



# High School Health Education Curriculum Guide

**Revised 2010**

To align with the 2008 Virginia Health standards of Learning the 2009 adoption of the Holt: Lifetime Health textbook and the inclusion of Driver Education in Health II.

## Table of Contents

Overview of Health I and II.....	2
<b>Health I</b>	
1 - Health and Wellness.....	3
2 - Mental and Emotional Health.....	4
3 - Physical Fitness and Nutrition.....	6
4 - Disease and Disorders.....	7
5 - Sexuality Education.....	8
6 – Consumer Health.....	9
7 - First Aid and Safety.....	10
<b>Health II</b>	
1- Driver Education.....	11
4 - Medication and Substance Abuse.....	12
3 - Adolescence, Adulthood & Family Life.....	14
4 - Sexuality Education.....	15
<b>Resources</b> .....	17

### Virginia Health Standards of Learning 2008:

<http://healthsmartva.pwnet.org/index.php>

[http://www.doe.virginia.gov/testing/sol/standards\\_docs/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml)

## Course Descriptions

### Health I

This course will provide students an opportunity to develop an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and well-being of self and others; to set personal health goals; and to evaluate health information, products, services, and the effects of health behaviors on the community. Specific topics will include personal fitness, nutrition, mental and emotional health, the prevention and control of communicable and non-communicable diseases, safety and first aid and sexuality education that focuses on dating and abstinence education.

### Health II

This course will provide students an opportunity to develop an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and well-being of self and others; to set personal health goals; and to evaluate health information, products, services, and the effects of health behaviors on the community. Specific topics will include driver education, injury prevention, medication and substance abuse, marriage, reproduction, parenthood, and stages of healthy development.

## Health I and II Overview and Textbook Correlation

<b>Health I</b>			
<b>Units</b>	<b>Chapters*</b>	<b># Days</b>	<b>Pages*</b>
1- Health and Wellness	1 – 2 Review	7	4 - 47
2 - Mental and Emotional Health	3 - 5	18	48-100
3 - Physical Fitness and Nutrition	6 - 8	18	124 - 215
4 – Disease and Disorders	13 – 15	18	314-385
5– Sexual Education	<i>Choosing the Best</i>	10	
6 – Consumer Health- These lessons are most effective when integrated into other units.	Express Lessons	5	548-565
7 – First Aid and Safety	Express Lessons	6	576-597
Health Review and Final Assessment		5	
		87 Total	
<b>Health II</b>			
<b>Units</b>	<b>Chapters*</b>	<b># Days</b>	<b>Pages*</b>
1- Driver's Education	1 - 18	45	3 - 381
2- Medication and Substance Abuse	9 -12	20	216-302
3 – Adolescence, Adulthood, & Family Life	16 - 17	10	386 - 421
4 - Sexuality Education	18 -19	10	428 - 464
Health Review and Assessment	9-12, 16-19	5	
		90 Total	

\*Textbook: Lifetime Health, 2009 by Holt, Rinehart and Winston

# Number of Days: This is an approximation and includes time for review and assessment

# Health I

Health I		
Unit 1: Health and Your Wellness		
OBJECTIVES	SOL	RESOURCES/ACTIVITIES
<p>The student will:</p> <ul style="list-style-type: none"> <li>• Differentiate between healthy and unhealthy lifestyles</li> <li>• Evaluate factors that influence health</li> <li>• Demonstrate the importance of accepting responsibility for their own health</li> <li>• Demonstrate an understanding of the various components of health and the holistic relationship they have on total health</li> <li>• Evaluate the role of technology as it relates to health products and services</li> <li>• Demonstrate the skills needed to evaluate health related information</li> </ul>	<p>9.1.d,f 9.2.c 10.2.a 10.2.g 10.4.d</p>	<p><u>Lifetime Health</u> - Chapter 1: Leading a Healthy Life</p> <p>Video Health: Profiles in Honesty</p>
<ul style="list-style-type: none"> <li>• Demonstrate the ability to use personal assessment, goal setting and decision-making skills to enhance health</li> <li>• Demonstrate an understanding of the relationship between lifestyle choices and personal health</li> <li>• Compare positive and negative influences that people and the environment have on you</li> <li>• State examples of refusal skills and apply them to pressure situations in your life</li> </ul>	<p>9.1.d,f 10.2.a 10.2.c 10.2.d 10.2.e 10.2.f 10.2.h 10..5.f</p>	<p><u>Lifetime Health</u> - Chapter 2: Skills for a Healthy Life</p> <p>Video Health: Profiles in Responsibility</p>

# Health I

## Unit 2: Mental and Emotional Health

OBJECTIVES	SOL	RESOURCES/ACTIVITIES
<p>The student will:</p> <ul style="list-style-type: none"> <li>• Describe the characteristics of mental health</li> <li>• Demonstrate communication skills that lead to healthy relationships</li> <li>• Recognize the impact of emotions on overall health</li> <li>• Describe healthful ways to deal with emotions</li> <li>• Describe the types, characteristics, prevalence, and treatment of mental disorders</li> <li>• Describe ways you can improve your self-esteem</li> <li>• Discuss the benefits of high self-esteem and the risks of low self-esteem</li> </ul>	<p>9.1.d,f 10.2.a</p>	<p><u>Lifetime Health</u> - Chapter 3: Self Esteem and Mental Health</p> <p>Video Health: Building Self-Esteem</p>
<ul style="list-style-type: none"> <li>• Compare and contrast positive and negative effects of stress on the body</li> <li>• Demonstrate stress management techniques</li> <li>• Describe the stages one goes through in accepting a major loss</li> <li>• Discuss ways to cope with a major loss</li> <li>• Recognize and examine suicide risk factors and appropriate responses</li> <li>• Connect the importance of strengthening relationships and seeking support after a death or loss</li> <li>• Discuss the five stages of grief and dying, how to express grief, and how to comfort someone who is grieving</li> </ul>	<p>9.1.d 9.1.f 9.1.g 9.1.h</p> <p>10.3.d 10.3.f</p>	<p><u>Lifetime Health</u> - Chapter 4: Managing Stress and Coping with Loss</p> <p>Video Health: Profiles in Perseverance</p> <p><u>Respond</u> – A Comprehensive High School Based Suicide Awareness Program; VA Edition – Student Component (see SAP coordinator)</p>

# Health I

## Unit 2: Mental and Emotional Health - continued

OBJECTIVES	SOL	RESOURCES/ACTIVITIES
<p>The student will:</p> <ul style="list-style-type: none"><li>• Evaluate ways to prevent acts of violence</li><li>• Recognize and deal with conflicts effectively</li><li>• Apply negotiation and mediation processes for conflict resolution</li><li>• Identify and assess the mediation process available at school</li><li>• Identify opportunities in the community and workplace to utilize mediation</li><li>• Examine types of abuse and help available for victims</li><li>• Examine examples of sexual harassment and how to respond in order to stop the harassment</li><li>• Describe ways to protect yourself from sexual abuse and violence</li></ul>	<p>9.1.d 9.1.f 9.1.i</p> <p>10.2.a 10.3.a 10.3.b 10.3.c 10.3.f 10.5.c</p>	<p><u>Lifetime Health</u> - Chapter 5: Preventing Violence and Abuse</p> <p>Video Health: Respecting Others</p>

# Health I

## Unit 3: Physical Fitness and Nutrition

OBJECTIVES	SOL	RESOURCES/ACTIVITIES
<p>The student will...</p> <ul style="list-style-type: none"> <li>• Connect the components and benefits of physical fitness to a healthful lifestyle</li> <li>• Develop an individual exercise program to demonstrate an understanding of the components of physical fitness (PE SOL: 9.3, 10.3)</li> <li>• Explain how to reduce the risk of injury during training</li> <li>• Demonstrate the long term and short term effects that sleep has on your health</li> </ul>	<p>9.1.d 9.1.e 9.1.f 9.2.a 9.2.c  10.1.b 10.1.d</p>	<p><u>Lifetime Health</u> - Chapter 6: Physical Fitness for Life</p> <p><u>Five for Life Program: Intermediate</u>, First Edition, Revised 2012</p>
<ul style="list-style-type: none"> <li>• Analyze the factors that influence personal dietary choices</li> <li>• Demonstrate an understanding of dietary guidelines, food guide pyramid, and nutritional labeling in making wise nutritional choices</li> <li>• Examine the relationship between diet, exercise and weight management</li> <li>• Relate nutrition to various lifestyles (athlete, vegetarian, pregnancy, aging)</li> <li>• Evaluate sources of nutritional information for accuracy and validity</li> </ul>	<p>9.1.a 9.1.b 9.1.f 9.2.c 9.4.a 9.4.b  10.2.b 10.1d</p>	<p><u>Lifetime Health</u> - Chapter 7: Nutrition for Life</p>
<ul style="list-style-type: none"> <li>• Examine the relationship between diet and disease</li> <li>• Examine the physical, mental and social issues related to eating disorders</li> <li>• Illustrate ways to protect self from food problems</li> <li>• Develop a healthy personal dietary plan based on an evaluation of their nutritional needs and dietary habits</li> </ul>	<p>9.1.a 9.1.d 9.1.f</p>	<p><u>Lifetime Health</u> - Chapter 8: Weight Management and Eating Behaviors</p>

# Health I

## Unit 4: Disease and Disorders

OBJECTIVES	SOL	RESOURCES/ACTIVITIES
<p>The student will:</p> <ul style="list-style-type: none"> <li>• Identify common infectious diseases, their cause, their characteristics and methods of transmission</li> <li>• Evaluate the benefits of health organizations working together in the community</li> <li>• Analyze the treatment for infectious diseases</li> <li>• Describe how the body fights infectious diseases and ways to care for yourself when you are sick</li> </ul>	<p>9.1.d,f 9.2.b</p>	<p><u>Lifetime Health</u> – Chapter 13: Preventing Infectious Disease</p>
<ul style="list-style-type: none"> <li>• Describe the various forms of lifestyle diseases and their prevalence, causes, warning signs, diagnosis and methods of prevention. (Specific attention should be given to cardiovascular disease, cancer and diabetes)</li> <li>• Identify and evaluate personal, community, and global strategies for the prevention of lifestyle disease</li> <li>• Analyze the role of lifestyle choices and prevention of various diseases and disorders</li> <li>• Analyze the impact various diseases and disorders have on various aspects of society</li> <li>• Describe how lifestyle can lead to diseases</li> <li>• Identify controllable and uncontrollable risk factors for lifestyle diseases</li> </ul>	<p>9.1.d,f 9.2.b 9.5.b</p> <p>10.2.b 10.5a 10.5.b</p>	<p><u>Lifetime Health</u> – Chapter 14: Lifestyle Diseases</p>

# Health I

## Unit 5: Sexuality Education

OBJECTIVES	SOL	RESOURCES/ACTIVITIES
<p>The student will:</p> <ul style="list-style-type: none"> <li>• Identify the emotional effects of premarital sex.</li> <li>• Examine the affects of alcohol and its relationship to sexual activity.</li> <li>• Recognize signs and symptoms of widespread STD's.</li> <li>• Understand that abstinence is the best protection against contracting an STD.</li> <li>• Examine the failure rates of birth control and their effects on teen pregnancy.</li> <li>• Identify the stages of HIV/AIDS.</li> <li>• Distinguish between myth and fact of HIV/AIDS.</li> <li>• Identify the benefits of choosing to abstain from sexual activity until marriage and demonstrate the skills necessary to make that decision.</li> <li>• Distinguish between "mature love" and "infatuation".</li> <li>• Identify outside sources of pressure related to sexual decisions.</li> <li>• Establish personal boundaries related to sexual behavior.</li> <li>• Demonstrate how to say NO to sexual activity.</li> </ul>	<p>FLE 9.6 9.7 9,8 9.12 9.11 9.12 9.11 9.12 9.12 9.4 9.5 9.4 9.4 9.5 9.6</p>	<p><u><i>Choosing the Best: Life</i></u></p> <p>Lesson 1 - Sex, Emotions and Self-Respect</p> <p>Lesson 2 - Sex, Alcohol and Respect</p> <p>Lesson 3 - Sex, STDs and Honesty</p> <p>Lesson 4 - Sex, Pregnancy and Honesty</p> <p>Lesson 5 - Sex, HIV/AIDS and Compassion</p> <p>Lesson 6 - Sex, Love and Choices</p> <p>Lesson 7 - Sex, Limits and Self-Discipline</p> <p>Lesson 8 - Sex, Saying "No" and Courage</p>

# Health I

## Unit 6: Consumer Health

OBJECTIVES	SOL	RESOURCES/ACTIVITIES
<p><b>These objectives may be best taught within the other units.</b></p> <p>The student will:</p> <ul style="list-style-type: none"> <li>• Analyze the relationship between environmental factors and overall health from a local, national and global perspective</li> <li>• Evaluate the benefits of health organizations working together in the community</li> <li>• Compare and contrast health care providers</li> <li>• Research organizations that help consumers with health information, services and complaints</li> <li>• Identify the role of national, state, and local health organizations</li> <li>• Evaluate the role of technology as it relates to health products and services</li> <li>• Demonstrate the skills needed to evaluate health related information</li> <li>• Identify and evaluate opportunities and requirements for health related careers and professions</li> </ul>	<p>9.5.a</p> <p>9.5.c</p> <p>9.5.d</p> <p>10.2.f</p> <p>10.4.b</p> <p>10.4.c</p> <p>10.4.e</p> <p>10.5.d</p>	<p><u>Lifetime Health</u> – Express Lessons</p> <p>Environment and Your Health (pg.548)</p> <p>Public Health (pg. 552)</p> <p>Selecting Healthcare Services (pg. 556)</p> <p>Financing Your Healthcare (pg. 560)</p> <p>Evaluating Healthcare Products (pg. 562)</p> <p>Evaluating Health Web Sites (pg. 564)</p> <p><u>Lifetime Health</u> – Reference Guides</p> <p>Medical and Dental care (pg. 628)</p> <p>Healthcare Administration (pg. 630)</p> <p>Health Education (pg. 632)</p> <p>Community Service (pg. 634)</p> <p>Sports and Recreation (pg. 636)</p>

<b>Health I</b>		
<b>Unit 7: Safety and First Aid</b>		
<b>OBJECTIVES</b>	<b>SOL</b>	<b>RESOURCES/ACTIVITIES</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>• Recognize personal risks of intentional and unintentional injury and ways to reduce or eliminate those risks</li> <li>• Analyze the health and safety risks and plans for dealing with natural and man-made crisis or disaster situations</li> <li>• Demonstrate the skills and knowledge needed to apply first aid techniques in common medical emergencies</li> <li>• Develop injury prevention and management strategies for personal, family, and community health</li> </ul>	<p>9.3.d</p> <p>10.3.c</p>	<p><u>Lifetime Health</u> – Express Lessons Pages 576-597</p>

# Health II

Health II
Unit 1 - Drivers Education
<p>Please see <i>Driver Education Curriculum</i> for objectives, resources and guidelines for instruction.</p> <p>This unit should be taught during the first nine weeks of the semester.</p>



## Health II

### Unit 2 – Medication and Substance Abuse - continued

OBJECTIVES	SOL	RESOURCES/ACTIVITIES
<p>The student will:</p> <ul style="list-style-type: none"><li>• Analyze reasons why a person might try illegal drugs</li><li>• Describe ways illegal drug use conflicts with your values and goals</li><li>• Demonstrate an understanding of the effects of marijuana, inhalants, club (designer) drugs, and anabolic steroids on all aspects of health</li><li>• Compare the dangers and risks of using stimulants, depressants, opiates and hallucinogens for non medical uses</li><li>• Describe in the impact drug abuse can have on the individual, family and society</li></ul>		<p><u>Lifetime Health</u> – Chapter 12: Illegal Drugs</p> <p>Video Health: Illegal Drugs</p>

## Health II

### Unit 3: Adolescence, Adulthood and Family Life

OBJECTIVES	SOL	RESOURCES/ACTIVITIES
<p>The student will:</p> <ul style="list-style-type: none"> <li>• Describe the stages of human development</li> <li>• Compare and contrast the physical, mental, emotional and social changes that occur during each of those stages</li> <li>• Describe habits that promote healthy aging</li> <li>• Describe factors to consider as a caregiver to an older adult</li> <li>• Evaluate the various types of teenage relationships and the roles and responsibilities in those relationships</li> <li>• Analyze and evaluate the various influences on teenage relationships and the development and maintenance of healthy families</li> </ul>	<p>9.1.f</p> <p>10.2.a</p>	<p><u>Lifetime Health</u> – Chapter 16: Adolescence and Adulthood</p> <p>Video Health: Profiles in Citizenship</p>
<ul style="list-style-type: none"> <li>• Evaluate the function of the family and the roles and factors that lead to the development of healthy family relationships</li> <li>• Identify and evaluate the factors to be considered in preparation for and maintenance of healthy marriages</li> <li>• Identify and evaluate the roles, responsibilities and skills necessary for effective parenting</li> <li>• Discuss the role of adoption in family planning and analyze the issues involved in the adoption decision and process.</li> <li>• Identify the various types of dysfunctional family relationships , factors that contribute to this problem and techniques for dealing with these problems</li> <li>• Discuss the impact divorce has on the family, and society as a whole, the factors that contribute to divorce, and skills and resources for dealing with divorce</li> </ul>	<p>10.2.g</p> <p>10.5.f</p>	<p><u>Lifetime Health</u> – Chapter 17: Marriage, Parenthood and Families</p> <p>Video Health: Profiles in Respect</p>

<b>Health II</b>		
<b>Unit 4: Sexuality Education</b>		
<b>OBJECTIVES</b>	<b>SOL</b>	<b>RESOURCES/ACTIVITIES</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the structure and function of each of the organs of the male and female reproductive systems and health concerns associated with each.</li> <li>• Outline the major events in the first nine months of life, from fertilization to birth</li> <li>• Identify new technology in the area of reproduction and childbirth and the legal and ethical issues they present</li> <li>• Describe the risks associated with prenatal development and the various aspects of good prenatal care</li> <li>• Identify and explain the various types of genetic diseases and disorders</li>   <li>• Compare strategies to prevent pregnancy</li> <li>• Identify and discuss factors to consider when planning a family</li> <li>• Identify personal lifetime goals as they relate to family planning.</li> <li>• Compare various types of family-planning methods</li> <li>• Describe and compare various types of contraceptive methods available and the benefits and disadvantages of each</li> <li>• Identify factors related to using contraception that one should discuss with a healthcare provider</li> </ul>		<p><u>Lifetime Health</u> – Chapter 18: Reproduction, Pregnancy, and Development</p> <p><u>Lifetime Health - SR-1:</u> Family Planning and Life Goals PowerNotes® Presentation Disc -One-Stop Planner</p> <p><u>Miracle of Life</u></p>



## Resources

Choosing the Best – Life, 3<sup>rd</sup> Edition

Current Health – <http://go.hrw.com>

This is a link to articles from Weekly Reader's *Current Health* magazine that are related to the content in the textbook. Access requires a code from the textbook.

Five for Life Program: Intermediate, First Edition, Revised 2012

Lifetime Health, 2009 by Holt, Rinehart and Winston

Lifetime Health – Teacher's One-Stop Planner:

Includes a resources disc and Powernotes® presentation disc

Health Links: <http://www.scilinks.org/health>

Teachers and students register for *free* and retrieve web pages via the codes provided in the textbook.

Health Smart Virginia: Internet resources for Virginia Educators to support the Health SOL

<http://healthsmartva.pwnet.org/index.php>

Holt Online Learning: <http://my.hrw.com/>

Open Arms? Open Eyes, Power! Control and Abuse in Teenage Dating Relationships – video from Henrico County Correction Program (copies provided to each school 10/03)

Respond – A Comprehensive High School Based Suicide Awareness Program; VA Edition – Student Component (see SAP coordinator) – Excellent lesson plan and DVD

Streaming Videos: May be accessed through <http://wbra.unitedstreaming.com>; user name and password may be obtained from school media center.

Video Health – DVDs included with the Lifetime Health resource material

**Virginia Health Standards of Learning 2008:**

<http://healthsmartva.pwnet.org/index.php>

<http://www.doe.virginia.gov/VDOE/Superintendent/Sols/home.shtml>

<http://ydouthink.com/>: The Virginia Tobacco Settlement Foundation's Web site, [www.ydouthink.com](http://www.ydouthink.com), is an extension of the VTSF campaign in Virginia. Great site directed to middle and high school age students. Contains facts, commercials, games, etc.

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