





HEALTH EDUCATION



Month Example Sept/Jan	Content Sub-Category or Strand	National Common Core Standards Code & Language	Michigan Standards High School Content Expectations (HSCEs) Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
Sept/ Jan	A Healthy Foundation	<p>Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Health Education Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p>	<p>Health Education 4.6: Develop short-term and long-term personal goals and aspirations. 4.7: Apply decision-making and problem solving steps to generate alternative solutions regarding social situations that could place one's health or safety at risk. 4.8: Predict the potential short- and long-term effects of each alternative on self and others, and defend the healthy choice. 4.14: Evaluate the effectiveness of health-related decisions. 5.4: Demonstrate how common infectious diseases are transmitted. 5.5: Demonstrate the ability to access accurate information about personal health products.</p>	<p>Name the three components of health Explain the importance of balancing the three components of health Explain the Health Continuum Explain how making lifelong commitment to practicing healthful behaviors can improve your long-term well-being Identify the health skills that are tools to help you manage your health Explain why good communication skills is vital health skills Be able to identify reliable sources of health information Understand what influences help you make healthful choices Explain why practicing healthy habits will protect your health Identify how advocacy lets you share your health knowledge Understand how heredity, environment, and other factors affect health and help make decisions List and explain the influences on your health</p>	<p>Class Projects Homework Daily Work Group Activities Class Discussions Unit Exam</p>	<p>health spiritual health wellness chronic disease heredity environment peers culture media technology risk behaviors cumulative risks prevention abstinence lifestyle factors health education Healthy People health disparities health literacy health skills</p>



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	HF con't	<p>Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health</p> <p>Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Family and Consumer Sciences Content Standard: Human Development: Analyze factors that influence human development.</p> <p>Content Standard: Decision-Making: Demonstrate responsible personal and family decision-making.</p> <p>Content Standard: Responsibility: Practice family, social, and civic, responsibility.</p> <p>Wellness: Develop a plan for individual and family wellness.</p> <p>Content Standard Consumerism: Practice responsible consumer and producer behavior, rights, and responsibilities.</p> <p>Content Standard Impact of Technology: Assess the effects of technology on the family</p>	<p>Explain how risk behavior can harm your health</p> <p>Explain the steps you can take to avoid or reduce these risk behaviors</p> <p>List the six risk behavior categories</p> <p>List the importance to taking action to reduce your exposure to health risks</p> <p>Explain how regularly participating in health-promoting behaviors will help you reach a high level of wellness</p> <p>Define lifestyle factors, cumulative risks, and risk behaviors.</p> <p>Define health literacy</p> <p>Explain how a health-literate person knows how to find and use reliable health information</p> <p>Explain the qualities of a health-literate individual</p> <p>List ways you can make informed decisions</p>		<p>stress management skills</p> <p>advocacy values</p> <p>decision-making</p> <p>interpersonal communication</p> <p>refusal skills</p> <p>conflict resolution</p> <p>stress skills</p> <p>goals</p> <p>short-term goal</p> <p>action plan</p> <p>health consumer</p>



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	HF con't			<p>List effective ways to sharpen your consumer skills when buying health products</p> <p>List effective ways to evaluate health information of services</p> <p>Explain the criteria to determine the validity of a health information website</p> <p>Explain how individual, family, community, and national health require planning and responsible behavior on everyone's part</p> <p>List the goals of Healthy People</p> <p>Explain the importance of knowing how to handle consumer problems</p> <p>Explain the importance of taking action to correct consumer problems</p> <p>Define health fraud and the importance of protecting yourself from it</p> <p>List claims on packaging that are clues to health fraud</p> <p>Explain how you can actively promote your well-being by making healthful choices and setting positive goals</p> <p>Explain how achieving good health begins with making responsible decisions</p> <p>List the reasons why decision-making skills help you make successful, responsible choices</p> <p>Explain what decision-making skills are and six steps in making good decisions</p>		<p>advertising</p> <p>comparison</p> <p>shopping</p> <p>warranty</p> <p>consumer</p> <p>advocates</p> <p>malpractice</p> <p>health fraud</p>



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	HF con't			Define the H.E.L.P. strategy Explain how working towards goals helps you achieve your hopes and dreams List the two types of goals, define them, and provide an example of each Explain how an action plan can help you reach your goals		



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Oct/ Feb	Mental Health Disorders	<p>Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>Family and Consumer Sciences Standard 3: Integrate knowledge, skills, and practices needed for a career in consumer services.</p> <p>Family and Consumer Sciences Standard 7: Synthesize knowledge, skills, and practices required for careers in family & community services.</p>	<p>Health Education 4.2: Describe the warning signs, risk factors, and protective factors for depression and suicide. 4.3: Locate resources in one's community and on the Internet for information and services regarding depression and suicide prevention; and analyze the validity of these resources. 4.4 Demonstrate how to seek help for self or others when suicide may be a risk.</p> <p>Family and Consumer Sciences Responsibility: Practice family, social, and civic responsibility Impact of Technology: Assess the effects of technologe on the family Using Community Resources: Demonstrate the use of community resources to solve individual and family issues.</p>	<p>Explain occasional anxiety Explain depression and the warning signs of depression Understand that depression is a treatable illness Define stigma List the different types of mental disorders List risk factors that increase thoughts of suicide and suicide attempts Be able to recognize the warning signs of suicide and help prevent it Name the first step in getting help for a mental health problem List the benefits of treatment for mental health problems Identify people in your community who are available to help with mental health List the benefits of treatment for mental health problems. Identify people in your community who are available to help with mental health List the various methods that are helpful when treating a mental health problem.</p>	<p>Class Projects Homework Daily Work Group Activities Class Discussions Unit Exam</p>	<p>anxiety emotions depression apathy mental disorder stigma anxiety disorder mood disorder conduct disorder alienation suicide cluster suicides psychotherapy behavior therapy cognitive therapy family therapy group therapy drug therapy</p>



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Oct/ Feb	Personality Development and Stress Management	<p>Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Health Education 4.13: Develop a personal plan for maintaining or improving one's demonstration of character traits. 5.3: Analyze the importance of rest and sleep for personal health 5.10: Assess personal rest and sleep practices and create a personal plan to incorporate rest and sleep in daily routines.</p> <p>Family and Consumer Sciences Nurturing: Demonstrate characteristics of nurturing. Human Development: Analyze factors that influence human development. Wellness: Develop a plan for individual and family wellness</p>	<p>List the benefits of mental and emotional health List the characteristics of good mental and emotional health Demonstrate strategies to improve your self-esteem Explain how Maslow's Hierarchy of Needs can help you reach your full potential Explain how your personal identity forms Describe (and demonstrate) the six traits of good character List the steps to developing a healthy identity Explain how the outcome of a challenge is determined by your thought process (positive or negative stress) Explain the stress response stages Identify what is stressful and how to manage stress List strategies to both avoid and reduce your stress Explain how the grieving process can help people accept the loss and start to heal.</p>	<p>Class Projects Homework Daily Work Group Activities Class Discussions Unit Exam</p>	<p>mental/emotional health resilient self-esteem competence hierarchy of needs self-actualization personal identity role model personality character integrity constructive criticism emotions hormones hostility empathy defense mechanisms stress perception stressor psychosomatic stressor chronic stress</p>



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	Stress cont'd	Family and Consumer Sciences Standard 3: Integrate knowledge, skills, and practices needed for a career in consumer services. Family and Consumer Sciences Standard 7: Synthesize knowledge, skills, and practices required for careers in family & community services.				stress management skills relaxation response stages of grief closure coping mourning traumatic event



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Oct/ Feb	Nutrition	<p>Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Health Education Standard 2: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Family and Consumer Sciences Standard 5: Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.</p> <p>Family and Consumer Sciences Standard 6: Evaluate the significance of family and its effects on the well-being of individuals and society.</p>	<p>Health Education</p> <p>1.1 Distinguish between unhealthy and healthy ways to manage weight.</p> <p>1.2 Locate resources in one's community and on the Internet for nutrition information, nutrition services, and help with weight management or unhealthy eating patterns; and assess the validity of the resources</p> <p>1.3: Demonstrates the ability to use information on food labels to choose nutrient-dense foods and beverages, and to avoid or limit foods and beverages that are low in nutrients or may impact health conditions.</p> <p>1.4: Prepare meal plans according to the federal dietary guidelines.</p> <p>1.5: Assess one's personal nutrition needs and level of physical activity according to the federal dietary guidelines.</p> <p>1.6: Assess one's personal preferences regarding healthy eating and physical activity.</p>	<p>Understand why we study nutrition</p> <p>Identify all six nutrients and their functions</p> <p>Explain the foods that contain nutrients</p> <p>Identify the five major food groups</p> <p>Summarize the importance of nutrient dense foods</p> <p>Summarize the portion sizes and it's importance to health eating</p> <p>Explain the items on a food label</p> <p>Summarize ways to be safe when handling food</p> <p>Define food-borne illness</p> <p>List ways to prevent food-borne illnesses</p> <p>Explain the types of eating disorders</p> <p>Determine BMI</p> <p>Summarize the health risks of under and over weight</p> <p>Explain ways to maintain a healthy weight</p>	<p>Class Projects</p> <p>Homework</p> <p>Daily Work</p> <p>Group Activities</p> <p>Class Discussions</p> <p>Unit Exam</p>	<p>nutrition</p> <p>nutrients</p> <p>calorie</p> <p>hunger</p> <p>appetite</p> <p>carbohydrates</p> <p>proteins</p> <p>cholesterol</p> <p>vitamins</p> <p>minerals</p> <p>osteoporosis</p> <p>Dietary Guidelines for Americans</p> <p>MyPlate</p> <p>nutrient-dense</p> <p>food additives</p> <p>foodborne illness</p> <p>metabolism</p> <p>body mass index (BMI)</p> <p>overweight</p> <p>obese</p> <p>underweight</p> <p>body image</p> <p>fad diets</p> <p>weight cycling</p> <p>eating disorders</p>



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	Nutrition con't	<p>Family and Consumer Sciences Standard 9: Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.</p> <p>Family and Consumer Sciences Standard 14: Demonstrate nutrition and wellness practices that enhance individual and family well-being.</p>	<p>1.7: Assess personal barriers to healthy eating and physical activity, and develop practical solutions to remove these barriers.</p> <p>1.8: Develop a personal plan for improving one's nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight.</p> <p>1.9: Predict the health benefits of eating healthy and being physically active; and the potential health consequences of not doing so.</p> <p>1.10: Advocate for nutritional food choices and physical activity at school.</p> <p>Family and Consumer Sciences Decision-Making: Demonstrate responsible personal and family decision-making</p> <p>Wellness: Develop a plan for individual and family wellness</p> <p>Impact of Technology: Assess the effects of technology on the family</p>			<p>anorexia nervosa</p> <p>bulimia nervosa</p> <p>binge eating disorder</p> <p>vegetarian</p> <p>dietary supplements</p> <p>performance enhancers</p> <p>herbal supplements</p> <p>megadoses</p>



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Nov/ Mar	Healthy Relationships and Communication	<p>Health Education Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Health Education 3.1: Explain the effects of violence on individuals, families, communities, and out nation. 3.2: Describe the characteristics of situations which are dangerous, and those that must be reported to the authorities. 3.3: Define and describe bullying, sexual violence, and sexual harassment, and their effects on individuals and communities. 3.4: Describe the Michigan laws regarding bullying, sexual violence, and sexual harassment. 3.5: Locate resources in one's community and on the Internet for information and services regarding harassment, violence, and abusive relationships; and assess the validity of these resources. 3.6: Apply strategies to access and get help for self and others. 3.7: Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs. 3.8: Demonstrate strategies to stay safe in violent situations.</p>	<p>Understand that family can have a strong influence on health Understand that family promotes all three areas of health Identify how many different types of relationships impact us Explain how relationships change as people develop new interests and expand socially Summarize how we depend on friends for the creation of several common attributes Decipher whether a relationship is health or unhealthy Understand how abuse in relationships can happen physically, emotionally, or sexually Explain how alcohol and drug use can play a role in violence Understand that counseling is needed to overcome violent relationships Identify and explain the three C's of healthy relationships List the traits of good character Name the three ingredients of communication Use "I-messages" to help communicate positively Explain how active listening is important Explain the best style of communication List ways to refuse negative peer pressure</p>	<p>Class Projects Homework Daily Work Group Activities Role Plays Class Discussions Unit Exam</p>	<p>relationship friendship citizenship role cooperation compromise personal identity values prejudice stereotype tolerance bullying hazing aggressive passive assertive "I" message active listening body language constructive criticism abuse domestic violence spousal abuse child abuse neglect elder abuse cycle of violence crisis center peers clique</p>



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	Relationships con't	<p>Family and Consumer Sciences Standard 2: Evaluate management practices related to the human, economic, and environmental resources.</p> <p>Family and Consumer Sciences Standard 4: Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.</p> <p>Family and Consumer Sciences Standard 7: Synthesize knowledge, skills, and practices required for careers in family & community services.</p> <p>Family and Consumer Science Standard 13: Demonstrate respectful and caring relationships in the family, workplace, and community.</p>	<p>3.9: Apply skills and strategies for avoiding and dealing with sexual harassment and exploitation, including when using the Internet.</p> <p>3.10: Assess characteristics of hypothetical relationships for warning signs of harm or abuse.</p> <p>3.11: Analyze social pressures to refrain from telling on others or reporting dangerous situations.</p> <p>3.12: Analyze the role of friends and peers in the escalation of conflicts and the promotion of violence.</p> <p>3.13: Demonstrate the ability to use conflict resolution skills.</p> <p>4.1: Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.</p> <p>4.5: Demonstrate the ability to express emotions constructively, including use of anger management skills.</p> <p>4.9: Demonstrate the ability to apply listening and assertive communication skills in various situations.</p>	<p>List assertive techniques</p> <p>Enhance communication skills effectively by completing a scenario</p> <p>Explain the three stages of a relationship</p> <p>Create limits for affection</p> <p>Define abstinence</p> <p>Create an action plan for refusing risk behaviors</p> <p>Identify the causes of conflict</p> <p>Explain scenarios for use of negotiations or mediations for problems</p> <p>List positive and negative results of conflicts</p> <p>Explain ways a person can resolve conflicts</p> <p>Summarize the difference between negotiation and mediation</p>		<p>peer pressure</p> <p>harassment</p> <p>manipulation</p> <p>refusal skills</p> <p>abstinence</p> <p>intimacy</p> <p>infatuation</p> <p>self-control</p> <p>conflict</p> <p>escalate</p> <p>conflict resolution</p> <p>negotiation</p> <p>mediation</p> <p>confidentiality</p> <p>peer mediation</p> <p>violence</p> <p>assault</p> <p>homicide</p> <p>rape</p> <p>date rape</p> <p>stalking</p> <p>physical abuse</p> <p>emotional abuse</p> <p>verbal abuse</p> <p>sexual abuse</p>

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	Relationships con't		<p>4.10: Demonstrate how to respond constructively to the anger of others. 4.11: Describe the impact of showing empathy for another person's emotions and point of view.</p> <p>Family and Consumer Sciences Balance of Work and Family: Demonstrate skills necessary to function in family in family roles and relationships that are transferable to roles and responsibilities within the workplace and community. Nurturing: Demonstrate characteristics of nurturing Decision-Making: Demonstrate responsible personal and family decision-making Responsibility: Practice family, social, and civic responsibility Demographic Change: Examine demographic changes and their impact on society and the family. Using Community Resources: Demonstrate the use of community resources to solve individual and family issues.</p>			

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Nov/ Apr	Reproductive Health	See Administrator/Teacher - for Scope and Sequence	See Administrator - for Scope and Sequence	See Administrator - for Scope and Sequence	See Administrator - for Scope and Sequence	See Administrator - for Scope and Sequence



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Dec/ May	Tobacco and Alcohol	<p>Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Health Education Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p>Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>Health Education Strand 2: Alcohol, Tobacco, and Other Drugs</p> <p>Family and Consumer Sciences Decision-Making: Demonstrate responsible personal and family decision-making Wellness: Develop a plan for individual and family wellness Using Community Resources: Demonstrate the use of community resources to solve individual and family issues.</p>	<p>List the harmful chemicals found in tobacco Explain short and long term health effects of tobacco and alcohol use Identify the challenges of quitting tobacco and alcohol use Explain why ETS (Environmental Tobacco Smoke/Secondhand smoke) is harmful to everyone Explain how alcohol effects the brain Explain how students can avoid situations where alcohol is present Identify the harmful effects of alcoholism List the steps to recovery from alcoholism Explain the effects of FAS (fetal alcohol syndrome)</p>	<p>Class Projects Homework Daily Work Group Activities Class Discussions Unit Exam</p>	<p>addictive drug nicotine stimulant carcinogen tar carbon monoxide smokeless tobacco leukoplakia nicotine withdrawal nicotine substitues tobacco cessation program environmental tobacco smoke (ETS) mainstream smoke sidestream smoke ethanol fermentation depressant</p>



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	T & A con't	<p>Family and Consumer Science Standard 1: Integrate multiple life roles and responsibilities in family, work, and community settings.</p> <p>Family and Consumer Science Standard 2: Evaluate management practices related to the human, economic, and environmental resources.</p>				<p>intoxication binge drinking alcohol poisoning psychological dependence physiological dependence alcohol abuse alcoholism blood alcohol concentration (BAC) fetal alcohol syndrome (FAS) alcoholic recovery sobriety</p>



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Jan/ May	Drug Use and Abuse	<p>Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Health Education Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p>Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>Health Education Strand 2: Alcohol, Tobacco, and Other Drugs</p> <p>Family and Consumer Sciences Decision-Making: Demonstrate responsible personal and family decision-making</p> <p>Wellness: Develop a plan for individual and family wellness</p> <p>Using Community Resources: Demonstrate the use of community resources to solve individual and family issues.</p>	<p>Explain the misuse and abuse of drugs and the consequences of drug use</p> <p>Understand it is illegal to use, sell, or possess drugs</p> <p>Explain each of the categories of drugs (stimulants, hallucinogens, body builders, depressants)</p> <p>Describe the health hazards of each category of drugs</p> <p>Analyze how I can be drug-free to protect my health</p> <p>Explain how I can avoid situations where drugs are present</p> <p>Describe and use refusal skills to maintain commitment to a drug-free life</p>	<p>Class Projects</p> <p>Homework</p> <p>Daily Work</p> <p>Group Activities</p> <p>Class Discussions</p> <p>Unit Exam</p>	<p>medicines</p> <p>drugs</p> <p>vaccine</p> <p>side effects</p> <p>additive</p> <p>interaction</p> <p>synergistic effects</p> <p>antagonistic</p> <p>prescription</p> <p>medicines</p> <p>over-the-counter (OTC)</p> <p>medicine misuse</p> <p>medicine abuse</p> <p>drug overdose</p> <p>substance abuse</p> <p>illegal drugs</p> <p>illicit drug use</p> <p>overdose</p> <p>addiction</p> <p>marijuana</p> <p>paranoia</p> <p>inhalants</p>

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	Drug con't	<p>Family and Consumer Science Standard 1: Integrate multiple life roles and responsibilities in family, work, and community settings.</p> <p>Family and Consumer Science Standard 2: Evaluate management practices related to the human, economic, and environmental resources.</p>				anabolic- androgenic steroids psychoactive drugs designer drugs hallucinogens euphoria depressants stimulants opiates drug-free school zones drug watches rehabilitation