

Unit/Topic	National Health Education Standard	Essential Skills: What do students absolutely need for the next level?	Resources Used	Assessment
<p>Health & Wellness -Wellness -Health Skills -Stress -Heart Disease -Cancer</p>	<p>1.12.2. Describe the interrelationships of emotional, intellectual, physical, and social health. 1.12.4. Analyze how genetics and family history can impact personal health. 1.12.9. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. 5.12.4. Generate alternatives to health-related issues or problems. 6.12.1. Assess personal health practices and overall health status. 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.</p>	<p>-Analyze the interrelationships of physical, mental/emotional, and social health -Explore risk factors and evaluate the short/long term consequences of health choices -Understand the nature of stress and its impact on health and behavior -Recognize the stressors and signs of stress in personal lives -Define, identify different types of, and discuss signs and symptoms of heart disease -Explain how lifestyle choices can increase the risk for cancer -Identify the different impacts cancer can have on the body</p>	<p>Glencoe Health Textbook Teens Health - Stress Kids Health - Heart Disease Heart Attack/Stroke Symptoms CDC - Heart Disease HDL/LDL Cholesterol Video What Happens During a Heart Attack? TedEd</p>	<p>Worksheets Quizzes Test</p>

<p>Mental Health</p>	<p>1.12.9. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. 2.12.3. Analyze how peers influence healthy and unhealthy behaviors. 3.12.4. Determine when professional health services may be required. 4.12.1. Use skills for communicating effectively with family, peers, and others to enhance health. 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. 5.12.4. Generate alternatives to health-related issues or problems. 6.12.1. Assess personal health practices and overall health status. 7.12.2. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p>	<p>-Explore the differences between the myths and realities of mental illness -Identify some ways of overcoming stigma and promoting a realistic understanding of mental illness -Understand some of the basic concepts involved in normal brain function, and the role the brain plays in determining our thoughts, feelings and behaviours -Understand that mental health and mental illness both include a wide range of states -Understand that a mental illness changes many aspects of a person’s life (cognition, perception, emotions, physical functions, signaling (reactions to the environment) and behaviors) and causes that person difficulty in functioning -Gain a better understanding of the symptoms, causes, treatments and other supports for specific mental illnesses that are common among adolescents -Recognize, on a more personal level, the way mental illnesses can impact on a person’s life -Appreciate the importance of getting help and proper treatment</p>	<p>Mental Health & High School Curriculum Teen Mental Health</p>	<p>Pre/Post Test Student Evaluation</p>
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	<p>7.12.3. Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p> <p>8.12.2. Demonstrate how to influence and support others to make positive health choices.</p>			
<p>Violence & Injury</p> <ul style="list-style-type: none"> -Concussions -Internet Safety -Healthy Relationships -Safe Driving 	<p>1.12.9. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.</p> <p>2.12.3. Analyze how peers influence healthy and unhealthy behaviors.</p> <p>2.12.5. Evaluate the effect of media on personal and family health.</p> <p>2.12.6. Evaluate the impact of technology on personal, family, and community health.</p> <p>2.12.9. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>4.12.2. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>5.12.4. Generate alternatives to health-related issues or problems.</p> <p>7.12.2. Demonstrate a variety of healthy practices and behaviors that will maintain or</p>	<ul style="list-style-type: none"> -Recognize the signs/symptoms of concussion -Identify prevention strategies and treatment options for concussions -Recognize some of the techniques used by online predators to groom and lure others -Identify the dangers of meeting online friends -Apply strategies/steps to take to protect oneself online -List types of personal information that is not safe to share online -Identify the characteristics of healthy/unhealthy relationships and factors that might influence their development -Identify common patterns of teen dating abuse and the warning signs of an abusive relationship -Identify/understand the risks associated with distracted driving -Recognize unsafe driving situations 	<p>League of Denial: The NFL's Concussion Crisis / Concussion movie</p> <p>CDC: HEADS UP</p> <p>Protecting the Brain Against Concussion TEDTalk</p> <p>NetSmartz</p> <p>Healthy Relationships-The Hotline</p> <p>Healthy Relationships-Love is Respect</p> <p>Oprah's America's New Deadly Obsession Episode</p> <p>Classroom Law Project: Distracted Driving</p>	<p>Worksheets</p> <p>Self-Assessment</p>

Subject: **Health**

Grade: **11th & 12th**

Month: **September/October**

	<p>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. 8.12.2. Demonstrate how to influence and support others to make positive health choices.</p>		<p>End Distracted Driving</p>	
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