



K-12 Health Education Philosophy

The purpose of the Dublin City Schools health education program is to empower students to succeed in an ever-changing society by gaining knowledge and developing resiliency using decision-making skills needed for maintaining optimum health. Total wellness - *finding balance of physical, social, mental, and emotional health* is at the foundation of educating a student for a lifetime of success. Students will be actively engaged in a safe, challenging learning environment, with content that is timely and appropriate and takes advantage of district and community resources. Our goal is to help students develop decision-making skills that will benefit their overall health as they progress through Dublin City Schools and beyond.

K-12 Health Overarching Goal

The overarching goal of the health course of study is to support students in healthy decision making through learning experiences within an engaging classroom environment. The health graded course of study is linked to the Profile of a Graduate as it directly addresses learning that links with building self-awareness and confidence, critical thinking, goal setting, time management, responsible decision making and helping students to choose happiness. The course content will help students to develop positive life skills as well as resiliency skills in order to apply in real world situations promoting total wellness.

Instructional Agreements for Health Learning within the Dublin City Schools

1. Learning goals will be communicated to guide students through the expectations of learning using a variety of instructional techniques.
2. Teachers will ensure a safe, challenging learning environment, with content that is timely and appropriate with differentiated student experiences focused on active collaborative learning within the units of study outlined
3. Teachers will assess through a variety of methods that allow students to share their understanding of the learning goals.
4. By the end of each unit, students will be able to explain why the topic of study is relevant to a healthy lifestyle.



Grade Level: High School		
Topics	Health Standards <i>As a result of the learning experiences provided, the learners will:</i>	Resources
Unit A: Goal setting	<ol style="list-style-type: none"> 1. Explain the difference between health, life choices, and wellness. 2. Outline the steps for making a responsible decision. 3. Develop a philosophy of life based on current thinking. 4. Demonstrate the ability to write a well-defined goal. 5. Analyze how family influences the health of individuals. 6. Analyze the influence of personal values and beliefs on individual health practices and behaviors. 	<p>District created resources</p> <ul style="list-style-type: none"> • S.M.A.R.T goal setting: • Specific • Measurable • Achievable • Relevant • Time bound <p>Websites: Common Sense Culture</p> <p>Video: Do Right (HMR)</p>
B. Wellness	<ol style="list-style-type: none"> 1. Develop an understanding of Maslow’s hierarchy of basic needs. 2. Be able to recognize the specialty roles of various health care professionals. 3. Utilize skills for communicating effectively with family, peers, and others to enhance health. 4. Use resources from home, school, and community that provide valid health information 	<p>Textbook: Glenco Health (McGraw Hill - by Mary H. Brunson)</p> <p>Video: Fit or Fat (HMR)</p> <p>District created resources</p>
Unit C: Nutrition and Fitness	<ol style="list-style-type: none"> 1. Identify the relationship between diet, exercise, safety consciousness, and the maintenance of the body systems. 2. Discuss with others the following nutrition topics: relationship between nutrition, eating habits, stress, and maintenance of the digestive system. 3. Be able to recognize, prevent, and seek treatment for eating disorders: compulsive overeating, bulimia, and anorexia nervosa. 4. Identify the six classes of nutrients. 5. Design a balanced meal. 6. Describe the functions and food sources for carbohydrates, fats, and proteins. 	<p>District created resources</p> <p>Websites: MyPlate Fat Secret SuperTracker.usda.gov</p> <p>Community Resources: FDA</p>



	<ol style="list-style-type: none"> 7. Identify essential vitamins/minerals and their sources and functions. 8. Explain the importance of water in a diet. 9. Explain the problems associated with too much or too little body fat. 10. Examine scientifically valid nutritional information, i.e. food labels, and suggest effective dietary modifications to a personal diet plan. 	<p>Guest speaker: District wellness coordinator</p> <p>Textbook: Glenco Health (McGraw Hill - by Mary H. Brunson)</p>
<p>Unit D:</p> <p>Safety/First Aid/CPR/AED</p>	<ol style="list-style-type: none"> 1. Identify priorities in responding to an emergency. 2. Demonstrate procedures for assisting a victim of an obstructed airway for a conscious victim and an unconscious victim. 3. Demonstrate proper CPR technique and how to use an AED machine. 4. Demonstrate immobilization of a possible fracture. Demonstrate proper procedures for controlling bleeding. 5. Describe the treatment for burns. 6. Describe symptoms and first-aid for poisoning. 7. Be able to identify signs of possible victims of shock, heart attack, seizure, stroke, heat related illness, hypothermia, frostbite, allergic reactions, diabetic emergencies, and perform appropriate measures to administer first-aid. 	<p>Video: AED training from Public School Works</p> <p>AED machine from the school</p> <p>Textbook: Glenco Health (McGraw Hill - by Mary H. Brunson)</p> <p>Community Resources: Washington Township Fire Department - CPR</p> <p>District created resources</p>
<p>Unit E:</p> <p>Mental Health</p>	<ol style="list-style-type: none"> 1. Analyze personality traits and practice healthy ways of dealing with personal emotions. 2. Discuss the importance of self-acceptance, positive thinking, and values clarification in relation to emotional health. 3. Discuss the importance of developing a positive identity. 4. Discuss appropriate and inappropriate internet usage including recognizing the dangers of posting personal information on social networking sites and elements of cyber-bullying. 5. Evaluate the effect of media on personal and family health. 6. Recognize the signs of suicide and identify how to seek help for self or others. 	<p>Signs of Suicide (SOS)</p> <p>Community Resources: Syntero (Healthy Bodies) National Alliance on Mental Health</p> <p>Textbook: Glenco Health (McGraw Hill - by Mary H. Brunson)</p> <p>Videos: Classroom of the Heart http://starttalking.ohio.gov/ Ohio Mental Health and Addiction Services</p> <p>District created resources</p>
<p>Unit F:</p>	<ol style="list-style-type: none"> 1. Describe the function of various body systems. 2. Be able to recognize, prevent, and seek treatment for key health 	<p>Textbook: Glenco Health (McGraw Hill - by Mary H. Brunson)</p>



<p>Disease</p>	<p>problems associated with various systems of the body.</p> <ol style="list-style-type: none"> 3. Be aware of the risk factors for skin damage. 4. Identify pathogens and prevention of the common diseases they cause. 5. Describe how the body defends itself against infectious diseases. 6. Describe the stages of disease progression. 7. Identify the risk factors, warning signs, prevention, and treatment of diabetes, heart disease, stroke, and cancer. 8. Be able to perform the proper method for administering a breast self-exam or testicular self-exam. 9. Identify the causes, signs, symptoms, and treatment of common chronic illnesses/disorders. 10. Describe the physical and mental changes that occur during the aging process. 11. Understand the process of making an anatomical gift with an emphasis on the life-saving and life-enhancing effects of organ and tissue donation. 	<p>Websites: CDC.gov</p> <p>Community Resources: Lifeline of Ohio (organ donation)</p> <p>District created resources</p>
<p>Unit G:</p> <p>Alcohol, Tobacco and other Drugs (ATOD)</p>	<ol style="list-style-type: none"> 1. Examine the negative effects of drug use on the mind and body. 2. Examine ways to avoid the dangers of chemical dependency. 3. Recognize the benefits of a drug free life-style including social acceptance, physical and mental well-being. 4. Examine ways in which medicines can benefit people as well as the misuse of medicines causing harm. 5. Describe the effects and consequences of opioid addiction. 6. Describe the differences between over the counter and prescription drugs. 7. Predict the potential effects of substance abuse and identify community support resources for effective intervention. 8. Explain why alcoholism is a family disease. 9. Describe the effects of nicotine and THC on the body. 10. Describe the effects of smoking on the respiratory and cardiovascular systems. 11. Acknowledge the consequences for choices and decisions regarding the use of legal and illegal drugs. 12. Evaluate the consequences of ATOD addiction. 13. Explain what alcohol is and how it affects the body. 14. Explain the problems associated with physical and psychological addiction. 15. Analyze factors that may influence a young person to start experimenting with drugs. 	<p>Textbook: Glenco Health (McGraw Hill - by Mary H. Brunson)</p> <p>Heroin and Opioid Prevention Education (HOPE) Wright State University</p> <p>School Resource Office (SRO) - Drug Abuse Prevention Program</p> <p>District created resources</p> <p>Use the distracted driving simulator at some point during the high school experience</p> <p>Videos: Opioids: Addiction, Overdose and Death Driving Stupid I didn't think it would happen to me, the truth about heroin</p>



	<ol style="list-style-type: none"> 16. Associate the use of alcohol and other drugs with the increased risk for problem behaviors that have negative consequences. 17. Become aware of the impairing effects of alcohol and other drugs on a driver's ability to operate a vehicle safely and the possible legal consequences of driving while under the influence of an intoxicating substance. 18. Understand how zero-tolerance laws and policies relate to alcohol and other drugs affect teenagers. 19. Become familiar with field sobriety testing. 20. Recognize how alcohol and drugs can intensify violent behavior. 21. Resolve conflicts without the use of alcohol or drugs. 22. Identify other distracted driving dangers such as texting. 23. Demonstrate how to ask for and offer assistance to enhance the health of self and others. 24. Recognize the dangers of vaping/juuling. 	<p>Websites: Learn.Genetics- Utah University DrugFreeWorld.org, Prescription Drug Abuse Talk About RX Prevent RX Abuse Help students avoid RX drugabuse se RX to Heroin VitalSigns_heroin_cdc Teens_drugabuse.gov NIH_teendrugabuse drugfacts_epidemics</p>
<p>Unit H:</p> <p>Healthy Relationships</p>	<ol style="list-style-type: none"> 1. Understand the school district's anti-bullying/sexual harassment policies and be familiar with ways to report abuse. 2. Use conflict management skills and strategies to defuse or moderate various threatening situations. 3. Identify and describe ways to develop a healthy intimate relationship. (e.g., dating violence warning signs). 4. Discuss ways to cope with sexual pressures. 5. Recognize examples of bullying behaviors and strategies for intervening or preventing bullying actions. 6. Recognize examples of sexually harassing behaviors including grooming. 7. Define healthy adult/student boundaries. 8. Identify the elements of human trafficking. 9. Describe ineffective and effective responses to family conflict. 10. Differentiate between those qualities that help promote safe and healthy relationships and those that may lead to violence. 11. Identify the legal definition and consequences of sexual assault and rape. 12. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 13. Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others. 14. Demonstrate how to ask for and offer assistance to enhance the health of self and others. 	<p><i>Heroin and Opioid Prevention Education (HOPE) Wright State University</i></p> <p>Community Resources: Nationwide Children's Hospital - Family Safety & Healing Department - Dating Abuse/Digital Dating Abuse Shared Hope International - Human Trafficking</p> <p>Website: Common Sense Culture</p> <p>https://saferschools.ohio.gov/content/dating_violence_prevention</p> <p>Sexual Grooming: https://educateempowerkids.org/8-ways-predator-might-groom-child/</p>



		<p>Human Trafficking: https://www.usnews.com/high-schools/blogs/high-school-notes/articles/2017-02-21/3-ways-high-schools-can-educate-teens-on-human-trafficking</p> <p>Video: Ten Signs of Relationship Abuse</p> <p>District created resources</p>
<p>Unit I: Human Sexuality</p>	<ol style="list-style-type: none"> 1. Identify the male and female reproductive systems. 2. Conclude that abstinence is the only 100% means to prevent sexually transmitted infection. 3. Be able to discuss the relationship between drug/alcohol abuse, sexual promiscuity, and increased risk for acquiring a sexually transmitted infection. 4. Describe the common symptoms, treatments, and complications of various sexually transmitted infections. 5. Describe the signs of pregnancy and the tests used to confirm it. 6. Identify the consequences of teen pregnancy for mother, father, and child. 7. Develop an understanding of fertilization and conception. 8. Describe the development of the fertilized egg. 9. Develop an understanding of prenatal development and factors that influence prenatal development. 10. Describe the birth process including labor, delivery, and the postpartum period. 11. Identify the benefits and risks of using contraceptives. 12. Identify the methods not recommended for contraception. 	<p>Website: Common Sense Culture - Abstinence/Sex Ed</p> <p>District created resources</p>