related to diet (8)
- Eating Disorders (1, 8)

HEALTH EDUCATION ROAD MAP

Unit 5 (Tobacco, Alcohol and other drugs) 4 Weeks

Illinois Health Standards:

State Goal 23.B.4a: Explain immediate and long-term effects of health habits on the body systems such as drug abuse.

State Goal 24.B.4a: Explain how decision making affects the achievements of individual health goals.

HB 3202: – E-Cigarettes Health Education

Unit 5 Objectives:

1. *Students will be able to define key terms for the unit (i.e. drug, drug abuse, drug misuse, prescription, otc drug, tolerance, addiction ect) (1,9)*
2. *Students will be able to identify whether drug use is appropriate or drug abuse vs drug misuse. (1,2,9)*
3. *Students will be able to explain how drugs affect the brain and lead to addiction. (1,2,9)*
4. *Student will be able to name the six categories of abused drugs. (1,9)*
5. *Students will be able to provide examples of drugs in each category of drugs. (1, 9)*
6. *Students will be able to explain the various health effects of alcohol on the body (1,2,9)*
7. *Students will be able to identify several factors that impact blood alcohol concentration. (1,2,9)*
8. *Students will be able to explain how many drinks of alcohol the liver can handle in one hour. (1,2,9)*
9. *Students will be able to explain the various health effects of tobacco on the body (1,2,9)*
10. *Students will be able to identify various types of tobacco and vaping devices. (2, 9)*
11. *Students will be able to identify various toxic chemicals found in tobacco and vapes. (2,9)*
12. *Students will be able to identify health effects of tobacco and vaping products. (2,9)*
13. *Students will be able to explain the various health effects of various illicit drugs such as marijuana, cocaine, MDMA, meth, and heroin as well as prescription drugs. (1,2,9)*
14. *Students will be able to explain the how different illicit drugs affect the brains neurotransmission. (1,2,9)*

Lessons:

- Key terms (1, 9)
- Six categories of commonly abused drugs (1, 9)
- Alcohol (1, 2, 9)
- Fatal vision activity (2, 9)
- Tobacco and E-Cigarettes/Vaping devices (2, 9)
- Marijuana (1, 9)
- Cocaine/ Ecstasy (2, 9)
- Meth (2, 9)
- Prescription Drugs – Xanax, Promethazine, vicodin, oxycontin (2, 9)
- Heroin (2, 9)
- Brain and addiction (9)
- Synthetic drugs (K2 and Bath Salts) (2, 9)
- Video “Unguarded” (2, 9)
- Goal Setting (2, 9)

HEALTH EDUCATION ROAD MAP

Unit 6 (Sexual Reproduction) 4 Weeks

Illinois Health Standards:

State Goal 23: Understand human body systems and factors that influence growth and development.

State Goal 24.B.4a: Explain how decision making affects the achievements of individual health goals.

State Goal 24. A.4a: Describe the effects to personal safety of conflict and violence upon the health of individuals and families.

HB 3461: Grooming Curriculum

SB 0818: Comprehensive Health Education

Public Act 102-0522: – Comprehensive personal health and safety/Comprehensive sexual education

National Sex Education Standards: for 9th – 10th grade

Consent and Health Relationships

Anatomy & Physiology

Puberty and Sexual Development

Gender Identity & Expression

Sexual Orientation & Identity

Sexual Health

Intrapersonal Violence

Unit 6 Objectives:

1. *Students will be able to define key terms pertaining to male and female reproductive anatomy (i.e. penis, testicle, epididymis, vas deferens, ovary, uterus, etc (1,10)*
2. *Students will be able to correctly label the male and female reproductive anatomy. (1,10)*
3. *Students will be able to explain the path of the male sperm and female ovum. (2,10)*
4. *Students will be able to identify signs and symptoms of male and female reproductive conditions (2,10)*
5. *Students will be able to compare and contrast no risk, low risk, and high risk sexual behaviors. (2,10)*
6. *Students will be able to name various sexually transmitted diseases. (2,10)*
7. *Students will be able to compare and contrast various birth control methods. (2,10)*
8. *Students will be able to identify types of abuse and provide examples. (1, 2, 6)*
9. *Students will be able to compare and contrast healthy vs unhealthy relationships (2,6)*
10. *Students will be able to define consent as it pertains to sexual acts. (1, 6)*
11. *Students will be able to analyze scenarios to determine whether consent was given. (6)*

HEALTH EDUCATION ROAD MAP

Lessons:

- Male Reproductive Anatomy (1)
- Male Reproductive health (2 days) (1, 10)
- Female Reproductive Anatomy (1)
- Female Reproductive health (2 days) (1, 10)
- HIV/ STD's (2 days) (1, 2, 10)
- Contraceptives (2 days) (1, 2, 10)
- Benefits of Postponing Sexual intercourse (2,)
- Child Birth (video) (2, 10)
- Guest Speaker from JCHD or Shawnee Health (2, 10)
- Healthy vs Unhealthy Relationships (1, 2, 6)
- Abuse – Physical, emotional, sexual (1, 2, 6)
- Grooming (6)
- Define Consent (1,6)
- Guest Speaker from CPD on state and federal laws on intimate partner Violence (2, 6)
- Guest Speaker from Women's Center (2, 6)