

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Health
Grades 9-12

Students are expected to know content and apply skills from previous grades.

Standard 1: Healthy Lifestyles

Students assess and evaluate all health related components that lead to a healthy life.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<p>Goal 1.1: Acquire the essential skills to lead a healthy life.</p>	<ul style="list-style-type: none"> ● 9-12.H.1.1.1 Assess the benefits of proper nutrition and regular physical activity on the health of humans throughout the life cycle. (841.01.a) ● 9-12.H.1.1.2 Assess how personal health issues change during life (puberty, aging, disability, serious illness/injury). (841.01.b) ● 9-12.H.1.1.3 Evaluate the psychological, social, emotional, and physical implications of human sexuality in developing and maintaining a responsible and healthy lifestyle. (841.01.c) ● 9-12.H.1.1.4 Demonstrate knowledge and concepts of basic injury prevention, emergency care, and crisis management procedures. (841.01.d) ● 9-12.H.1.1.5 Identify and evaluate the prevention, causes, symptoms, treatment, and 	<ul style="list-style-type: none"> ● Students analyze their diet using mypyramid.gov and write a paper. ● What Are You Really Eating? - “Teaching About Nutrition and Disease” ● Size the fries - “Teaching About Nutrition and Disease” ● Stand up for STI Prevention - “Teaching About HIV/AIDS” ● Stoplight - “Teaching About HIV/AIDS” ● Lifeline - “Teaching About HIV/AIDS” ● View the video “Strains and Sprains.” ● Paper Chase- “Teaching About HIV/AIDS” 	<ul style="list-style-type: none"> ● mypyramid.gov ● Meeting the content standards of the Idaho Comprehensive Health Ed Cadre ● Video ● ICHE Cadre booklet 	<ul style="list-style-type: none"> ● balance ● variety ● moderation ● nutrient density ● food energy ● energy expenditure ● abstinence ● risk ● STI ● cumulative risk ● antibodies ● lymphatic system ● immunity ● HIV ● AIDS ● R.I.C.E. ● hypothermia ● relative humidity ● heat cramps ● heat stroke ● communicable disease ● pathogens ● bacteria ● virus ● fungi ● protozoa ● rickettsias

	<p>consequences of diseases and disorders. (841.01.e)</p> <ul style="list-style-type: none"> 9-12.H.1.1.6 Assess environmental and other external factors that affect individual and community health (public health policies, governmental regulations, research). (841.01.f) 	<ul style="list-style-type: none"> Size the Fries - “Teaching About Nutrition and Disease” Standup for STI Prevention - “Teaching About Nutrition and Disease” Liver Overload - “Teaching About Risk Awareness and Prevention” All Tied Up - “Teaching About Risk Awareness and Prevention” The Push is On - “Teaching About Risk Awareness and Prevention” HIV Scrabble - “Teaching About Consumer Education” BB Demonstration - “Teaching About Risk Awareness and Prevention” View from the Other Side - “Teaching About Mental and Emotional Health” Size the Fries - “Teaching About Nutrition and Disease” 		
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Standard 2: Risk Taking Behavior

Students assess and evaluate consequences resulting from risk-taking behaviors.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<ul style="list-style-type: none"> 9-12.H.2.1.1 Assess the consequences of sexual activity (unplanned pregnancy, STDs, emotional distress). (842.01.a) 9-12.H.2.1.2 Assess the 	<ul style="list-style-type: none"> STD Connection - “Teaching About HIV/AIDS” Risk Circle - “Teaching About Mental and Emotional Health” STD Connection - 	<ul style="list-style-type: none"> ICHE Cadre booklet 	<ul style="list-style-type: none"> stress management goal setting decision making communication skills conflict resolution

	<p>short and long-term consequences of tobacco, alcohol, and other drugs (use, misuse, abuse, dependency). (842.01.b)</p> <ul style="list-style-type: none"> 9-12.H.2.1.3 Evaluate the impact of risky behaviors on personal and community health. (842.01.c) 9-12.H.2.1.4 Identify prevention strategies that address positive behaviors and their benefits. 	<p>“Teaching About HIV/AIDS”</p> <ul style="list-style-type: none"> Risk Circle - “Teaching About Mental and Emotional Health” All Tied Up - “Teaching About Risk Awareness and Prevention” STD Connection - “Teaching About HIV/AIDS” Risk Circle - “Teaching About Mental and Emotional Health” Size the Fries - “Teaching About Nutrition and Disease” Anger Management - Teaching About Risk Awareness and Prevention” Size the Fries - “Teaching About Nutrition and Disease” Hold on to that Lifeline - “Teaching About HIV/AIDS” STD Connection - “Teaching About HIV/AIDS” 		<ul style="list-style-type: none"> advocacy addiction dependence second hand smoke cirrhosis B.A.C. F.A.S. binge drinking alternatives Al-Anon Alateen
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Standard 3: Communication Skills for Healthy Relationships

Students analyze and evaluate the importance of developing strong communication skills.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
Goal 3.1: Demonstrate the ability to use communication skills to enhance health.	<ul style="list-style-type: none"> 9-12.H.3.1.1 Analyze the causes and effects of conflict in schools, families, workplaces, and communities. (843.01.a) 9-12.H.3.1.2 Demonstrate and evaluate communication skills that 	<ul style="list-style-type: none"> View from the Other Side - Card Castles Risk Circle STD Connection - “Teaching About HIV/AIDS” 	<ul style="list-style-type: none"> ICHE Cadre booklet 	<ul style="list-style-type: none"> character values clique empathetic coping skills self-efficacy affirmations, refusal skills

	<p>enhance intra-personal and inter-personal health (coping skills, self-efficacy, affirmations, refusal skills, conflict resolution). (843.01.b)</p> <ul style="list-style-type: none"> 9-12.H.3.1.3 Relate how effective interpersonal communication skills can be used to build, maintain, and enhance interactions between family, peers, workplace, and society. (843.01.c) 	<ul style="list-style-type: none"> Hold on to that Lifeline -“Teaching About HIV/AIDS” View from the Other Side - “Teaching About Mental and Emotional Health” Card Castles - “Teaching About Mental and Emotional Health” Helium Hoop - “Teaching About Mental and Emotional Health” Mergers - “Teaching About Nutrition and Disease” Anger Management - “Teaching About Risk Awareness and Prevention” The Push is On - “Teaching About Risk Awareness and Prevention” STD Connection - “Teaching About HIV/AIDS” Hold on to that Lifeline -“Teaching About HIV/AIDS” View from the Other Side - “Teaching About Mental and Emotional Health” Card Castles - “Teaching About Mental and Emotional Health” 		<ul style="list-style-type: none"> conflict resolution peer pressure prejudice compromise assertive communication “I” statements role play
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Standard 4: Consumer Health

Students analyze all of the components that make up consumer health.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
Goal 4.1: Organize, analyze, and apply health information	<ul style="list-style-type: none"> 9-12.H.4.1.1 Evaluate the validity of health information, products and services (advertising claims, quackery, 	<ul style="list-style-type: none"> Size the Fries - “Teaching About Nutrition and Disease” What Are You Really 	<ul style="list-style-type: none"> ICHE Cadre booklet 	<ul style="list-style-type: none"> advertising claims quackery, fraudulence health-related

<p>practices and services appropriate for individual needs.</p>	<p>fraudulence, health-related research). (844.01.a)</p> <ul style="list-style-type: none"> ● 9-12.H.4.1.2 Evaluate resources from home, school, library, and the community that provide valid health care information. (844.01.b) ● 9-12.H.4.1.3 Evaluate factors and situations that influence personal selection of health care products and services (when to seek treatment, when or what product to use). (844.01.c) ● 9-12.H.4.1.4 Analyze the cost and accessibility of health care services. (844.01.d) 	<p>Eating? - “Teaching About Nutrition and Disease”</p> <ul style="list-style-type: none"> ● Match that Logo - “Teaching About Consumer Education” ● Occupation Concentration - “Teaching About Consumer Education” ● Match that Logo - “Teaching About Consumer Education” ● Occupation Concentration - “Teaching About Consumer Education” ● Occupation Concentration - “Teaching About Consumer Education” 		<p>research</p> <ul style="list-style-type: none"> ● reliability ● validity ● Better Business Bureau ● public health ● preventive care
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Standard 5: Mental and Emotional Health

Students analyze and assess strategies that address mental and emotional health.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
<p>Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.</p>	<ul style="list-style-type: none"> ● 9-12.H.5.1.1 Assess strategies for coping with and overcoming feelings of stress (rejection, social isolation, other forms of stress, burnout). (845.01.a) ● 9-12.H.5.1.2 Identify methods for addressing mental and emotional concerns (depression, grief, eating disorders, suicide). (845.01.b) 	<ul style="list-style-type: none"> ● Hold on to that Lifeline - “Teaching About HIV/AIDS” ● Mergers - “Teaching About Nutrition and Disease” ● Hold on to that Lifeline - “Teaching About HIV/AIDS” 	<ul style="list-style-type: none"> ● ICHE booklet 	<ul style="list-style-type: none"> ● rejection ● social isolation ● other forms of stress ● burnout ● depression ● grief ● eating disorders ● suicide