

Health Education Curriculum Map

- 1.1** Distinguish between unhealthy and healthy ways to manage weight.
- 2.1** Describe the short-term and long-term health consequences of alcohol, tobacco, and other drug use.
- 2.2** Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.
- 2.3** Locate resources in one's community and on the Internet for information and services regarding alcohol and tobacco use prevention and cessation; and assess the validity of these resources.
- 2.4** Apply strategies to access and get help for self or others.
- 2.5** Demonstrate skills to avoid tobacco exposure and avoid or resist using alcohol, tobacco, and other drugs.
- 2.7** Analyze internal and external pressures to use alcohol, tobacco, and other drugs.
- 2.8** Apply decision-making and problem-solving steps to hypothetical problems related to alcohol, tobacco, and other drug use.
- 2.11** Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youth.
- 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.
- 3.6** Apply strategies to access and get help for self or others.
- 3.8** Demonstrate strategies to stay safe in a violent situation.
- 3.9** Apply skills and strategies for avoiding and dealing with sexual harassment and exploitation, including when using the Internet.
- 3.10** Assess characteristics of hypothetical relationships for warning signs of harm or abuse.
- 3.17** Apply strategies to hypothetical situations involving abusive relationships.
- 4.2** Describe the warning signs, risk factors, and protective factors for depression and suicide.
- 4.4** Demonstrate how to seek help for self or others when suicide may be a risk.
- 4.5** Demonstrate the ability to express emotions constructively, including use of anger management skills.
- 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.
- 4.9** Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.
- 4.11** Describe the impact of showing empathy for another person's emotions and point of view.
- 6.2** Summarize the symptoms, modes of transmission, consequences, and methods to prevent HIV and other STIs, and conclude that abstinence is the most effective way to avoid HIV or other STIs
- 6.3** Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment of HIV and other STIs.
- 6.5** Analyze common behaviors and situations to eliminate or reduce risks related to HIV and other STIs.
- 6.7** Demonstrate communication, negotiation, and refusal skills to protect oneself from situations that could transmit HIV or other STIs.

7.1 Summarize and explain laws related to the sexual behavior of young people.

7.2 Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception.

7.5 Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs.

7.6 Explain how stereotypes, norms, peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions.

7.7 Evaluate the physical, social, emotional, legal, and economic impacts of teen pregnancy, teen parenting, HIV infection, or other STIs on personal lifestyle, goal achievement, friends, and family members.

7.9 Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, and other STIs.

7.10 Demonstrate the ability to establish positive relationships, communicate caring and love without sexual intercourse, and communicate personal, sexual limits and values to a girlfriend or boyfriend.

| Duration | Unit Name/Content | Standards | Assessments | Literacy Activities | Skills |
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| 30 days | Mental/ Emotional Health <ul style="list-style-type: none"> Self-esteem Emotional baggage Reframing skill Child abuse Broaden Perception Depression Suicide Support Systems Self-Mutilation Eating Disorders Stress Stress management skills Coping skills Decision making skills Goal Setting Assess Information on how to seek help. | 1.1 4.2 4.4 4.5 4.6 4.7 4.11 | Pre/post tests Class Participation Student Journal Class Culminating Projects | Vocabulary Close Reading Enter and Exit Slips | <ul style="list-style-type: none"> Determine ways to enhance mental health. Promote positive self-esteem Analyze how self-esteem influences decisions about personal behavior. Students will learn how to empathize for others. Identify support systems. Identify depression/suicide and its signs and reasons. Identify self-mutilation and its signs and reasons. Identify Eating disorders and its signs and reasons. Identifying healthy and unhealthy ways to manage weight. Describe how the media can |

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| | | | | | <p>influence a person's lifestyle.</p> <ul style="list-style-type: none"> • Identify positive and negative coping skills. • Develop skills to broaden a student's perspective. • Identify the effects of stress. • Develop stress management skills. • Practice the decision making model. • Develop Goal setting skills |
| 10 days | <p>Human Sexuality</p> <ul style="list-style-type: none"> • HIV/AIDS • STD/STI • Teen pregnancy • Effects of being sexuality active • Abstinence • Refusal Skills • Society and the effects on sexuality • The impact of sexuality • Decision making skills • Positive relationships without sexual intercourse. • Social Skills • Influences | <p>4.9</p> <p>6.2</p> <p>6.3</p> <p>6.5</p> <p>6.7</p> <p>7.2</p> <p>7.5</p> <p>7.6</p> <p>7.7</p> <p>7.9</p> <p>7.10</p> | <p>Pre/post tests</p> <p>Class Participation</p> <p>Student Journal</p> | <p>Vocabulary</p> <p>Close Reading</p> <p>Enter and Exit Slips</p> | <ul style="list-style-type: none"> • Identify sexually transmitted diseases (STD) and sexually transmitted infections (STI) • The short and long term effects of STD and STI's. • The impact of STD and STIs on someone's future. • The methods of transmitting STD and STI's (including HIV/ADIS). • How to reduce the risk. • Teen pregnancy and the consequences. • Practice refusal skills • Identifying personal boundaries. • Identify and practice assertive skills. |
| 20 days | <p>Human Sexuality</p> <ul style="list-style-type: none"> • MI Criminal Sexual Conduct Code • Healthy relationships | <p>7.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p> | <p>Pre/post tests</p> <p>Class Participation</p> <p>Student Journal</p> <p>Class Culminating Projects</p> | <p>Vocabulary</p> <p>Close Reading</p> <p>Enter and Exit Slips</p> | <ul style="list-style-type: none"> • Identify a healthy relationship. • Identify the Michigan Criminal Sexual Conduct Code. • Identify the signs of an abusive |

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| | <ul style="list-style-type: none"> • Verbal, sexual, and physical abuse • Predators • Reporting to authorities • Assess Information • Social Skills | 3.6 3.8 3.9 3.10 3.17 | | | relationship. <ul style="list-style-type: none"> • Identify sexual harassment. |
| 15 days | Drug Education <ul style="list-style-type: none"> • Reasons for drug use and abuse • Alcohol • Tobacco • Marijuana • Vapor cigarettes • Tobacco • Other drugs • Addiction • How drugs effect others. • Access accurate information on drug. • Health Behaviors- Avoiding the use of drugs. • Influences. • Decision Making • Advocacy | 2.1 2.2 2.3 2.4 2.5 2.7 2.8 2.11 | Pre/post tests Class Participation Student Journal Class Culminating Projects | Vocabulary Close Reading Enter and Exit Slips | <ul style="list-style-type: none"> • Develop an understanding of how drugs effect the body. • Describe ways in which drugs enter the body. • Examine the influence of self and peers on the use of drugs. • Identify facts and misconceptions about drugs. • Mental health and drug use. • Identify the physiological effects on the body system. • Identify the side effects of drugs. • Identify the different types of drugs (depressants, stimulants, hallucinogens, inhalants, and marijuana). |