

High School Health

Quarter/Unit 1 - E1) Mental/Emotional & Social/Emotional(Q1) Nutrition/Eating Disorders/Fad-Diets *Notation of E1, Q1 refers to the grading periods for a semester. E1 is noted for eligibility check purposes.

Big Ideas:

- Demonstrate self-protection and empowerment strategies to promote well-being
- Identify the difference between intentional and unintentional injuries
- Define the skills necessary to promote healthy life-long eating and fitness habits
- Categorize community resources, agencies, and related health careers

Essential Questions:

- How do I protect myself and others in risky or unsafe situations?
- How can I prevent injuries to myself and others?
- How do the decisions I make have an impact on my life-long wellness?

Skills:

- I can evaluate and understand how emotions, values, communication, and behaviors contribute to well-being, self-identity, self-esteem, and empathy.
- I can use strategies for effectively dealing with different forms of anger and stress (including conflict resolution, trauma, loss and grief).
- I can recognize mental health and behavioral disorders, including the causes, symptoms and treatment of depression and suicidality.
- I can identify characteristics of healthy, unhealthy, and abusive relationships. (dynamics of Domestic and Dating Violence and controlling behaviors)
- I can identify strategies and resources available for exiting an abusive relationship safely.
- I can apply decision making process to peer pressure situations, including taking responsibility for passive, assertive, and aggressive behaviors and their consequences. (including internet safety - personal information, cyberbullying, chatting)
- I can identify community resources and agencies and am familiar with various health related careers.
- I can define and evaluate the impact of life-long eating and daily fitness habits. (basic caloric needs, energy output, cardiovascular fitness, flexibility, muscular endurance and strength, body composition)
- I can utilize the Dietary Guidelines for Americans and My Plate to plan for moderation, balance and prioritizing personal nutrition. (nutritionally dense vs. empty calories)
- I can critique various diet choices, fads, media influences and their health impact.
- I can recognize potential red flags, symptoms, effects, and treatments of eating disorders.
- I can analyze the risks of performance enhancing drugs.

Each community has local resources that enhance and supplement the core program. The health teacher should be prepared to embed Consumer Health resources (agencies), Media and marketing tactics and Global health issues in each unit of study. A list of supplemental resources is provided in the appendix of this curriculum document.

CDC: 1,2,3,5,6,7,8

Alaska Health: A,B,C,D

AK ELA Standards: 9-12.RIT.6,9; 9-12.W.4, 9; 9-12.SL.1,4

Quarter 2/Unit 2 (E2) Disease Prevention, Drugs, Alcohol, Tobacco (Q2)Sexual Health *E2, Q2 refers to the grading periods for a semester. E2 is noted for eligibility check purposes.*

Big Ideas:

- Each of us go through physical and emotional stages in adolescence with changes in characteristics and developmental needs.
- Healthy habits and positive assets help prevent illness, injury and unhealthy risk taking behaviors.
- Categorize community resources and agencies and become familiar with various health related careers

Essential Questions:

- How does my family history and personal habits affect my health risks?
- Can I identify how healthy choices and unhealthy choices affect my family, friends, and other relationships?

Skills:

- I can explain the cause, methods of transmission, symptoms, diagnoses, treatment, and prevention of various common communicable and chronic diseases (including STIs under sexual health).
- I can recognize ways to manage communicable and chronic disease mentally and emotionally.
- I can recognize potential risks to my health through analyzing my family health profile.
- I can recognize the stages of addiction and contributing factors (use versus abuse, OTC, alcohol, tobacco, illegal).
- I can explain the difference between different drug categories and their effects on the body including depressants, stimulants, narcotics, hallucinogens).
- I can recognize that there is a connection between cognitive, social, emotional, and physical developments in adolescence.
- I can identify the male and female reproductive organs and their functions.
- I can recognize practices that protect reproductive health and prevent disease.
- I can weigh the pros and cons of various pregnancy prevention methods, emphasizing the importance of abstinence and the impact of teenage pregnancy and parenting.
- I can describe the effects of alcohol and other drugs on fetal development.

Each community has local resources that enhance and supplement the core program. The health teacher should be prepared to embed Consumer Health resources (agencies), Media and marketing tactics and Global health issues in each unit of study. A list of supplemental resources is provided in the appendix of this curriculum document.

CDC: 1,2,3,4,5,6,7,8

Alaska Health: A,B,C,D

AK ELA Standards: 9-12.RIT.6,9; 9-12.W.4, 9; 9-12.SL.1,4

Note:

We, the KPBSD Health Curriculum Committee understand that Socio/Emotional Health should be taught every year, and that this information being taught in only one semester does not meet the need of our students' emotional and social health. It is in the best interest of our students to revisit topics such as safety, harassment, bullying, and suicide over the course of their high school career so we can help support students with the social, emotional, and physical changes they encounter. We recommend a sub-committee consisting of teachers, school counselors, nurses, administrators and psychologists be established to develop modules for school based program covering these topics. These modules would be required for all students each year.

