



Turner USD 202 High School Health



Content Area: Community Health			
Standard/s	Benchmark	Priority	Instructional Example
1, 8	The students will know local community needs/issues/event.	3	Assessment and prevention skills via research, presentation, debate, open discussions, and current events.
1, 8	The students will know local/state laws, ordinances, and policies for a healthy community.	3	
5, 7	The students will know strategies to maintain a healthy community.	3	
8	The students will know personal service for the betterment of the community.	3	
Content Area: Consumer Health			
Standard/s	Benchmark	Priority	Instructional Example
1, 3, 5, 7, 8	The students will comprehend availability and accessibility of health-care services.	3	Assessment and prevention skills via research, presentation, debate, open discussions, and current events.
3, 7	The students will analyze adolescent health-care products and services.	1	Integrated in multiple projects: Identifying affordable and useful services for How Much Does a Baby Cost? project. Searching for treatment for mental health services, and rehabilitation centers for drugs, alcohol, and tobacco. Using apps for fitness and health tracking.
4	The students will comprehend interpersonal and intrapersonal influences on health choices (budgeting, culture, SES, etc.).	3	Assessment and prevention skills via research, presentation, debate, open discussions, and current events.
3, 5	The students will comprehend characteristics of informed consumers.	3	
3,5,7,8	The students will comprehend seek reliable advice regarding consumer health choices.	3	Students will research and reflection upon healthy choices in all aspects of health; Physical, mental, emotional, and intellectual by participating in research, health tracking, discussions, current events, presentations, and interactive activities.



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2,5	The students will comprehend role of media in disseminating health information.	2	Students will research and demonstrate advertisements and multimedia's appeals from advertisement and multimedia and how the media uses the appeals to influence health products and services.
Content Area: Environmental Health			
Standard/s	Benchmark	Priority	Instructional Example
7	The students will know personal responsibility for community environmental issues.	3	Assessment and prevention skills via research, presentation, debate, open discussions, and current events.
2, 5, 7	The students will know relationship between environment, disease, and health.	3	
Content Area: Human Sexuality and Relationships			
Standard/s	Benchmark	Priority	Instructional Example
7	The students will comprehend adapting to changes associated with puberty.	1	Students will label the male and female reproductive system and their functions and impact on other body systems and list methods to prevent pregnancy.
4, 7	The students will comprehend adapting to change within the family.	3	Students will research and reflect upon and the ever-changing dimension of family interactions regarding all aspects of family dynamics; Physical, mental, emotional, and intellectual by participating in research, discussions, current events, presentations, and interactive activities.
5, 7, 8	The students will comprehend changing responsibilities from adolescence to adulthood.	1	How Much Does a Baby Cost? project: Students will research the cost from conception to 1 st birthday; The student will discover the financial, emotional, and social impact a child/pregnancy brings through discussion, research and presentations.
4, 5	The students will apply responsible behaviors within relationships (communication, abstinence, etc.).	2	Communication Project - Researching various forms of communication and explaining positive, negative, community usage.



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1, 2, 7	The students will synthesize and/or evaluate potential outcomes of sexual activity (STIs, pregnancy, etc.).	1	Students will participate in an experiment of unprotected pseudo-bodily fluid exchange within the classroom and track how one infected individual can exponentially spread disease. (NaOH and C ₂₀ H ₁₄ O ₄ /Phenolphthalein)
2, 7	The students will comprehend the impact of media and technology on sexual behaviors.	3	Research and evaluate the different types of social media usage and positive and negative responses.
7	The students will comprehend laws associated with sexual behaviors (consent, harassment, assault, rape, human trafficking, etc.).	1	Comprehend human development and sexuality by assessment and prevention skills via research, presentation, debate, open discussions, and current events.
2	The students will know the differences between individual, family, culture, community, and global values.	3	Via research, presentation, debate, open discussions, and current events.
Content Area: Injury Prevention and Safety			
Standard/s	Benchmark	Priority	Instructional Example
1, 7	The students will apply basic first aid skills.	1	Red Cross Curriculum will be utilized to teach first aid to students. Students will participate in all assessments and demonstrations required by the Red Cross.
1,3,7	The students will demonstrate and perform CPR/AED procedures according to current and nationally recognized guidelines.	2	
3, 7	The students will comprehend prevention and response to physical violence (guns and/or weapons and bullying).	3	Assessment and prevention skills via role playing scripts, research, presentation, debate, open discussions, and current events.
3, 7	The students will comprehend prevention and response to mental violence (bullying and abuse).	3	
2, 5	The students will comprehend media safety (social media, cyber, TV, music, advertising, etc.).	3	Students define and identify examples of communication. List positive and negative examples, examples in community and future examples of how to use the appropriate communication skills for a given situation.



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4, 5	The students will comprehend causes of conflict and non-violent conflict resolutions.	2	Communication Project: Using examples of communication definitions (positive and negative examples) students research and interview interactions with peers, co-workers, and family.
Content Area: Mental and Emotional Health			
Standard/s	Benchmark	Priority	Instructional Example
1, 8	The students will analyze mental illnesses.	1	Winnie Pooh Mental Illness Project: analysis of individual characters- study a character's specific mental disorder. Identify character/disorder. Assess prevention/coping skills via role playing scripts, research, presentation, debate, open discussions, and current events.
1, 8	The students will comprehend stigmas associated with mental illness.	2	
5, 7	The students will apply avoiding negative self-talk, self-harm, and suicide.	2	
7, 8	The students will analyze coping skills (grief, stress, depression, bullying, anxiety, etc.).	3	Communication Project: the student will research and interview an adult on how they use communication skills to interact with peers at the workplace and/or home in a variety of different situations.
2	The students will synthesize and/or evaluate characteristics of healthy and unhealthy relationships.	1	Students will watch Enough or scenes from Enough and analyze characteristics of unhealthy relationships vs. healthy relationships and perform an analysis of characters and relationship displayed. Students will discover signs and traits of relationships as well as research and discover social and emotional supports. Assess prevention/coping skills via role playing scripts, research, presentation, debate, open discussions, and current events.
2, 7	The students will know healthy versus unhealthy body image.	3	Through research and various assessment tools students will learn positive body image acceptance and negative image prevention skills via role playing scripts,



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			research, presentation, debate, open discussions, and current events.
Content Area: Nutrition			
Standard/s	Benchmark	Priority	Instructional Example
1, 5, 6	The students will apply meal planning and budgeting.	2	Creating a My Plate based off BMR and AMR Harris Benedict Grams per day, MyFitnessPal and analyzing 7-day food records.
1, 7	The students will analyze nutritional value of foods.	1	Using student provides USDA food nutrition labels from their home, students will analyze macro nutrients and micronutrients. Analyze individual eating habits for a personal assessment into their nutritional habits.
1, 7	The students will analyze food labels.	1	Analyze, discuss, and present a restaurant food label using My Plate.
2, 7	The student will comprehend eating disorders/dysfunctions.	3	Students will identify Winnie the Pooh's eating disorder and will be able to present a balanced healthy lifestyle plan to address the social-emotional and physical needs of Winnie the Pooh.
1, 7	The students will analyze essential nutrients.	1	Creating a My Plate based off BMR and AMR Harris Benedict Grams per day, MyFitnessPal and analyzing 7-day food records.
3, 5	The students will know performance enhancing beverages/supplements.	3	Drugs, alcohol, tobacco, performance enhancing drugs and supplements presentation dealing with side effects, health risks, and legal usage.



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1, 7	The students will analyze impact of food choices.	3	Creating a My Plate based off BMR and AMR Harris Benedict Grams per day, MyFitnessPal and analyzing 7-day food records.
Content Area: Personal Health			
Standard/s	Benchmark	Priority	Instructional Example
2, 3, 7	The students will comprehend proper adolescent hygiene habits.	2	Students will be able to articulate the changes the body goes through and the additional needs for additional hygiene via written assessment.
7	The students will comprehend leading causes of death and risk behaviors.	3	Various activities throughout the curriculum address health risk behaviors that jeopardize quality and duration of life. Students will be able to analyze, characterize health vs unhealthy lifestyle choices and will identify signs and traits of these choices as well as research and discover social and emotional supports. Assess prevention/coping skills via role playing scripts, research, presentation, debate, open discussions and current events.
7, 8	The students will apply components of wellness.	3	Student will be able to develop and implement an Individualized Personal Activity Program for lifelong use that will benefit a healthy lifestyle.
Content Area: Prevention & Control of Disease			
Standard/s	Benchmark	Priority	Instructional Example
1, 7	The students will comprehend common causes of diseases, illness, and disorders.	3	STI assessment of treatment and prevention via role playing scripts, research, presentation, debate, and open discussions.
1, 7	The students will comprehend medical resources, health screenings and treatment methods for disease.	2	
1, 5	The students will comprehend relationship between lifestyle choices and disease prevention.	2	



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1, 3	The students will know current healthcare issues.	3	Students will examine current events related to health in the news and discuss/summarize.
Content Area: Substance Use, Abuse and Addiction			
Standard/s	Benchmark	Priority	Instructional Example
1, 5	The students will comprehend effects and consequences of nicotine use (all forms).	2	Research and present information on harmful substances such as alcohol, nicotine, prescription drugs and other illegal drugs. Presentations will include the effects, the drugs category, usage patterns, related laws and common situations or areas of society where risk factors are higher.
1,5	The students will comprehend effects and consequences of alcohol use.	2	
1, 5	The students will comprehend effects and consequences of illegal drug use.	2	
5, 8	The students will comprehend categories of drugs (ex. stimulants, opiates, depressants, hallucinogens, etc.).	3	
3	The students will comprehend cumulative risk behaviors (patterns, gateway drugs, etc.).	2	
4, 5	The students will comprehend unsafe situations involving drugs, including alcohol.	2	
4, 5	The students will apply strategies to resist peer pressure to engage in substance abuse.	2	
3	The students will comprehend rules and laws for medicines and drugs.	2	