

Health Curriculum (Prep Level)

Standards Overview

New York State	Mental Health	Erin's Law
<p>Standard 1: Personal Health & Fitness <i>Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</i></p> <ul style="list-style-type: none"> 1.A - Integrate knowledge of basic body systems with an understanding of the changes that accompany puberty 1.B - Apply prevention and risk reduction strategies to adolescent health problems 1.C - Demonstrate the necessary knowledge and skills to promote healthy adolescent development 1.D - Analyze the multiple influences which affect health decisions and behaviors. <p>Standard 2: A Safe & Healthy Environment <i>Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</i></p> <ul style="list-style-type: none"> 2.A - Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks 2.B - Demonstrate personal and social skills which enhance personal health and safety 2.C - Understand the need for personal involvement in improving the environment. <p>Standard 3—Resource Management <i>Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.</i></p> <ul style="list-style-type: none"> 3.A - Distinguish between valid and invalid health information, products and services 3.B - Recognize how cultural beliefs influence health behaviors and the use of health services 3.C - Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools 3.D - Analyze how media and technology influence the selection of health information, products and services 3.E - Recognize the need to be an advocate for family and community health 3.F - Demonstrate the ability to access community health services for prevention, illness, and emergency care. 	<p>Self-Management: Develop self-awareness and self-management skills essential for mental health.</p> <p>1A. Self-care to promote mental health and overall well-being.</p> <ul style="list-style-type: none"> 1A.Ia. - Individuals describe the interrelationships of emotional, intellectual, physical, and social health in adolescence (Health Triangle; See - Glossary). 1A.Ib. - There are many factors that can influence one's mental health, including family, environment, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture and community. 1A.Ic. - Recognition of one's strengths and weaknesses is integral to maintaining and improving overall health. 1A.Id. - Individuals can take action (individually or with support) to positively impact their own mental health. 1A.Ie. - Individuals can develop coping skills to work through challenging situations. <p>1B. Resiliency</p> <ul style="list-style-type: none"> 1B.Ia. - Individuals' self-esteem is developed over time and can be influenced by many internal and external factors. 1B.Ib. - Individuals can enhance their self-esteem by participating in activities that make them feel good about themselves or increase their confidence. 1B.Ic. - Resilience is the ability to bounce back from adversity, failures, and difficulties. 1B.Id. - Individuals can build resilience by working through adversity and they can build it by communicating with others who have been through similar experiences. 1B.Ie. - Failures and challenges may be beneficial learning experiences that provide individuals with opportunities for growth. <p>1C. Feelings</p> <ul style="list-style-type: none"> 1C.Ia. - Individuals experience a full range of emotions and can learn to recognize them and predict their normal course. 1C.Ib. - Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health. <p>Relationships: Develop healthy relationships to promote mental health.</p> <p>2A. Communication Skills</p> <ul style="list-style-type: none"> 2A.Ia. - Healthy communication skills help to maintain overall health. 2A.Ib. - Individuals can develop healthy communication skills through role modeling and authentic practice. 2A.Ic. - Individuals' use of body language and tone of voice are important parts of communication. 2A.Id. - Individuals can learn healthy way to express all emotions to promote health enhancing behavior, support relationships and reduce conflicts. 2A.Ie. - Individuals can learn healthy ways to use social media and technology; one must develop a balanced approach to their technology use which can impact mental health. <p>2B. Empathy, Compassion, Acceptance</p> <ul style="list-style-type: none"> 2B.Ia. - Demonstrating empathy, compassion and acceptance for others is an important aspect of healthy relationships. It can benefit one's overall mental health as well as the health of those around them. 2B.Ib. - Respecting the experiences of others, accepting differences and establishing healthy boundaries are all part of balanced mental health. 2B.Ic. - Demonstrating empathy, compassion and acceptance can support others who are dealing with mental health issues and is important towards reducing stigma. <p>2C. Gratitude, Forgiveness</p> <ul style="list-style-type: none"> 2C.Ia. - Demonstrating gratitude (a feeling of appreciation or thanks) and forgiveness, when warranted, can benefit one's own health as well as the health of those around them. <p>Resource Management: Develop skills to utilize personal and community resources related to mental health. Know what, when, where and how to ask for help for self and others.</p> <p>3A. What to ask for help for self and others</p> <ul style="list-style-type: none"> 3A.Ia. - Individuals recognize that sharing feelings is a healthy action. 3A.Ib. - Individuals can describe the warning signs, risk factors, and protective factors for depression, anxiety eating disorders, and suicide. 3A.Ic. - Individuals understand how the above and other mental health concerns reflect unhealthy manifestations of otherwise "normal" mental functions, and that proven strategies exist for improving various mental functions. 3A.Id. - Experiencing trauma can impact one's mental health but early recognition and intervention can have a positive impact on one's experiences. <p>3B. When to ask for help for self and others</p> <ul style="list-style-type: none"> 3B.Ia. - Individuals acknowledge that there are issues that cannot be managed independently and require support/assistance. 3B.Ib. - Individuals understand that if symptoms of mental illness/challenges affect relationships, responsibilities, and recreation of self or others, individuals need to seek help. <p>3C. Where to ask for help for self and others</p> <ul style="list-style-type: none"> 3C.Ia. - Many trusted adults and community resources are available to help individuals with their mental health needs. 3C.Ib. - Individuals identify helpful personal, family and community resources that can help self and others. <p>3D. How to ask for help for self and others</p> <ul style="list-style-type: none"> 3D.Ia. - Individuals analyze the influences of views on mental health and mental illness (self, family, peers, culture, society, media, etc.) 3D.Ib. - Effective communication and self-advocacy skills are necessary in order to obtain appropriate mental health resources for self and others. 	<ol style="list-style-type: none"> Students will be able to recognize healthy and unhealthy relationships, including romantic relationships. Students will understand how to set personal boundaries and limits on relationships and honor the boundaries of others. Students will understand that abuse can occur in any relationship and understand the various types of manipulations and lures. Students will understand they can stand up for themselves and say "no" without feeling guilty. Students will be able to help a friend who is in a potentially abusive situation find a trusted adult. Students will be able to identify abuse that may occur in person and online: physical, sexual, emotional, and neglect. Students will identify safe adults and peers or seek professional help such as help/abuse lines, counselors, etc. Students will understand the risk caused by sending, requesting, and/or sharing inappropriate materials. Students will be able to understand the importance of keeping personal information private while online. Students will know what keeps them safe when on the Internet by refusing to post, send, or forward inappropriate images of self or others and know how to set privacy settings on social media. Students will understand that abuse, exploitation, and trafficking, is never the student's fault and help is available.

Health Curriculum (Prep Level)

Unit 1 – Introduction to Health

Standards

New York State	Mental Health	Erin's Law
1.B 2.B	1A.Ia 1C.Ia 2B.Ib	
1.C 2.C	1A.Ib 1C.Ib 3A.Ia	
1.D 3.B	1A.1d 2A.1d	

Lesson Information

Lesson	Objective(s)	Resources
<u>Lesson 1:</u> What is Health?	<ul style="list-style-type: none"> • Draw what health means to you. • Label the Health Square • Define Health and the 4 sides 	<ul style="list-style-type: none"> • Visualization, draw what health means to you, label the health square
<u>Lesson 2:</u> Health Assessment		
<u>Lesson 3:</u> Health Square	<ul style="list-style-type: none"> • Create your own health square • Understand and define the health square 	<ul style="list-style-type: none"> • Health Square Activity
<u>Lesson 4:</u> Influences on Your Health	<ul style="list-style-type: none"> • Describe what influences your health. • What roles do heredity, the environment, and relations play in your health? • Describe how your lifestyle can affect your health. • Explain how attitude influences your health. • Identify three ways you can take responsibility for your health. 	<ul style="list-style-type: none"> • Journal #1

Additional Information

Discussion Topics	Vocabulary	Additional Resources		
<ul style="list-style-type: none"> • Explain the influences of your family on your decision making. • Summarize the six steps used in making good decisions. 	<table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Health • Physical Health • Mental Health • Emotional Health • Social Health </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Hygiene • Heredity • Environment • Lifestyle • Attitude </td> </tr> </table>	<ul style="list-style-type: none"> • Health • Physical Health • Mental Health • Emotional Health • Social Health 	<ul style="list-style-type: none"> • Hygiene • Heredity • Environment • Lifestyle • Attitude 	
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Health Curriculum (Prep Level)

Unit 2 – Bullying & Internet Safety

Standards

New York State		Mental Health				Erin's Law
1.B	3.A	1A.Ib	1B.Ie	2B.Ia	3A.Id	#5
1.C	3.C	1A.Ic	1C.Ia	2B.Ib	3B.Ia	#6
1.D	3.D	1A.Id	1C.Ib	2B.Ic	3B.Ib	#7
2.A	3.E	1A.Ie	2A.Ia	2C.Ia	3C.Ia	#8
2.B	3.F	1B.Ia	2A.Ib	3A.Ia	3C.Ib	#9
		1B.Ib	2A.Ic	3A.Ib	3D.Ia	#10
		1B.Ic	2A.Id	3A.Ic	3D.Ib	
		1B.Id	2A.Ie			

Lesson Information

Lesson	Objective(s)	Resources
Lesson 1: Understanding Emotions	<ul style="list-style-type: none"> Describe how the brain controls emotion. Explain how hormones and life changes influence emotions. Describe how an emotion can fit into a spectrum. Explain how to recognize emotions. Describe how people have unique emotional triggers Explain how emotions can be felt physically. 	
Lesson 2: Expressing Emotions	<ul style="list-style-type: none"> Explain how to compare healthy and unhealthy emotions. Describe communication skills that help express emotions. Describe inappropriate ways to express emotions. 	
Lesson 3: Coping with Emotions	<ul style="list-style-type: none"> Describe the value of thinking through your emotions. Describe how defense mechanisms and good physical and social health help us cope. Describe various strategies for dealing with stress 	
Lesson 4: Conflict at School (Bullying)	<ul style="list-style-type: none"> Describe four possible sources of conflict at school. Discuss a strategy for preventing school conflicts from interfering with education. 	<ul style="list-style-type: none"> Bullied (Video)
Lesson 5: Internet Safety	<ul style="list-style-type: none"> Identify safety rules that apply to the Internet. Discuss online predators. Discuss cyberbullying and its consequences. Describe strategies for keeping yourself safe online. 	<ul style="list-style-type: none"> Privacy Settings Presentation Cyberbully (Video)
Lesson 6: Depression	<ul style="list-style-type: none"> Describe how depression is different from feeling sad. Describe warning signs that someone is severely depressed. Explain where to seek help when a person is in danger of suicide. Explain why one should get help for emotional problems immediately. Describe sources for people with emotional problems. 	

Additional Information

Discussion Topics	Vocabulary	Additional Resources
<ul style="list-style-type: none"> Explain how your values influence the decisions you make. Contrast assertive, passive, and aggressive behavior. Describe how your peers influence your decisions. Analyze the effect of the media on your decisions. 	<ul style="list-style-type: none"> Mental Health Emotional Health Body Language Active Listening Self-esteem Positive Self-talk Bully Intimidation Depression Suicidal Thinking 	

Health Curriculum (Prep Level)

Unit 3 – Self-Esteem & Attitude

Standards

New York State		Mental Health				Erin's Law
1.A	2.B	1A.Ia	1B.Ic	2A.Id	3A.Id	#7
1.B	3.A	1A.Ib	1B.Id	2B.Ib	3B.Ia	
1.C	3.B	1A.Ic	1C.Ia	2B.Ic	3B.Ib	
1.D	3.D	1A.Id	1C.Ib	3A.Ia	3C.Ia	
2.A	3.F	1A.Ie	2A.Ia	3A.Ib	3D.Ia	
		1B.Ia	2A.Ib	3A.Ic	3D.Ib	
		1B.Ib	2A.Ic			

Lesson Information

Lesson	Objective(s)	Resources
<u>Lesson 1:</u> Body Image	<ul style="list-style-type: none"> • Explain why a healthy body image is important. • Describe the relationship between body image and self-esteem. • List three influences on your body image. • Identify two strategies for building a healthy body image. • Discuss various coping skills and dealing with stress in a positive way 	<ul style="list-style-type: none"> • Self-Esteem Packet
<u>Lesson 2:</u> Eating Disorders	<ul style="list-style-type: none"> • Identify three examples of unhealthy eating behaviors. • Describe the importance of eating foods high in nutrients. • Identify factors that affect your food choices. • Explain how overexercising is related to eating disorders • Identify three eating disorders. • Describe how you would give or get help for an eating disorder. 	
<u>Lesson 3:</u> A Healthy Body, a Healthy Weight	<ul style="list-style-type: none"> • Describe what affects your healthy weight range. • Describe the balance between energy input and energy output. • Identify and describe fad diets. 	

Additional Information

Discussion Topics	Vocabulary	Additional Resources
<ul style="list-style-type: none"> • Explain why a good decision is a responsible decision. • Explain why clearly expressing yourself is important. 	<ul style="list-style-type: none"> • Body Image • Self-esteem • "I" Statements • Positive self-talk • Overweight • Obesity • Diet • Overexercising • Eating Disorder • Anorexia Nervosa • Bulimia Nervosa • Bingeing • Laxative • Diuretic • Purging • Binge Eating Disorder • Healthy Weight Range • Body Mass Index (BMI) • Fad Diets 	<ul style="list-style-type: none"> • Video • Textbook

Health Curriculum (Prep Level)

Unit 4 – Substance Abuse

Standards

New York State	Mental Health				Erin’s Law
1.B 2.A 3.D	1A.Id	1C.Ib	3B.Ia	3D.Ia	
1.C 3.A 3.F	1A.Ie	2A.Ia	3C.Ia	3D.Ib	
1.D	1B.Ib	2A.Ic	3A.Id		

Lesson Information

Lesson	Objective(s)	Resources
<u>Lesson 1:</u> Natural Highs	<ul style="list-style-type: none"> • What is a natural high? • Students will identify personal natural highs • How do natural highs keep someone away from substances? 	<ul style="list-style-type: none"> • Video • Worksheet
<u>Lesson 2:</u> Drugs	<ul style="list-style-type: none"> • What are drugs? • What makes a substance a drug? • Classifications of drugs: stimulants v. depressants • Describe the effects/dangers of stimulants & depressants • Describe the difference between over the counter, prescription, illegal, etc. • Describe how tolerance leads to abuse 	<ul style="list-style-type: none"> • Workbook • Video • Activity: Putting drugs in the correct category <p style="text-align: center;"><i>*Drug Project (PowerPoint, poster, or pamphlet)-completed throughout the unit*</i></p>
<u>Lesson 3:</u> Tobacco	<ul style="list-style-type: none"> • How long does it take for tobacco to affect your body? • Describe immediate and chronic effects of smoking and smokeless tobacco • Identify chemicals found in tobacco • Identify the actual cost (money) for smoking 	<ul style="list-style-type: none"> • DVD • YouTube – Antismoking commercials
<u>Lesson 4:</u> Vaping	<ul style="list-style-type: none"> • Describe the effects of vaping • Identify the chemicals found in vaping • Discuss the relationship between vaping and addiction • Describe how vaping causes popcorn lungs 	<ul style="list-style-type: none"> •
<u>Lesson 5:</u> Marijuana	<ul style="list-style-type: none"> • Describe the most common effects of marijuana (compare to tobacco and vaping) • Identify the dangers of continued marijuana use • Identify the dangers of using marijuana and driving • Describe the medical uses for marijuana and why 	<ul style="list-style-type: none"> • Pretest (true/false) • Workbook • Journal
<u>Lesson 6:</u> Alcohol	<ul style="list-style-type: none"> • How long does it take for alcohol to affect your body? • Describe how alcohol affects a person's behavior. • Identify the long term effects of alcohol use • Explain inhibition • Explain the difference in alcoholic beverages and how many drinks equal various B.A.C. • Give reasons people choose not to drink • Give/Pick reasons your will not drink 	<ul style="list-style-type: none"> • Video • Workbook • Journal
<u>Lesson 7:</u> Other Drugs	<ul style="list-style-type: none"> • Describe prescription drugs and pain killers • Describe how pain killers lead to heroin use 	<ul style="list-style-type: none"> • Perfect High (Movie) • Reflection

Additional Information

Vocabulary	Decision Making/Discussion Topics	Additional Resources			
<ul style="list-style-type: none"> • Describe why personal responsibility is important in decision making. • Explain why it is important to evaluate the different influences in your life. 	<table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Natural High • Drug • Stimulant • Depressant • Tolerance • Abuse • Tobacco • Nicotine • Carbon monoxide • Side Stream • Smoke </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Secondhand Smoke • Emphysema • Alcohol • Intoxication • Alcohol poisoning • BAC • Cirrhosis • Inhibition • Marijuana </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Cannabis • THC • Vaping • E-cigarette • Popcorn Lung • Painkillers • Prescription drugs • Receptors (brain) • Tolerance (repeated) </td> </tr> </table>	<ul style="list-style-type: none"> • Natural High • Drug • Stimulant • Depressant • Tolerance • Abuse • Tobacco • Nicotine • Carbon monoxide • Side Stream • Smoke 	<ul style="list-style-type: none"> • Secondhand Smoke • Emphysema • Alcohol • Intoxication • Alcohol poisoning • BAC • Cirrhosis • Inhibition • Marijuana 	<ul style="list-style-type: none"> • Cannabis • THC • Vaping • E-cigarette • Popcorn Lung • Painkillers • Prescription drugs • Receptors (brain) • Tolerance (repeated) 	
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Health Curriculum (Prep Level)

Unit 5 – Family Life

Standards

New York State	Mental Health	Erin's Law
1.A 2.A	1B.Ia 2A.Ib 3A.Ia	#1
1.B 2.B	1B.Ib 2A.Ic 3B.Ib	#2
1.C 3.B	1C.Ia 2B.Ia 3C.Ia	#3
1.D 3.D	1C.Ib 2B.Ib 3C.Ib.	#4
	2A.Ia	#11

Lesson Information

Lesson	Objective(s)	Resources
Lesson 1: Reproductive Anatomy	<ul style="list-style-type: none"> Identify and explain what belongs in the male body, female body, and both males and females 	<ul style="list-style-type: none"> Who's Who Vocabulary Activity & Worksheet
Lesson 2: Reproductive Diagrams	<ul style="list-style-type: none"> Identify the parts of the male reproductive system. Summarize the path of the sperm through the male reproductive system. Identify the structures of the female reproductive system. Summarize the typical menstrual cycle. 	
Lesson 3: Pregnancy and Birth	<ul style="list-style-type: none"> Summarize how fertilization occurs Explain how twins occur Explain signs of pregnancy (How someone would know they are pregnant) Explain the importance of prenatal care and taking care of your body while pregnant Describe what happens during a natural childbirth (water breaking, dilation, labor) Describe a C-section and recovery 	<ul style="list-style-type: none">
Lesson 4: Contraception	<ul style="list-style-type: none"> Describe different types of birth control and their effectiveness Explain why abstinence is the only sure way to avoid sexually transmitted diseases. 	<ul style="list-style-type: none">
Lesson 5: Sexually Transmitted Diseases	<ul style="list-style-type: none"> Describe ways in which infection can spread. Describe bacterial and viral infections. Explain how antibiotics fight bacterial infections. Identify six common sexually transmitted diseases. 	<ul style="list-style-type: none">
Lesson 6: HIV and AIDS	<ul style="list-style-type: none"> Explain the difference between HIV and AIDS. List four ways that HIV can be spread from person to person. Describe how HIV and AIDS have become a worldwide problem. 	<ul style="list-style-type: none">
Lesson 7: Relationships & Dating	<ul style="list-style-type: none"> Describe the benefits of group dating. List healthy ways to show affection. Explain the benefits of sexual abstinence. Explain how refusal skills can be used to promote sexual abstinence. 	<ul style="list-style-type: none">

Additional Information

Discussion Topics	Vocabulary	Additional Resources
<ul style="list-style-type: none"> Describe personal responsibility. Explain active listening. Explain how refusal skills help maintain healthy relationships. 	<ul style="list-style-type: none"> All 30 words from Who's Who Worksheet Fertilization Vasectomy Tubal Ligation Fraternal v. Maternal Twins Bacterial Infection Viral Infection STD HIV/AIDS Abstinence Contraception Self-sufficient 	