

High School Health Education Curriculum Map

1.PL-H-PW: Personal Wellness (Health Education)

Big Idea:

Wellness is maximum well-being, or total health. Personal Wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making choices and decisions each day that promote an individual’s physical well-being, the prevention of illnesses and diseases, and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Academic Expectations

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

4.1 Students effectively use interpersonal skills.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

5.4 Students use a decision-making process to make informed decisions among options.

Pacing	Enduring Knowledge – Personal Wellness		I Can’s & Vocabulary	Literacy Standards
	Understandings	NHES		
1	PL-H-PW-U-1: individuals have a responsibility to advocate for personal, family and community health.	8	I can have a responsibility to promote personal, family, and community health	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-PW-U-2: inter and intrapersonal communication skills are needed to enhance individual well-being and healthy relationships.	4	I can enhance inter and intrapersonal skills to enhance health	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-PW-U-3: physical, social, emotional and mental changes occur during adolescence and throughout life.	1	I can identify the changes of an adolescence throughout life	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-PW-U-4: decisions regarding sexuality have short and long term consequences and responsibilities.	5	I can recognize the decisions of sexuality and the long and short term effects	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-PW-U-5: the environment, lifestyle, family history, peers and other factors impact physical, social, mental and emotional health.	1	I can describe how factors effect physical, social, mental, and emotional health	CCSS ELA-Literacy.RST.9-10.6
1	PL-H-PW-U-6: culture, values (e.g., individual, family and community) media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal behavioral choices.	2	I can analyze how culture can influence personal behavior choices	CCSS ELA-Literacy.RST.9-10.5

1	PL-H-PW-U-7: behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.	1	I can describe how behavioral choices affect well-being and can have consequences on health	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-PW-U-8: positive health habits can help prevent injuries and spreading of diseases to self and others.	7	I can identify positive health habits and its effect on the body	CCSS ELA-Literacy.RST.9-10.8
1	PL-H-PW-U-9: self-management and coping strategies can enhance mental and emotional health.	7	I can describe how self-management and coping strategies can enhance health	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-PW-U-10: a variety of resources are available to inform, treat and counsel individuals with physical, mental, social and emotional health needs.	3	I can identify a variety of resources available to emotional health needs	CCSS ELA-Literacy.RST.9-10.5
Pacing	Skills and Concepts – Personal and Physical Health		I Can's & Vocabulary	Literacy Standards
	Understandings	NHES		
3	PL-H-PW-S-PPH1: understand the importance of assuming responsibility for personal health behaviors by: ❖ PL-H-PW-S-PPH1.a: predicting how decisions regarding health behaviors have consequences for self and others ❖ PL-H-PW-S-PPH1.b: explaining how body system functions can be maintained and improved (e.g., exercise, nutrition, safety) ❖ PL-H-PW-S-PPH1.c: explaining how decision-making relates to responsible sexual behavior (e.g., abstinence, preventing pregnancy, preventing HIV/STDs), impacts physical, mental and social well-being of an individual	5, 7 5 7 5	I can understand the importance of assuming responsibility for personal health. I can predict how decisions regarding health has consequences I can explain how body systems function, maintain, and improve I can explain how decision making impacts an individual in several ways.	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-PW-S-PPH2: apply goal-setting and decision-making skills in developing, implementing and evaluating a personal wellness plan	5, 6	I can apply goal setting and decision making skills in developing a personal wellness plan	CCSS ELA-Literacy.RST.9-10.9
1	PL-H-PW-S-PPH3: evaluate the effectiveness of communication methods for expressing accurate health information and ideas	3, 4	I can evaluate the effectiveness of communication methods for expressing health information	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-PW-S-PPH4: evaluate how an individual's behaviors and choices of diet,	7	I can evaluate how diet choices affect the body	

	exercise and rest affect the body			
Pacing	Skills and Concepts – Growth and Development		I Can’s & Vocabulary	Literacy Standards
	Skills and Concepts	NHES		
1	PL-H-PW-S-GD1: explain basic structures and functions of the reproductive system as it relates to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood)	1	I can explain basic structures and functions of the reproductive system	CCSS ELA-Literacy.RST.9-10.5
Pacing	Skills and Concepts – Social, Mental, and Emotional Health		I Can’s & Vocabulary	Literacy Standards
	Skills and Concepts	NHES		
3	PL-H-PW-S-SMEH1: demonstrate social interaction skills by: ❖ PL-H-PW-S-SMEH1.a: identifying and utilizing management techniques needed for dealing with intrapersonal and interpersonal relationships throughout life ❖ PL-H-PW-S-SMEH1.b: using and explaining the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying different perspectives and points of view, empathy, friendship) ❖ PL-H-PW-S-SMEH1.c: recommending and justifying effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying ❖ PL-H-PW-S-SMEH1.d: identifying and explaining changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision- making process, perseverance)	4, 5, 6, 7 4, 7 4 5 5, 6	I can identify and utilize techniques needed for dealing with relationships I can explain the importance of effective social interaction skills I can apply effective strategies for responding to stress, bullying, and other situations I can identify and explain changes in roles, responsibilities, and skills needed to effectively work in groups throughout life	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-PW-S-SMEH2: recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference,	5, 6	I can apply self-management strategies to maintain mental and emotional health	CCSS ELA-Literacy.RST.9-10.6

	perseverance) for maintaining mental and emotional health			
1	PL-H-PW-S-SMEH3: demonstrate the ability to use various strategies when making decisions related to health needs and risks of young adults	5, 7	I can demonstrate the ability to use strategies when making decisions on health needs	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-PW-S-SMEH4: demonstrate refusal, negotiation and collaboration skills to use in avoiding potential harmful situations	4	I can demonstrate skills to use in harmful situations	CCSS ELA-Literacy.RST.9-10.8
Pacing	Skills and Concepts – Family and Community Health		I Can’s & Vocabulary	Literacy Standards
	Skills and Concepts	NHES		
1	PL-H-PW-S-FCH1: access and use a variety of resources from home, school and community that provide valid health information	3	I can apply and use resources to provide valid health information	CCSS ELA-Literacy.RST.9-10.5
3	PL-H-PW-S-FCH2: understand and analyze how personal, family and community health can be influenced and challenged by:	2	I can analyze how personal, family, and community health can be influenced/challenged by family traditions, peer pressure, social media, culture, and other factors.	CCSS ELA-Literacy.RST.9-10.9
	❖ PL-H-PW-S-FCH2.a: family traditions/values	2		
	❖ PL-H-PW-S-FCH2.b: peer pressure	2		
	❖ PL-H-PW-S-FCH2.c: technology and media messages	2		
	❖ PL-H-PW-S-FCH2.d: cultural beliefs and diversity	2		
❖ PL-H-PW-S-FCH2.e: interrelationships between environmental factors and community health	2			
2	PL-H-PW-S-FCH3: use print and non-print sources to:	3	I can analyze how the prevention and the control of health problems are influenced by research and medical advances	CCSS ELA-Literacy.RST.9-10.5
	❖ PL-H-PW-S-FCH3.a: analyze how the prevention and the control of health problems are influenced by research and medical advances	3		

	<ul style="list-style-type: none"> ❖ PL-H-PW-S-FCH3.b: investigate the role of health care providers in disease prevention ❖ PL-H-PW-S-FCH3.c: analyze how public health policies and government regulations influence health promotion and disease prevention 	3		
Pacing	Skills and Concepts – Communicable, Non-Communicable and Chronic Diseases Prevention		I Can’s & Vocabulary	Literacy Standards
	Skills and Concepts	NHES		
3	<p>PL-H-PW-S-DP1: demonstrate an understanding of diseases by:</p> <ul style="list-style-type: none"> ❖ PL-H-PW-S-DP1.a: describing symptoms, causes, patterns of transmission, prevention and treatments of communicable diseases (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis) ❖ PL-H-PW-S-DP1.b: describing symptoms, causes, patterns of transmission, prevention and treatments of non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema) 	<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p>	I can describe symptoms, causes, and treatments of communicable diseases	CCSS ELA-Literacy.RST.9-10.5
1	<p>PL-H-PW-S-DP2: explore family history, environment, lifestyle and other risk factors related to the cause or prevention of disease and other health problems</p>	1	I can explore family history and how it relates to factors of diseases and other problems	CCSS ELA-Literacy.RST.9-10.5
2	<p>PL-H-PW-S-DP3: demonstrate an understanding of how to maintain a healthy body by:</p> <ul style="list-style-type: none"> ❖ PL-H-PW-S-DP3.a: analyzing the impact of personal health behaviors on the functioning of body systems ❖ PL-H-PW-S-DP3.b: analyzing how behavior can impact health maintenance and disease prevention during adolescence and adulthood 	<p style="text-align: center;">7</p> <p style="text-align: center;">7</p> <p style="text-align: center;">7</p>	<p>I can analyze the impact of personal health on body systems</p> <p>I can analyze how behavior can impact health maintenance.</p>	CCSS ELA-Literacy.RST.9-10.4

Pacing	Skills and Concepts – Alcohol, Tobacco and Other Drugs		I Can’s & Vocabulary	Literacy Standards
	Skills and Concepts	NHES		
2	<p>PL-H-PW-S-ATOD1: demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs by:</p> <ul style="list-style-type: none"> ❖ PL-H-PW-S-ATOD1.a: distinguishing between legal (e.g., over the counter, prescription drugs) and illegal drugs (e.g., inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems ❖ PL-H-PW-S-ATOD1.b: predicting the immediate/long-term effects of alcohol, tobacco and illegal drug usage and analyzing the impact on an individual’s health ❖ PL-H-PW-S-ATOD1.c: recommending interventions (e.g., cease enabling activities), treatments (e.g., AA, outpatient therapy, group therapy) and other strategies (e.g., enhancing self-esteem, building skills for success) as forms of help for negative behaviors or addictions (e.g., drug addictions, eating disorders) 	<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p>	<p>I can distinguish between legal and illegal drugs and the affects and body systems</p> <p>I can predict the effects of alcohol and tobacco and drug use on an individual</p> <p>I can identify interventions for treatments of negative behaviors</p>	<p>CCSS ELA-Literacy.RST.9-10.6</p>

2. PL-H-N Nutrition (Health Education)

Big Idea:

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Academic Expectations

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

3.5 Students will demonstrate self-control and self-discipline.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

5.4 Students use a decision-making process to make informed decisions among options.

Pacing	Enduring Knowledge – Nutrition		I Can’s & Vocabulary	Literacy Standards
	Understandings	NHES		
1	PL-H-N-U-1: nutritional choices affect an individual’s physical, mental, emotional and social well-being.	5	I can identify nutritional choices that affect social and well being	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-N-U-2: nutrients have a role in the development of an individual’s health.	1	I can identify nutrients that have a role in development of an individual’s health	CCSS ELA-Literacy.RST.9-10.7
1	PL-H-N-U-3: resources (e.g., Food Guide Pyramid, Dietary Guidelines for Americans, United States Department of Agriculture (USDA), National Dairy Council) are available to assist in making nutritional choices.	3	I can explore the resources available to assist in making nutritional choices	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-N-U-4: individuals, families and community values influence nutritional choices.	2	I can identify how values influence nutritional choices	CCSS ELA-Literacy.RST.9-10.7
Pacing	Skills and Concepts – Nutrition		I Can’s & Vocabulary	Literacy Standards
	Skills and Concepts	NHES		
1	PL-H-N-S-1: create meal plans utilizing print and non-print resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans, United States Department of Agriculture USDA), National Dairy council)	3, 7	I can create meal plans	CCSS ELA-Literacy.RST.9-10.8
1	PL-H-N-S-2:		I can evaluate healthy nutritional	CCSS ELA-

	evaluate healthy nutritional practices (e.g., meal planning, food selection, reading labels, weight control, special nutritional needs) for a variety of dietary needs	7	practices	Literacy.RST.9-10.5
1	PL-H-N-S-3: analyze and evaluate the positive and negative impact of food selections on maintaining and promoting health	7	I can analyze and evaluate the impact of food on maintaining and promoting health	CCSS ELA-Literacy.RST.9-10.9
1	PL-H-N-S-4: identify issues, problems and solutions related to extreme eating behaviors (overeating, obesity, anorexia, bulimia)	7	I can identify issues related to extreme eating behaviors	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-N-S-5: analyze factors (e.g., geography, family, cultural background, convenience, cost, advertising, friends, personal taste) that influence healthy food choices	2	I can analyze factors that influence healthy food choices	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-N-S-6: evaluate the role of nutrients and food sources in the growth and development of healthy bodies	1, 7	I can evaluate the role of nutrients and food sources in the growth and development of healthy foods	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-N-S-7: evaluate nutritional resources from home, school and community that provide valid health information	3	I can evaluate nutritional resources that provide valid health information	CCSS ELA-Literacy.RST.9-10.5

3.PL-H-S: Safety (Health Education)

Big Idea:

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving motor vehicles, falls, drowning, fires, firearms, and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

Academic Expectations

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community

3.2 Students will demonstrate the ability to maintain a healthy lifestyle

4.3 Students individually demonstrate consistent, responsive and caring behavior

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others

5.1 Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations

5.4 Students use a decision-making process to make informed decisions among-options

Pacing	Enduring Knowledge – Safety		I Can’s & Vocabulary	Literacy Standards
	Understandings	NHES		
1	PL-H-S-U-1: safety practices and procedures help to prevent injuries and provide a safe environment.	1	I can identify safety procedures that provide a safe environment	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-S-U-2: community, state, federal and international resources are available to assist in hazardous situations.	3	I can explore resources that are available to assist in hazardous situations	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-S-U-3: proper procedures must be used in emergency situations.	1	I can identify proper procedures that must be used in an emergency situation	CCSS ELA-Literacy.RST.9-10.5
Pacing	Skills and Concepts - Safety		I Can’s & Vocabulary	Literacy Standards
	Skills	NHES		
1	PL-H-S-S-1: analyze how responsible use of machinery and motorized vehicles (e.g., all-terrain vehicle, motorcycle, automobile, personal watercraft) and firearms reduce the risk of accidents and save lives	7	I can analyze how responsible use of machinery and motorized vehicles and firearms reduce risk of accidents	CCSS ELA-Literacy.RST.9-10.10
1	PL-H-S-S-2: identify and describe potential hazards in home and schools and explain how to prevent injuries	1	I can identify and describe potential hazards in home and schools	CCSS ELA-Literacy.RST.9-10.10
1	PL-H-S-S-3: identify components of safety needed in developing a personal plan for emergency situations (e.g., weather, fire, tornado, lock down) at home or school	1	I can identify components of safety needed in developing a personal plan for emergency situation	CCSS ELA-Literacy.RST.9-10.10
1	PL-H-S-S-4: demonstrate proper first-aid procedures (e.g., CPR/rescue		I can demonstrate proper first aide	CCSS ELA-

	breathing) for responding to emergency situations (e.g., falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) and explain how they help reduce the severity of injuries and save lives	7	procedures CCSS ELA-Literacy.RST.9-10.5	Literacy.RST.9-10.5
1	PL-H-S-S-5: demonstrate refusal, negotiation and collaboration skills needed to avoid potentially harmful situations	4	I can demonstrate skills needed to avoid harmful situations	CCSS ELA-Literacy.RST.9-10.6
1	PL-H-S-S-6: identify and access the available local, state, federal and international health and safety agencies (e.g., World Health Organization, Peace Corp, Center for Disease Control and Prevention (CDC), Armed Forces) and explain the services they provide	3	I can identify and access the different safety agencies and the services they provide	CCSS ELA-Literacy.RST.9-10.6
1	PL-H-S-S-7: use reliable safety resources and guidelines to help in avoiding injuries and dangerous situations (e.g., internet use, vehicles, firearms, watercraft)	3, 7	I can explore safety resources	CCSS ELA-Literacy.RST.9-10.5
1	PL-H-S-S-8: demonstrate communications skills needed in emergency situations	4	I can demonstrate communication skills needed in emergency situations	CCSS ELA-Literacy.RST.9-10.8
1	PL-H-S-S-9: explain safety practices needed when assuming responsibilities (e.g., child care, house-sitting, elderly care, pet care) in caring for animals, property and other individuals	1	I can explain safety practices needed when assuming responsibilities in other individuals	CCSS ELA-Literacy.RST.9-10.8