

South Hadley Public Schools

Subject: HEALTH EDUCATION

School: South Hadley High School

Grade: 12

| Big Idea / Essential Q | Content                                 | Skills   | Assessment  | Standard(s)  |
|------------------------|---|--|---|--|
|                        | Growth and Development                  | <ul style="list-style-type: none"> <li>Students will identify changes as they relate to adolescents</li> <li>Will know the tasks of Adof</li> <li>Describe how heredity and environment contribute to growth and development</li> </ul>  | <ul style="list-style-type: none"> <li>Self-Assessment</li> <li>Test/Quiz</li> <li>Project on individual factors</li> </ul>         | 1.13   |
|                        | Violence Prevention                     | <ul style="list-style-type: none"> <li>Define harassment based on gender, race, national origin, sexual orientation, religion or handicap</li> <li>Can define date and acquaintance rape and describe precautions</li> <li>Identify beliefs that underlie violence</li> <li>Describe relationship between negative stress and violence</li> <li>Identify M.H. and legal consequences of harassment</li> <li>Describe relationship between attitudes and behavior as it relates to violence</li> <li>Describe parents role in perpetuating violent/nonviolent behavior</li> </ul> | <ul style="list-style-type: none"> <li>Create awareness pamphlets</li> <li>Evaluate media and it's influence on violence</li> </ul> | 9.15<br>9.16<br>11.11<br>11.12<br>11.13<br>11.14<br>11.15<br>11.17<br>11.18<br>11.19 |
|                        | Consumer Health and Resource Management | <ul style="list-style-type: none"> <li>Review +/- influences of the media that impact health</li> </ul>  | <ul style="list-style-type: none"> <li>Movie critiques</li> </ul>   | 12.16  |
|                        | Community and Public Health             | <ul style="list-style-type: none"> <li></li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>  |  |

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|                        | Family Life                 | <ul style="list-style-type: none"> <li>• Describe types of families and function of family members</li> <li>• Consequences of teen parenting</li> <li>• Identify desirable character traits</li> <li>• Describe parenting role as it relates to child development</li> <li>• Describe the effects</li> </ul>  | <ul style="list-style-type: none"> <li>• Make own family tree</li> <li>• Teen parent project</li> </ul>  | 6.1<br>6.14<br>6.15<br>10.10                        |
|                        | Mental Health               | <ul style="list-style-type: none"> <li>• Review of emotional IQ and stress reduction techniques</li> <li>• Describe the influence of gender on identity and self concept</li> <li>• Identify signs of destructive behavior</li> <li>• Identify intervention strategies</li> <li>• Review D-M skills and what it is influenced by</li> <li>• How to positively handle difficult decisions</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion on the influence of group stereotypes about gender roles on identity and self concept</li> </ul> | 5.11<br>5.15<br>5.16<br>5.17<br>5.18<br>5.19        |
|                        | Interpersonal Relationships | <ul style="list-style-type: none"> <li>• Anger management and conflict resolution</li> <li>• Discuss emotional impact on LT relationships of positive and negative communications</li> <li>• Describe influence of larger social group on individual conduct</li> <li>• Purpose of friendships in different stages of life cycle</li> </ul>   | <ul style="list-style-type: none"> <li>• Practice with made-up scenarios in a variety of settings</li> <li>• Bulletin board project</li> </ul>       | 7.1<br>7.11<br>7.12<br>7.13<br>7.14<br>7.16<br>7.17 |

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|------------------------|--------------------------------|---|---|--|
|                        | Disease Prevention and Control | <ul style="list-style-type: none"> <li>• Students will learn structure and function of immune system</li> <li>• Identify positive health behaviors to reduce risk</li> <li>• Learn effective physical self-exam</li> <li>• Know leading causes of death and how lifestyle behaviors contribute to risk</li> <li>• Explain prevention and control of common diseases and infections</li> </ul>   | <ul style="list-style-type: none"> <li>• Test / Quiz</li> <li>• Practice on models</li> <li>• Disease project</li> <li>• Self-Assessment of risky behavior</li> </ul> | <p>8.13<br/>8.14<br/>8.15<br/>8.17<br/>8.19<br/>9.13</p>   |
|                        | Safety and Injury              | <ul style="list-style-type: none"> <li>• Will become First Aid / CPR certified</li> <li>• Will evaluate extreme weather and varying clothing needs and other precautions</li> <li>• Evaluate home safety conditions</li> <li>• Protective wear in the workplace</li> <li>• Can identify symptoms and procedures for sudden illnesses</li> </ul>   | <ul style="list-style-type: none"> <li>• Practice scenarios</li> <li>• Practical (hands-on)</li> <li>• Home assessment</li> </ul>                                     | <p>9.14<br/>9.17<br/>9.18<br/>9.19<br/>9.20</p>  |
|                        | Reproduction and Sexuality     | <ul style="list-style-type: none"> <li>• Structure and function of reproductive system</li> <li>• Know signs of pregnancy</li> <li>• HIV/STD prevention</li> <li>• Describe proper prenatal care</li> <li>• Communication skills as they pertain to intimate relationships</li> <li>• Identify and distinguish between types and degrees of sexual risks</li> <li>• Evaluate the impact of HIV/AIDS on community, medical resources and family</li> </ul> | <ul style="list-style-type: none"> <li>• Tests / Quiz</li> <li>• Projects</li> <li>• Class discussions</li> </ul>   | <p>4.2<br/>4.11<br/>4.12<br/>4.13<br/>4.16<br/>(prenatal care only)<br/>4.17<br/>4.18<br/>4.19</p> |

| Big Idea / Essential Q | Content                                | Skills  | Assessment   | Standard(s)   |
|------------------------|--|---|--|---|
|                        | Nutrition                              | <ul style="list-style-type: none"> <li>• Students will learn the structure and function of the digestive system</li> <li>• Describe how alcohol, drugs, and chemicals interfere with metabolism</li> <li>• Resource management skills</li> <li>• Social and cultural differences</li> </ul>   | <ul style="list-style-type: none"> <li>• Student developed exercise schedule and nutritional needs for weight management</li> <li>• Plan nutritious meals within a varying budgets</li> <li>• Develop a restaurant menu that is nutritious and attractive to teens</li> <li>• Quiz / Test</li> </ul> | 3.14<br>3.15<br>3.17<br>(Cooking class)<br>3.19<br>3.20<br>3.21 |
|                        | Tobacco / Alcohol and other substances | <ul style="list-style-type: none"> <li>• Can describe the relationship between multi-drug use and negative effects on the body</li> <li>• Stages of addiction</li> <li>• Students will know how addiction affects the family</li> <li>• Know the consequences of drunk/drugged driving</li> <li>• Demonstrate ability to make informed decisions about tobacco / alcohol and other drugs</li> </ul> | <ul style="list-style-type: none"> <li>• Projects</li> <li>• Test / Quiz</li> <li>• Student generated lists of alternatives</li> <li>• Participation in non-use activities</li> </ul>  | 10.9<br>10.10<br>10.11<br>10.12<br>10.13<br>10.14               |