Health – High School – 16-20 Weeks Last Updated: 2/1/2024

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| NYS Performance | | Indicators | Objectives | Text Resources | Resources (Suggested Activities) | Cross-Curriculum Connections | Assessment | Items |
|  | [HPF.HE.1.3](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf) |  | **Diseases**  **Communicable Diseases** | Goodheart-Willcox 2023 | Health and Wellness IQ |  | Lesson Review | |
|  |  |  | Explain what makes a disease communicable  Identify different pathogens  List the stages of infection  Analyze different ways communicable diseases spread  Assess how the body defense against pathogens and disease | Chapter 18  Lesson 18.1 | (pg.653) |  | |
|  |  |  | **Recognizing Communicable Diseases** | Goodheart-Willcox 2023 | Video: Communicable and |  | Project |  |
|  | [HPF.HE.1.3](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf) |  | Differentiate signs and symptoms of different diseases  Identify common respiratory infections  List symptoms of stomach flu, athlete’s foot, pink eye, impetigo and MRSA, meningitis, and hepatitis  Describe the impact of emerging infectious diseases | Chapter 18  Lesson 18.2 | Non-communicable diseases  Computer activity: Students choose three infectious diseases and report on the who-how-what-when of each disease. |
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|  | **Prevention and Treatment (Communicable Diseases)** | Goodheart-Willcox 2023 |  | Biology | Lesson Review |
| [RM.HE.1.5](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf) | Explain ways to promote resistance to infection  Describe importance of good hygiene  Analyze how vaccination prevents disease  Describe ways of treating bacterial, viral, fungal, and parasitic infections. | Chapter 18  Lesson 18.3 | Activity: The Health Hazards of Misinformation (pg. 664) |  |  |
|  | **Sexually Transmitted Infections (STIs) and HIV/AIDS** | Goodheart-Willcox 2023 | Speaker |  |  |
| [HPF.HE.1. 4](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf)  [RM. HE. 1. 3](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf) | **Common STIs**  Analyze how STIs spread and affect the body  Describe how chlamydia can lead to pelvic inflammatory disease  Asses the effects of gonorrhea  Explain the stages of syphilis  Describe the symptoms of herpes  Summarize the serious health effects of HPV | Chapter 19  Lesson 19.1 | -HIV Survivor  -Nurse from the clinic |

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|  |  |  | **Prevention and Treatment (STIs)** | Goodheart-Willcox 2023 | Activity/Assessment: Conversations About Sexual Activity (pg. 686) |  | Chart |
|  | [HPF.HE.1.3](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf)  [RM.HE.1.3](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf) |  | Explain why abstinence is the only 100% effective method for preventing STIs.  Practice skills for abstaining from sexual activity.  Analyze the effectiveness of condoms for preventing STIs.  List the three critical components for effective treatment of an STI.  Identify resources for STI testing and treatment. | Chapter 19  Lesson 19.2 |  |  |
|  |  |  | **HIV/AIDS** | Goodheart-Willcox 2023 | The AIDS Quilt (pg. 699) |  | Poster |
|  | [HPF.HE.1.3](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf) |  | Differentiate between HIV and AIDS  Explain how HIV is transmitted  List signs and symptoms of HIV/AIDS  Explain how HIV/AIDS is diagnosed  Describe treatment methods for HIV/AIDS | Chapter 19  Lesson 19.3 |  |  |
|  |  |  | **Noncommunicable Diseases** | Goodheart-Willcox 2023 |  | Biology | Project |
|  | [HPF.HE. 1. 4](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf)  [SHE.HE. 1. 2](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf) |  | Contrast communicable versus noncommunicable diseases.  Explain how noncommunicable diseases develop  Analyze the causes of noncommunicable diseases  Describe how noncommunicable diseases progress  Discuss how doctors diagnose and plan treatment for noncommunicable diseases | Chapter 20  Lesson 20.1 |  |

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| [HPF. HE. 1. 3](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf) | **Cardiovascular Diseases**  Explain how the heart and blood vessels work together.  Analyze the consequences of hypertension  Discuss how diseases of blood vessels and hypertension can lead to stroke or heart attack. | Goodheart-Willcox 2015  Chapter 12 and 14 | Activity:  Are you at risk for Diabetes? |  | Lesson Review |
| [HPF. HE. 1. 3](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf) | Describe strategies on how to prevent diabetes. | Goodheart-Willcox 2015  Chapter 12 and 14 | How exercise can prevent Diabetes. |  |  |
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| [RM.HE.1.3](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf) | Describe the symptoms of and treatments of sexually transmitted diseases. | Goodheart-Willcox 2015  Chapter 13 | Students choose 10 STDs record who-what-where-how when. present findings to class. |  | STD Pamphlet |
| [RM. HE. 1. 5](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf) | Suggest ways a person with a sexually transmitted disease can get help. | Goodheart-Willcox 2015  Chapter 13 | Niagara County health department - STD clinic Presentation |  | STD Pamphlet |
| [SHE. HE. 1. 2](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf) | Give examples of responsible actions that can be taken to | Goodheart-Willcox 2015  Chapter 13 | Speaker abstinence education |  | Lesson Review |

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|  | control and prevent sexually transmitted diseases. |  |  |  |  |
| [SHE.HE.1.1](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf) | Describe ways to prevent unintentional injuries with a driver or passenger in a motor vehicle.  Understand ways to prevent unintentional injuries from falls, drownings, poisoning, and using electrical items. | Goodheart-Willcox 2015  Pg. 775-784 | Lesson activity (pg. 784) Movie: Safety.CDC.gov |  | Lesson Review |

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| [SHE. HE. 1. 2](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf) | Discuss strategies and procedures in giving emergency first aid for; choking, rescue breathing, CPR, heart attack, stroke, bleeding, shock, poisoning, burns, fractures, and dislocations, sprains and strains, vomiting, fainting, seizures, heart related illnesses; frostbite and hypothermia. | Goodheart-Willcox 2015  Pgs. 785-803 | First Aid project: What to do if.... |  | Lesson Review First Aid Project |
| [SHE. HE. 1. 2](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf) | Students will learn what to do if someone has collapsed and may be experiencing a cardiac arrest.  Students will learn how to check the scene for safety. Check the victim for consciousness and activate an emergency response.  Students will learn how to provide hands-only CPR. Students will learn proper hand placement, depth of compression, and rate of compression. |  | CPR Manikin  Video: Hands-Only CPR |  |  |

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|  |  |  |  | Students will learn how to use |  | | | AED Trainer |  | Skills Test- Students will be | |
|  |  | [SHE. HE. 1. 2](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/healthpefacslearningstandards.pdf) |  | an AED (Automated External  Defibrillator).  Students will follow a step-by-step process that will prepare them to use an AED if they are ever in a situation where it is needed.  Students will learn how to |  | tested on their skills. They will  Successfully demonstrate each skill and that they could respond to an emergency. | |
|  |  |  |  | provide abdominal thrusts and  back blows to someone who is a chocking victim. |  |  | |
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