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| **CMSD 9-12 HEALTH EDUCATION CURRICULUM MAP** |

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| **UNDERSTANDING HEALTH AND WELLNESS – 4 DAYS** **Glencoe Health Chapter 1: Login to CMSD Office 365, Login to Clever, Click McGraw-Hill, Click Glencoe Health** |
| **Lesson 1:** **A Healthy Foundation** | **NHES Performance Indicators:** 1.12.1, 1.12.2, 5.12.6, 6.12.1, 6.12.4, 7.12.1, 7.12.3, 8.12.1, 8.12.2, 8.12.3 |
| **Lesson Objectives:*** Define health and wellness.
* Identify and define the dimensions of wellness (e.g., physical, mental, emotional, spiritual, and social).
* Analyze how each dimension of wellness is independent, yet interdependent.
* Examine the health continuum and identify how to apply it on a daily basis.
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| **Lesson 2:****Identifying what affects Health** | **NHES Performance Indicators:** 1.12.3, 1.12.4, 1.12.7, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.8, 5.12.1, 5.12.5, 6.12.1, 6.12.3, 6.12.4, 7.12.1, 7.12.2, 7.12.3 |
| **Lesson Objectives:*** Analyze the following influences on health: heredity, culture, environment, social environment, attitude, behavior, media and technology.
* Predict the potential long-term and short-term impact of media on attitude and behavior.
* Use a one-day log to monitor the influence that technology plays in regard to your behavior.
* Describe how behavior is a choice.
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| **Lesson 3:****Health Risks and Your Behavior** | **NHES Performance Indicators:** 1.12.1, 1.12.5, 1.12.8, 1.12.9, 2.12.7, 2.12.8, 2.12.9, 6.12.1, 7.12.2, 7.12.3 |
| **Lesson Objectives:*** Define risk behaviors, cumulative risks, prevention, abstinence, and lifestyle factors.
* Evaluate the effect of media and technology on the promotion of risk behaviors.
* Propose ways to reduce the use of risk behaviors on a daily basis.
* Analyze personal risk behaviors and lifestyle factors and how they can be replaced by healthy behaviors.
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| **Lesson 4:****Promoting Health and Wellness** | **NHES Performance Indicators:** 1.12.6, 1.12.7, 2.12.4, 2.12.7, 2.12.10, 3.12.1, 3.12.2, 3.12.5, 5.12.1, 5.12.2, 5.12.4, 6.12.3, 6.12.4, 6.12.5, 7.12.1, 8.12.2 |
| **Lesson Objectives:*** Define health literacy.
* Detail the importance of becoming health literate for long-term wellness.
* Formulate and utilize a daily health/wellness journal including activities that envelop the five dimensions of wellness.
* Demonstrate how being a critical thinker and an effective communicator can increase health literacy.
* Evaluate the concept of “what you consistently plant or invest on a daily basis” is what you will “consistently grow” in each dimension of wellness.
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| **ACHIEVING MENTAL AND EMOTIONAL HEALTH – 3 DAYS** **Glencoe Health Chapter 3: Login to CMSD Office 365, Login to Clever, Click McGraw-Hill, Click Glencoe Health** |
| **Lesson 1:** **Developing Your Self-Esteem** | **NHES Performance Indicators:** 1.12.1, 1.12.2, 2.12.7, 2.12.8, 6.12.2, 6.12.4, 7.12.4 |
| **Lesson Objectives:*** Differentiate between emotional and mental health.
* Identify characteristics of positive emotional and mental health: Sense of belonging, sense of purpose, a positive outlook, self-sufficiency and health self-esteem.
* Evaluate the ways to develop self-esteem and self-awareness.
* Make a commitment to use “positive self-talk” every morning for one week. Keep the results in your journal.
* Analyze Maslow’s Hierarchy of Needs and evaluate the importance of understanding universal human needs.
* Explain why reaching self-actualization is a sign of positive personal development.
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| **Lesson 2:****Developing Personal Identity and Character** | **NHES Performance Indicators:** 1.12.1, 1.12.5, 2.12.8, 4.12.1, 6.12.4, 7.12.1, 7.12.2 |
| **Lesson Objectives:*** Define personal identity, role model, personality, character, integrity, and constructive criticism.
* Identify the traits of good character: Trustworthiness, respect, responsibility, fairness, caring, and citizenship.
* Recognize and analyze personal strengths and weaknesses.
* Evaluate the importance of identifying and developing a personal purpose in life.
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| **Lesson 3:****Expressing Emotions in Healthy Ways** | **NHES Performance Indicators:** 1.12.1, 1.12.2, 4.12.1, 4.12.2, 4.12.3, 7.12.2, 8.12.3 |
| **Lesson Objectives:*** Define emotions, hormones, hostility, empathy, and defense mechanisms.
* Identify common defense mechanisms, such as repression, regression, denial, projection, suppression, rationalization, and compensation.
* Work cooperatively as an advocate for utilizing empathy in family, peer, and societal interactions.
* Describe times in life where these defense mechanisms have been and may be utilized.
* Analyze how fear, guilt, anger and shame can be destructive to wellness.
* Identify activities to alleviate fear, anger, and shame (e.g., writing in a journal, relaxation techniques, music, art, etc.).
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| **NUTRITION FOR HEALTH – 4 DAYS** **Glencoe Health Chapter 10: Login to CMSD Office 365, Login to Clever, Click McGraw-Hill, Click Glencoe Health** |
| **Lesson 1:** **The Importance of Nutrition** | **NHES Performance Indicators:** 1.12.1, 1.12.2, 1.12.3, 1.12.5, 1.12.7, 1.12.8, 2.12.2, 2.12.3, 2.12.5, 3.1.2.1, 6.12.1, 6.12.2, 6.12.3, 6.12.4, 7.12.1, 7.12.2, 7.12.3, 8.12.3 |
| **Lesson Objectives:*** Define nutrition, nutrients, calorie, hunger, and appetite
* Differentiate between hunger and appetite.
* Use USDA and CDC resources to provide valid daily nutritional standards.
* Identify how using food to respond to emotions can be negative to overall wellness.
* Evaluate how food plays an important role in life: Family and culture, friends, time and money, and advertising.
* Investigate the amount of time and money that is invested in advertising to get consumers to purchase the food being advertised.
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| **Lesson 2:****Nutrients** | **NHES Performance Indicators:** 1.12.1, 1.12.2, 1.12.3, 1.12.5, 1.12.7, 3.12.1, 3.12.2, 6.12.1, 6.12.2, 6.12.3, 6.12.4, 7.12.1, 7.12.2, 7.12.3 |
| **Lesson Objectives:*** Define carbohydrates, fiber, proteins, cholesterol, vitamins, minerals, and osteoporosis.
* Identify the types and roles of carbohydrates, proteins, fats, vitamins, minerals and water.
* Explain the difference between water soluble and fat-soluble vitamins.
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| **Lesson 3:****Healthy Food Guidelines** | **NHES Performance Indicators:** 2.12.10, 3.12.1, 3.12.2, 5.12.4, 6.12.2, 6.12.3, 7.12.1, 7.12.2, 7.12.3 |
| **Lesson Objectives:*** Explain the purposes of the Dietary Guidelines for Americans and MyPlate.gov.
* Use USDA and CDC resources to provide valid daily nutritional standards.
* Analyze how the level of physical activity should balance out the calories in foods eaten.
* Identify “best choices” when eating fruits, vegetables, lean proteins, whole grains, and limiting the amount of food with fats, salt, and sugar.
* Explain why it is best to use nutrient-dense foods.
* Identify healthful eating patterns for eating breakfast, healthier snacks, and healthier choices when dining out.
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| **Lesson 4:****Nutrition Labels and Food Safety** | **NHES Performance Indicators:** 1.12.1, 1.12.2, 1.12.5, 1.12.7, 4.12.1, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.3 |
| **Lesson Objectives:*** Define food additives, foodborne illness, pasteurization, cross-contamination, food allergy, and food intolerance.
* Identify how to read food labels and the following words often used on these labels: “Free,” “low,” “light,” “reduced,” “high,” “good source of,” and “healthy.”
* Identify the difference between organic and non-organic food choices.
* Compare and contrast the nutritional values in frozen vs. fresh produce.
* Recognize sell by dates, use by or expiration dates, freshness dates, and pack dates.
* Identify foodborne illness and symptoms of foodborne illness.
* Recognize and utilize safe food temperatures and proper food handling.
* Differentiate between a food allergy and food intolerance.
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| **PHYSICAL ACTIVITY AND FITNESS – 1 DAY****Glencoe Health Chapter 12: Login to CMSD Office 365, Login to Clever, Click McGraw-Hill, Click Glencoe Health** |
| **Lesson 1:** **Benefits of Physical Activity** | **NHES Performance Indicators:** 1.12.2, 1.12.8, 1.12.9, 2.12.3, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2 |
| **Lesson Objectives:*** Define physical activity, physical fitness, exercise, and sedentary.
* Discuss the importance of a daily personal activity program.
* Describe and list some of the mental, emotional, and social benefits of physical activity.
* Evaluate the risks of being sedentary.
* Identify the importance of 60 minutes of daily moderate to vigorous physical activity (MVPA).
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| **HEALTH AND OPIOID PREVENTION EDUCATION (HOPE) CURRICULUM – 10 DAYS**[Register for the HOPE Curriculum](https://starttalking.ohio.gov/Schools/The-HOPE-Curriculum) [Access Additional HOPE Resources in Google Drive](https://drive.google.com/open?id=1bwAIkRIJ6jNavF5rk1qD_9R3PVrOg3IJ)  |
| **Lesson 1:** **Drug Use and Its Impact on You** | **Health Behavior Outcome(s):** Make choices about drugs that support a healthy lifestyle. |
| **NHES Performance Indicators:** AOD1.12.6, AOD1.12.7, AOD2.12.9 |
| **Lesson Objectives:*** Identify appropriate and inappropriate reasons why a person would use a drug.
* Analyze the trends of drug use by reviewing data from the Ohio Youth Risk Behavior Survey (YRBS) and identify group norms for drug use.
* Identify the negative social, physical and psychological impact of drug abuse.  Examples include: relationships with others; in the community; the health of the user; academic success; and future goals, including job/career performance and finances.
* Analyze at least two reasons why people abuse illegal or legal drugs and determine an alternative to combat each reason.
* Write a declarative sentence that summarizes at least one specific reason why they will not abuse drugs.
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| **Lesson 2:** **Addiction** | **Health Behavior Outcome(s):** Make choices about drugs that support a healthy lifestyle. |
| **NHES Performance Indicators:** AOD1.12.6, AOD1.12.7 |
| **Lesson Objectives:*** Identify stages of addiction and situations that could lead to the use of other drugs.
* List physical, psychological, and social consequences associated with drug addiction.
* Identify the influences of others on drug use, including those impacted by drug use.
* Analyze how drug addiction can lead to multiple unhealthy behaviors.
* State specific reasons that motivate themselves to be drug free; their “anti-drug.”
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| **Lesson 3:** **Proper Use of Prescription and OTC Medicines** | **Health Behavior Outcome(s):** Use prescription and OTC drugs properly. |
| **NHES Performance Indicators:** AOD1.12.1, AOD1.12.2, AOD5.12.2 |
| **Lesson Objectives:*** Differentiate between OTC and prescription drugs.
* Analyze the consequences associated with the abuse of prescription and OTC drugs.
* Identify proper steps for storage and disposal of OTC and prescription drugs.
* Apply knowledge about proper use and abuse to determine proper or improper use of prescription or OTC medicines in the scenarios.
 |
| **Lesson 4:** **Decision-Making** | **Health Behavior Outcome(s):** Make choices about drugs that support a healthy lifestyle. |
| **NHES Performance Indicators:** AOD5.12.1, AOD5.12.2, AOD5.12.3, AOD5.12.5, AOD5.12.6, AOD5.12.9 |
| **Lesson Objectives:*** Identify barriers to making decisions to be drug free.
* Describe the benefits associated with thoughtful decision making related to drug use.
* Analyze the best mode of decision-making (individual or collaborative) when making decisions related to drug use.
* Generate at least two alternatives when making decisions related to drug use.
* Identify short- and long-term consequences of alternatives when making decisions related to drug use.
* Evaluate the effectiveness of the decisions related to drug use on self and others.
* Select the healthiest option when making a decision and justify that decision.
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| **Lesson 5:** **Opioid Abuse Prevention** | **Health Behavior Outcome(s):** Prevent the use of opioid drugs such as heroin. |
| **NHES Performance Indicators:** AOD1.12.6, AOD1.12.7, AOD1.12.16, AOD2.12.2 |
| **Lesson Objectives:*** Identify negative short- and long-term physical, psychological and social effects of opioid use.
* Identify the impact of opioid use on relationships with others; the community; health of the user; other risky behaviors; academic success; and future goals, including finances and career opportunities.
* Analyze how culture supports and challenges drug use beliefs, practices and behaviors.
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| **Lesson 6:** **Influences on Drug Use** | **Health Behavior Outcome(s):** Prevent the use of opioid drugs such as heroin. |
| **NHES Performance Indicators:** AOD2.12.2, AOD2.12.3, AOD2.12.5, AOD2.12.6, AOD2.12.8 |
| **Lesson Objectives:*** Examine and consider how culture supports and challenges drug use beliefs, practices and behaviors.
* Identify how peers and perceptions of norms have an influence on healthy and unhealthy drug use behaviors.
* Analyze how drug use can influence the likelihood of engaging in other unhealthy behaviors.
* Recognize how laws, rules and regulations impact the actions of an individual related to drug use.
* Analyze the effect that law, media, and technology have on personal, family and community behaviors related to drug use.
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| **Lesson 7:** **Refusal Skills** | **Health Behavior Outcome(s):** Use refusal skills to stay drug free. |
| **NHES Performance Indicators:** AOD1.12.6, AOD4.12.1, AOD4.12.2, AOD4.12.4 |
| **Lesson Objectives:*** Identify the negative physical, psychological and social effects of drug use.
* Identify inappropriate use of prescription medicines. Suggest alternatives to inappropriate use.
* Demonstrate effective peer resistance, negotiation, communication and collaboration skills to avoid drug use.
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| **Lesson 8:** **Avoiding Driving or Riding with a Person Under the Influence** | **Health Behavior Outcome(s):** Avoid riding in a car with a driver who is under the influence. Avoid driving under the influence. |
| **NHES Performance Indicators:** AOD1.12.19, AOD1.12.20, AOD4.12.3, AOD5.12.8 |
| **Lesson Objectives:*** Analyze the dangers associated with driving under the influence to determine possible consequences.
* Identify decision points that require a healthy decision.
* Detail the importance of not riding with a driver who is under the influence.
* Identify what to do or say as a bystander seeing a person under the influence attempt to drive.
* Write an effective communication statement to avoid riding in a motor vehicle with a drive who is under the influence of other drugs.
* Choose a healthy alternative when making a decision related to riding in a motor vehicle with a driver who has been using drugs.
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| **Lesson 9:** **Getting Help** | **Health Behavior Outcome(s):** Support self and others to get help for drug addiction. |
| **NHES Performance Indicators:** AOD1.12.6, AOD1.12.7, AOD2.12.7, AOD2.12.10, AOD4.12.2 |
| **Lesson Objectives:*** Identify signs of drug use from each category; paraphernalia, appearance, behavioral symptoms.
* Identify and apply the strategies to help someone (friend, family, classmate, others) suffering from drug abuse.
* Identify and apply how to approach safe people at school and in the community to help with drug addiction for self or others.
* Use effective communication skills to support themselves and/or others who need help for their drug addiction.
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| **Lesson 10:** **Advocating to be Drug Free** | **Health Behavior Outcome(s):** Advocate for healthy behaviors |
| **NHES Performance Indicators:** AOD1.12.15, AOD4.12.2, AOD4.12.4, AOD8.12.2 |
| **Lesson Objectives:*** Develop drug-free messaging that persuades others to be drug-free by identifying short and long-term effects or benefits, identifies positive/negative consequences with an appropriate message.
* Identifies accurately both short and long-term effects or benefits/consequences in drug-free messaging.
* Communicate group norms for being drug free with supporting facts and data.
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| **TOBACCO – 3 DAYS** **Glencoe Health Chapter 20: Login to CMSD Office 365, Login to Clever, Click McGraw-Hill, Click Glencoe Health** |
| **Lesson 1:** **The Health Risks of Tobacco Use** | **NHES Performance Indicators:** 1.12.5, 1.12.7, 1.12.8, 2.12.7, 2.12.9, 3.12.2, 4.12.1, 5.12.1, 5.12.4, 5.12.6, 8.12.1, 8.12.4 |
| **Lesson Objectives:*** Define: addictive drug, nicotine, stimulant, carcinogen, tar, carbon monoxide, smokeless tobacco, leukoplakia.
* Examine the dangers and risks of tobacco use.
* Evaluate the different methods of transfer used with Tobacco and how each method has unique risks of its own.
* Methods of transfer, including cigarettes, cigars, pipes, smokeless tobacco.
* Identify the short-term and the long-term negative health effects of tobacco use.
* Describe financial, social, and legal costs of tobacco use.
 |
| **Lesson 2:** **Choosing to Live Tobacco-Free** | **NHES Performance Indicators:** 1.12.1, 1.12.5, 2.12.7, 2.12.9, 2.12.10, 3.12.2, 4.12.2, 4.12.3, 4.12.4, 5.12.1, 7.12.1 |
| **Lesson Objectives:*** Define nicotine withdrawal, nicotine substitutes, tobacco cessation programs.
* Identify the reasons why tobacco use has greatly declined in younger people.
* Describe the benefits of living a smoke-free lifestyle.
* Apply strategies for avoiding tobacco use.
* Ending the addiction cycle.
 |
| **Lesson 3:** **Promoting a Smoke-Free Environment** | **NHES Performance Indicators:** 1.12.1, 1.12.3, 2.12.5, 2.12.9, 2.12.10, 4.12.1, 5.12.6, 8.12.1, 8.12.2, 8.12.4 |
| **Lesson Objectives:*** Define environmental tobacco smoke (ETS), mainstream smoke, sidestream smoke.
* Analyze how mainstream smoke and sidestream smoke differ.
* Identify the health risks to nonsmokers.
* Describe the concept of creating a smoke-free society.
* Adapt health messages targeting the negative effects of tobacco and communicate this by the use of posters, brochures, or videos and communicate the information to peers, family, and your school community.
* List some of the benefits of “Healthy People 2020.”
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| **ALCOHOL – 3 DAYS** **Glencoe Health Chapter 21: Login to CMSD Office 365, Login to Clever, Click McGraw-Hill, Click Glencoe Health** |
| **Lesson 1:** **The Health Risks of Alcohol Use** | **NHES Performance Indicators:** 1.12.5, 1.12.8, 2.12.9, 4.12.1, 4.12.4, 5.12.1, 5.12.6, 8.12.2, 8.12.4 |
| **Lesson Objectives:*** Define ethanol, fermentation, depressant, intoxication, binge drinking, and alcohol poisoning.
* Identify the factors that influence the effects of alcohol.
* Examine personal and societal barriers that hinder healthy decision-making in regard to alcohol use.
* Discuss the depressant effects of alcohol on the whole person.
* Evaluate the dangers of alcohol addiction and alcohol and drug interactions.
* Identify and discuss the long-term effects of alcohol.
* Detail the effects of binge drinking and alcohol poisoning on the whole person.
 |
| **Lesson 2:** **Choosing to Live Alcohol-Free** | **NHES Performance Indicators:** 1.12.5, 2.12.1, 2.12.3, 2.12.5, 2.12.9, 2.12.10, 3.12.1, 4.12.2, 5.12.6, 7.12.1 |
| * Define psychological dependence, physiological dependence, alcohol abuse, and alcoholism.
* List factors that influence alcohol use.
* Evaluate how advertising influences the use of alcohol.
* Analyze the health risks of alcohol use in all aspects of life.
* Discuss the connections between alcohol and the law, violence, sexual activity, family, and education.
* Evaluate the negative factors that manifest when using alcohol.
* Identify the benefits of living alcohol-free.
* Practice role-playing behaviors in order to refuse alcohol.
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| **Lesson 3:** **The Impact of Alcohol Abuse** | **NHES Performance Indicators:** 1.12.2, 2.12.1, 2.12.2, 2.12.3, 2.12.10, 3.12.3, 4.12.1, 8.12.13 |
| * Define blood alcohol concentration (BAC), fetal alcohol syndrome (FAS), alcoholic, recovery, and sobriety.
* Analyze the dangers of driving while intoxicated and driving under the influence (DWI, DUI).
* Compare the alcohol content in beer (12 oz.), wine (5 oz.), and hard liquor (1.25 oz).
* Consider the social and financial ramifications that come with DUI and DWI.
* Identify the risks with alcohol and pregnancy.
* Describe the effects of fetal alcohol syndrome (FAS).
* Analyze the disease of alcoholism on the whole person.
* Analyze the disease of alcoholism in family and society.
* Identify and examine treatment options for alcohol abuse.
* Explain why staying abstinent from alcohol is a positive lifestyle choice.
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| **ILLEGAL DRUGS – 4 DAYS** **Glencoe Health Chapter 22: Login to CMSD Office 365, Login to Clever, Click McGraw-Hill, Click Glencoe Health** |
| **Lesson 1:** **The Health Risks of Drug Use** | **NHES Performance Indicators:** 1.12.8, 3.12.2, 4.12.1, 4.12.2, 8.12.4 |
| **Lesson Objectives:*** Define substance abuse, illegal drugs, illicit drug use, overdose, and addiction.
* Differentiate between legal drug use and illicit drug use, including the abuse of legal drugs.
* List the factors that influence teens regarding drug use.
* Examine how drugs affect the whole person.
* Identify other effects of drug use.
* Examine the consequences for the individual, family, friends, others, and society.
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| **Lesson 2:** **Marijuana, Inhalants, and Steroids** | **NHES Performance Indicators:** 1.12.8, 2.12.9, 3.12.1, 3.12.2, 5.12.6, 5.12.7, 7.12.3, 8.12.1 |
| **Lesson Objectives:*** Define marijuana, paranoia, inhalants, and anabolic-androgenic steroids.
* Evaluate the positive and negative effects of marijuana on the whole person.
* Use resources from the CDC, NIH, and other community bodies to give current and valid statistics to compare and contrast the myths and realities of marijuana.
* Describe the consequences of marijuana on the whole person, family, friends, others, and society.
* Identify inhalants and the consequences of using them.
* Describe the consequences of steroid use.
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| **Lesson 3:** **Psychoactive Drugs** | **NHES Performance Indicators:** 1.12.5, 1.12.8, 2.12.9, 3.12.2, 5.12.5, 7.12.3, 8.12.1, 8.12.4 |
| **Lesson Objectives:*** Define psychoactive drugs, designer drugs, hallucinogens, euphoria, depressants, stimulants, and opiates.
* Identify the effects of these drugs on the central nervous system (CNS).
* Predict the consequences of psychoactive drug use on the whole person, family, friends, others, and society.
* Identify club drugs and the dangers involved with using them.
* List various categories of drugs including their purposes and side effects.
* Investigate hallucinogens and opiates and describe their purposes and side effects.
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| **Lesson 4:** **Living Drug-Free** | **NHES Performance Indicators:** 1.12.5, 1.12.8, 2.12.3, 3.12.4, 3.12.5, 4.12.4, 5.12.2, 5.12.4, 5.12.6, 7.12.1, 7.12.2, 7.12.3 |
| * Define drug-free school zones, drug watches, and rehabilitation.
* Synthesize how choosing to be drug-free enhances the quality of life.
* Identify why choosing healthy alternatives is a road to a life of wellness.
* Determine the value of applying healthy choices and responsible decision-making by using refusal skills to avoid drug use.
* List drug prevention efforts and how they can be used to improve overall wellness.
* Investigate community and private options for obtaining and receiving professional services and treatment for drug abuse.
* Defend why it is a healthy choice to choose abstinence.
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| **COMMUNICABLE DISEASES – 4 DAYS** **Glencoe Health Chapter 23: Login to CMSD Office 365, Login to Clever, Click McGraw-Hill, Click Glencoe Health** |
| **Lesson 1:** **Understanding Communicable Diseases** | **NHES Performance Indicators:** 1.12.1, 1.12.5, 5.12.2, 7.12.1, 7.12.2, 7.12.3, 8.12.3 |
| **Lesson Objectives:*** Define communicable disease, infection, virus, bacteria, toxins, vector, and pathogens.
* Examine the causes of communicable diseases.
* Differentiate between a viral disease and a bacterial disease.
* Identify the various modes of disease transmission: Direct contact, indirect contact, and contaminated objects, food, and water.
* Understand ways to take precaution against disease: Handwashing, protections from vectors, social distancing, etc.
* Communicate a targeted message to family and friends about the importance.
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| **Lesson 2:****Common Communicable Diseases** | **NHES Performance Indicators:** 1.12.1, 1.12.5, 3.12.2, 8.12.2 |
| **Lesson Objectives:*** Define respiratory tract, mucous membrane, pneumonia, jaundice, and cirrhosis.
* Name common respiratory infections, along with symptoms and treatments.
* Examine hepatitis and the causes of the three different types of hepatitis (A, B, and C).
* Analyze other communicable diseases and the way to avoid contracting them.
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| **Lesson 3:****Fighting Communicable Diseases** | **NHES Performance Indicators:** 1.12.5, 1.12.6, 1.12.7, 2.12.10, 3.12.2, 4.12.1, 7.12.1, 7.12.3 |
| **Lesson Objectives:*** Define immune system, inflammatory response, phagocytes, antigens, immunity, lymphocyte, antibody, and vaccine.
* Explain how the human body has two kinds of barriers that help protect you from outside invaders.
* Describe the function, parts, and purpose of the immune system.
* Explore the Importance of a healthy immune system for a strong and healthy life.
* Explain immune system memory.
* Identify prevention strategies, including tracking reportable diseases, vaccinations (live-virus, killed-virus, toxoids, new and second-generation viruses, etc.).
* Analyze immunization for all reporting the benefits and risks.
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| **Lesson 4:****Emerging Diseases and Pandemics** | **NHES Performance Indicators:** 1.12.1, 3.12.2, 4.12.1, 7.12.1, 7.12.3  |
| **Lesson Objectives:*** Define emerging infections, Giardia, epidemic, and pandemic.
* Name and identify factors behind emerging infections.
* Investigate other emerging infections such as HIV/AIDS, Lyme disease, COVID-19, and others.
* Propose ways to reduce the spread of these infections in your community.
* Synthesize the information presented, along with utilizing the world’s current pandemic, and detail how diseases affect the world.
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| **FIRST AID, CPR, AND AED CURRICULUM (AMERICAN RED CROSS) – 8 DAYS**[American Red Cross Learning Center](https://www.redcrosslearningcenter.org/s/)[Access Additional FACPRAED Resources in Google Drive](https://drive.google.com/open?id=1YpiXeMdUgAeLdbIO7DxCkxCWjF36kKt8)  |
| **Lesson 1: Before Giving Care and Checking an Injured or Ill Person** | **NHES Performance Indicators:** S1.12.18, S5.12.1, S5.12.5 |
| **Lesson Objectives:*** List the four key actions responders can take in an emergency to make a difference in the outcome for an injured or ill person.
* Have the knowledge needed to make the decision to take action in an emergency situation.
* Identify the emergency action steps, CHECK-CALL-CARE.
* Describe what to look for when sizing up the scene and forming an initial impression.
* Recognize life-threatening conditions and situations that necessitate calling 9-1-1 or the designated emergency number.
* Describe the information a responder should be prepared to give an emergency dispatcher.
* Describe the criteria for calling 9-1-1 or the designated emergency number first, versus starting care first.
 |
| **Lesson 2:** **Cardiac Emergencies and Giving CPR** | **NHES Performance Indicators:** S1.12.18, S3.12.8, S7.12.3 |
| **Lesson Objectives:*** Recognize the signs and symptoms of a heart attack.
* Describe first aid care for a heart attack.
* Explain how cardiac arrest differs from a heart attack.
* List causes of cardiac arrest.
* Describe the links in the Cardiac Chain of Survival.
* Demonstrate how to perform CPR.
* Explain what to do if the chest does not rise with rescue breaths.
* Describe how to perform compression-only CPR, and explain when it is appropriate to perform compression-only CPR.
 |
| **Lesson 3:****Using an AED**  | **NHES Performance Indicators:** S1.12.18, S3.12.8, S7.12.3 |
| **Lesson Objectives:*** Define defibrillation and explain how defibrillation works to restore an effective heart rhythm.
* Understand the value of using an AED along with CPR.
* Know how to use an AED in various special situations.
* Identify precautions to take when using an AED.
* Demonstrate how to use an AED.
 |
| **Lesson 4:****Choking** | **NHES Performance Indicators:** S1.12.18, S7.12.3 |
| **Lesson Objectives:*** List risk factors for choking.
* Name common choking hazards for children younger than 5 years.
* Recognize when a person is choking.
* Demonstrate how to care for a person who is choking.
 |
| **Lesson 5:** **Sudden Illness** | **NHES Performance Indicators:** S1.12.8, S7.12.3 |
| **Lesson Objectives:*** Recognize the signs and symptoms of shock and describe appropriate care for a person in shock.
* Recognize and respond to common sudden illnesses, including cardiovascular emergencies (heart attack and stroke), breathing emergencies (asthma and anaphylaxis), diabetic emergencies, seizures and fainting.
 |
| **Lesson 6:****Injuries** | **NHES Performance Indicators:** S1.12.8, S3.12.8, S7.12.3 |
| **Lesson Objectives:*** Recognize and respond to common injuries, including open wounds; burns; muscle, bone and joint injuries; and head, neck and spinal injuries.
* Demonstrate how to control external bleeding using direct pressure.
* Explain when a commercial tourniquet should be used, and describe the basic principles of using a tourniquet.
 |
| **Lesson 7:****Environmental****Injuries** | **NHES Performance Indicators:** S1.12.8, S1.12.14, S1.12.18, S1.12.19, S7.12.3 |
| **Lesson Objectives:*** Recognize and respond to common environmental emergencies, including heat-related illnesses (heat cramps, heat exhaustion and heat stroke), cold-related emergencies (hypothermia and frostbite) and poisoning.
 |
| **Lesson 8:****Conclusion** | **Lesson Objectives:*** Receive a digital certificate after meeting the requirements for successful course completion.

**This can also be a day for students to make up any instruction and skill practice they need.** |

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| **FAMILY LIFE AND SEXUAL HEALTH (FLASH) – 15 DAYS**To receive FLASH materials and resources email sharon.stevens@clevelandmetroschools.org [Access Additional FLASH Resources in Google Drive](https://drive.google.com/open?id=1w0Ab5GLqWQKRRhPzRItqb1E19e8DXh3T)  |
| **Lesson 1:** **Climate Setting** | **NHES Performance Indicators:** SH1.12.5, SH8.12.2, SH8.12.3, SH8.12.4 |
| **National Sexuality Education Standards:** ID.12.SM.1, PR.12.INF.1, SH.12.INF.1 |
| **Student Learning Objectives:*** List classroom ground rules that promote safety and respect.
* Analyze factors that influence the decision to abstain from sex.
* Analyze factors that influence the use of condoms and birth control.
* Support others to make positive and healthy decisions about abstinence, birth control, condoms and relationships.
 |
| **Lesson 2:** **Reproductive System** | **NHES Performance Indicators:** SH1.12.37, SH1.12.39 |
| **National Sexuality Education Standards:** AP.12.CC.1 |
| **Student Learning Objectives:*** Name the parts of the male and female genitals and reproductive systems.
* Describe the path of an egg during the menstrual cycle.
* Describe the path of a sperm during ejaculation.
* Recognize that there is a wide range of normal anatomy.
* Name the 3 main components of sexual response.
 |
| **Lesson 3:** **Pregnancy** | **NHES Performance Indicators:** SH3.12.1, SH3.12.3, SH3.12.5, SH3.12.6 |
| **National Sexuality Education Standards:** PR.12.CC.3, PR.12.CC.4, PR.12.CC.5, PR.12.AI.3, PR.12.AI.4 |
| **Student Learning Objectives:*** Identify the laws related to reproductive and sexual health care services.
* Describe the signs of pregnancy.
* Describe prenatal practices that can contribute to or threaten a healthy pregnancy.
* Access medically accurate information about pregnancy, pregnancy options and prenatal care services.
 |
| **Lesson 4:** **Sexual Orientation and Gender Identity** | **NHES Performance Indicators:** SH1.12.39, SH1.12.40, SH1.12.41, SH1.12.42, SH4.12.6 |
| **National Sexuality Education Standards:** ID.12.CC.1, ID.12.CC.2, ID.12.INF.1 |
| **Student Learning Objectives:*** Differentiate between biological sex, sexual orientation and gender identity.
* Summarize ways that society places expectations on people to be heterosexual and to conform to gender norms.
* Summarize ways to show courtesy and respect for others whose aspects of sexuality are different from one’s own.
 |
| **Lesson 5:** **Undoing Gender Stereotypes** | **NHES Performance Indicators:** SH1.12.39, SH1.12.40, SH1.12.41, SH1.12.42, SH2.12.7, SH2.12.2, SH2.12.3, SH2.12.4, SH4.12.1, SH4.12.3, SH4.12.6, SH5.12.4 |
| **National Sexuality Education Standards:** PD.12.INF.1, ID.12.INF.1, ID.12.SM.1, HR.12.INF.1, PS.12.INF.2 |
| **Student Learning Objectives:*** Analyze the influence of friends, family, media, society and culture on the expression of gender.
* Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors and relationships.
* Name at least one way in which gender stereotypes may limit one’s ability to make healthy decisions.
 |
| **Lesson 6:** **Healthy Relationships** | **NHES Performance Indicators:** SH1.12.1., SH1.12.2, SH1.12.3, SH1.12.4, SH1.12.8, SH1.12.12, SH1.12.29, SH1.12.31, SH1.12.32, SH4.12.1, SH4.12.3, SH4.12.4, SH4.12.5, SH7.12.3 |
| **National Sexuality Education Standards:** HR.12.CC.1, HR.12.CC.2, HR.12.AI.1, HR.12.IC.1, HR.12.SM.1, PS.12.CC.1, PS.12.CC.3, PS.12.CC.4, PS.12.AI.1. PS.12.AI.2, PS.12.IC.2 |
| **Student Learning Objectives:*** Summarize the qualities of a healthy dating relationship.
* Demonstrate effective strategies to avoid or end an unhealthy relationship.
* Demonstrate effective communication strategies to prevent, manage or resolve interpersonal conflicts.
 |
| **Lesson 7:** **Coercion and Consent** | **NHES Performance Indicators:** SH1.12.1, SH1.12.9, SH1.12.12, SH1.12.13, SH1.12.29, SH1.12.30, SH1.12.31, SH1.12.32, SH2.12.3, SH2.12.4, SH2.12.5, SH2.12.6, SH2.12.7, SH4.12.1, SH4.12.3, SH4.12.4, SH5.12.7, SH7.12.1, SH7.12.3, SH8.12.1, SH8.12.2 |
| **National Sexuality Education Standards:** ID.12.SM.1, HR.12.CC.3, HR.12.INF.2, HR.12.AI.1, HR.12.SM.1, PS.12.CC.1, PS.12.CC.2, PS.12.CC.3, PS.12.CC.4, PS.12.AI.1. PS.12.AI.2, PS.12.IC.1, PS.12.IC.2, PS.12.INF.1, PS. 12.INF.2 |
| **Student Learning Objectives:*** Define sexual consent and explain its implications for sexual decision making.
* Analyze techniques that are used to coerce or pressure someone to have sex.
* Describe potential impacts of power differences within sexual relationships.
* Explain why it is an individual’s responsibility to verify that all sexual contact is consensual.
* Summarize why individuals have the right to refuse sexual contact.
* Explain why it is wrong to trick, threaten, or coerce another person into having sex.
 |
| **Lesson 8: Online Safety: Sexual Violence Prevention** | **NHES Performance Indicators:** SH1.12.7, SH1.12.8, SH1.12.9, SH1.12.10, SH1.12.11., SH1.12.13, SH1.12.28, SH4.12.1, SH4.12.4, SH7.12.3 |
| **National Sexuality Education Standards:** PR.12.IC.1, SH.12.CC.2, HR.12.IC.2, PS.12.CC.4 |
| **Student Learning Objectives:*** Evaluate the potentially positive and negative roles of technology and social media in relationships.
* Describe strategies to use social media safely, legally and respectfully.
* Analyze the effect of technology on personal and community sexual health practices and behaviors.
 |
| **Lesson 9:** **Abstinence** | **NHES Performance Indicators:** SH1.12.6, SH2.12.8, SH4.12.2, SH7.12.2, SH7.12.3 |
| **National Sexuality Education Standards:** ID.12.SM.1, PR.12.INF.1, HR.12.CC.4, HR.12.SM.2, PS.12.CC.1, PS.12.IC.1, PS.12.INF.1 |
| **Student Learning Objectives:*** Define abstinence.
* Demonstrate effective use of refusal skills.
* Analyze influences that may have an impact on deciding to be abstinent.
 |
| **Lesson 10:** **Birth Control Methods** | **NHES Performance Indicators:** SH1.12.10, SH1.12.22, SH1.12.23, SH1.12.24, SH1.12.33, SH3.12.2, SH4.12.1, SH8.12.2, SH8.12.4, SH8.12.6 |
| **National Sexuality Education Standards:** PR.12.CC.2, PR.12.CC.3, PR.12.AI.1, PR.12.AI.2, SH.12.CC.2  |
| **Student Learning Objectives:*** Summarize how to prevent pregnancy and STDs.
* Summarize the importance of using birth control and condoms correctly and consistently.
* Explain the value of using condoms at the same time as another form of birth control
* Explain the importance of contraceptive counseling and services if sexually active.
* Define emergency contraception and how it works.
* Identify the laws related to getting birth control and STD services.
* Know how to access medically-accurate information about birth control and condoms.
* Evaluate the effectiveness of using condoms and birth control in preventing pregnancy and the spread of STDs and HIV.
 |
| **Lesson 11:** **Preventing HIV and Other STDs** | **NHES Performance Indicators:** SH1.12.10, SH1.12.15, SH1.12.16, SH1.12.17, SH1.12.19, SH1.12.20, SH1.12.21, SH1.12.27, SH1.12.35, SH6.12.1, SH6.12.2, SH6.12.3, SH6.12.4, SH6.12.5, SH6.12.6, SH6.12.7, SH7.12.1, SH7.12.2, SH7.12.4 |
| **National Sexuality Education Standards:** PR.12.SM.1, PR.12.SM.2, SH.12.CC.1, SH.12.CC.2, SH.12.CC.3, SH.12.AI.1, SH.12.GS.1, SH.12.SM.1 |
| **Student Learning Objectives:*** Describe common symptoms of and treatments for STDs, including HIV.
* Explain the importance of STD and HIV testing and counseling if sexually active.
* Describe the steps to using a condom correctly.
* Develop a plan to attain a personal goal to avoid or reduce the risk of contracting an STD.
* Make a commitment to practice healthy sexual behaviors.
 |
| **Lesson 12:****Condoms to Prevent Pregnancy, HIV and Other STDs**  | **NHES Performance Indicators:** SH1.12.10, SH1.12.16, SH1.12.18, SH1.12.19, SH1.12.21, SH1.12.23, SH1.12.24, SH2.12.3, SH2.12.5, SH3.12.4, SH5.12.1, SH5.12.5, SH7.12.3 |
| **National Sexuality Education Standards:** PR.12.CC.1, PR.12.AI.1, PR.12.SM.1, SH.12.CC.2, SH.12.INF.1, SH.12.SM.2 |
| **Student Learning Objectives:*** Summarize how HIV is transmitted.
* Summarize the importance of using condoms consistently and correctly to reduce the risk of pregnancy and HIV/STD infection.
* Describe the steps to using a condom correctly.
 |
| **Lesson 13:****Testing for HIV and Other STDs** | **NHES Performance Indicators:** SH1.12.16, SH1.12.17, SH1.12.23, SH1.12.34, SH1.12.35, SH2.12.1, SH2.12.6, SH2.12.8, SH2.12.10, SH3.12.3, SH23.12.5, SH3.12.6, SH3.12.6, SH3.12.7, SH3.12.7, SH3.12.9, SH4.12.5, SH5.12.1, SH5.12.7, SH7.12.1, SH7.12.3, SH8.12.1, SH8.12.2, SH8.12.4 |
| **National Sexuality Education Standards:** SH.12.CC.2, SH.12.AI.1, SH.12.AI.2, SH.12.SM.1, SH.12.ADV.1 |
| **Student Learning Objectives:*** Access valid and reliable information about local STD and HIV testing and treatment services.
* Explain the importance of testing for STDs, including HIV, if sexually active.
* Advocate for sexually active youth to get testing and treatment for STDs including HIV.
* Use strategies to overcome barriers to testing for STDs, including HIV.
 |
| **Lesson 14:****Communication and Decision Making** | **NHES Performance Indicators:** SH4.12.16, SH4.12.3, SH4.12.4, SH5.12.5, SH5.12.7, SH5.12.8, SH7.12.3, SH8.12.2, SH8.12.3, SH8.12.6 |
| **National Sexuality Education Standards:** PD.12.DM.1, PR.12.IC.1, PR.12.DM.1, SH.12.IC.1, SH.12.DM.1 |
| **Student Learning Objectives:*** Demonstrate effective communication skills to promote sexual health and healthy relationships.
* Choose a healthy alternative when making a sexual health-related decision.
* Apply a decision-making model to various situations relating to sexual health.
 |
| **Lesson 15:****Improving School Health**  | **NHES Performance Indicators:** SH8.12.1, SH8.12.2, SH8.12.3, SH8.12.4, SH8.12.5, SH8.12.6, SH7.12.3, SH8.12.2, SH8.12.3, SH8.12.6 |
| **National Sexuality Education Standards:** PS.12.ADV.1 |
| **Student Learning Objectives:*** Encourage the school environment to promote the health of others.
* Persuade and support others to avoid or reduce risky sexual behaviors.
* Use peer and societal norms to formulate health enhancing messages about avoiding or reducing risky sexual behaviors.
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| **DONATE LIFE OHIO – 2 DAYS**[Register for Donate Life Ohio Curriculum](https://www.donatelifeohio.org/you-can-help/teacher-resources/)[Access Additional Donate Life Ohio Resources in Google Drive](https://drive.google.com/open?id=1NvhORWV0wwrcJdiPaH-sLR9uUEg6CXnF)  |
| **Donate Life Ohio**  | **NHES:** 2, 4, 5, 6, 7 |
| **Program Objectives:*** To provide high school students throughout the state with the knowledge and understanding needed to make educated decisions about becoming registered organ, eye and tissue donors.
* To educate students about the Ohio Donor Registry (ODR), its purpose and that they will be asked if they want to be an organ, eye and tissue donor when getting their driver’s license, permit or state identification card at the Bureau of Motor Vehicles (BMV).
* To encourage students to make a decision about donation and share that decision with their family.
* To help educators meet goals outlined in the Ohio Academic Content Standards and the National Health Education Standards.
* To provide students who want to be donors upon their death with the knowledge of the steps necessary to ensure their wishes are honored.
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