

# How “High School Health Education Today” Meets New York Department of Education Commencement Health Standards

NYC Information From: <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/>

NYC Standards From: <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/healthPEFACSLearningStandards.pdf>

WA Standards From: <http://www.k12.wa.us/healthfitness/Standards.aspx>

See items below that were added from updated from NYC memo on 2/10/15

<u>NY Commencement Level</u>	<u>WA State Health Education High School Standards</u>	<u>Health Education Today Lesson That Meets This Standard:</u>
<b>New York Department of Education Commencement Health Standards: 1. PERSONAL HEALTH</b>	<b>Washington State Health Education Standards:</b>	Health Education Today meets New York Standards in every category.
1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.	EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.	<b>Here are just a few of the activities showing how standards are met in my Health Education Today Curriculum:</b>
<p><b>• understand human growth and development throughout the life cycle</b></p> <p><i>- evaluate a case study to determine strategies for health enhancement and risk reduction</i></p>	<p><b>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</b></p> <p><b>2.2.1 Analyzes the physiological and psychological changes throughout the lifetime</b></p>	<p><b>Unit:</b> Sex Ed. <b>Day:</b> 1-3 (Reproduction and Human Anatomy.)</p> <p><b>Unit:</b> Sex Ed. <b>Optional Day:</b> 14 (Life Cycle Posters from Childhood – Adulthood/Death.)</p>
<p><i>- identify the consequences associated with engaging in high risk behaviors which compromise health, such as:</i></p> <p><i>Smoking-tobacco misuse and abuse</i></p> <p><i>driving under the influence of alcohol and Alcohol misuse and abuse</i></p>	<p><b>2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.</b></p> <p><b>2.4.6 Understands legal implications of drug, alcohol, and tobacco use.</b></p> <p><b>2.4.7 Analyzes various treatment options and recovery processes.</b></p>	<p><b>Unit:</b> Tobacco <b>Day:</b> 1-5 (Tobacco Dangers, e-Cigarette risks, \$ Spent on Tobacco, Habits and Addictions)</p> <p><b>Unit:</b> Alcohol <b>Day:</b> 1-7 (How Alcohol Affects all Body Organs Activity, Refusal Skills Lesson, Alcoholism, “Drinking and Driving Laws Quiz.)</p>

<p><i>other drug misuse and abuse, including Heroin and Opioids, and other drugs (synthetic, designer drugs)</i></p>	<p><b>2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.</b></p> <p><b>2.4.6 Understands legal implications of drug, alcohol, and tobacco use.</b></p> <p><b>2.4.7 Analyzes various treatment options and recovery processes.</b></p>	<p><b>Unit:</b> Drugs  <b>Day:</b> 1-12 (“Addiction Risk Factors Intervention Lesson,” “Pharm Party Activity,” “Synthetic Drugs Interactive Quiz” and poster, “Top 10 Heroin Risks.”)</p>
<p><i>-violent behavior</i></p>	<p><b>2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.</b></p>	<p><b>Unit:</b> Violence Unit  <b>Day:</b> All (“Risk Factors for Violence Survey,” “Anger Survey,” Internal and External Triggers, “In Prison for Life Assignment” and more.)</p>
<p><b>• demonstrate the necessary knowledge and skills to promote healthy development into adulthood</b></p>	<p><b>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</b></p>	<p><b>Units:</b> All! (Healthy Development Includes Physical, Mental, Emotional, and Social Skills Included in Each Unit to Promote Healthy Development. This could also be a good research project for Section 3 below!)</p>
<p><i>-analyze personal dietary patterns and develop dietary plans to meet changing nutritional requirements</i></p>	<p><b>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</b></p>	<p><b>Unit:</b> Nutrition  <b>Day:</b> 10 (Writes a “Personal Food Log” and use “MyFitnessPal” to Analyze Food Consumption and Exercise Calories Burned.) Also, in This Unit Students Analyze Each Nutrient and Their Own Personal Needs Based on Weight and Calorie Needs.)</p> <p><b>Unit:</b> Nutrition  <b>Day:</b> 14 (Students Do the “Is This Diet Healthy?” Project to Learn 10 Questions to Ask to Determine if a Diet is Healthy or Not.)</p>
<p><b>• apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health</b></p>	<p><b>3.3.1 Analyzes conflict situations.</b></p> <p><b>2.4.1 Understands types of abuse and risky situations and how</b></p>	<p><b>Unit:</b> Diseases  <b>Day:</b> All (Cancer Warning Signs, Understanding Communicable and Non-Communicable</p>

<p><b>problems into adulthood</b></p>	<p><b>to respond appropriately and safely.</b></p> <p><b>2.3.2 Analyzes personal health practices, and how they affect non communicable diseases.</b></p> <p><b>2.3.2 Analyzes personal health practices, and how they affect non communicable diseases.</b></p>	<p>Diseases, and Prevention and Treatment of Diseases.)</p> <p><b>Unit:</b> Alcohol <b>Day:</b> 6 (“Refusal Skills Activity.”)</p> <p><b>Unit:</b> Drugs <b>Day:</b> 9: (“Drug Role-Plays.”)</p> <p><b>Unit:</b> Sex Ed. <b>Day:</b> 3 (“Sexual Pressures Flip Chart Project.”)</p> <p><i><b>The theme of this whole curriculum is “Be Above the Influence of Teen Pressures.”</b></i></p>
<p><i>- identify the characteristics of social and emotional health which are critical to adulthood.</i></p>	<p><b>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</b></p>	<p><b>Unit:</b> Self-Esteem <b>Day:</b> All</p> <p><b>Unit:</b> Empathy Unit <b>Day:</b> 7 and 15 (Self-Esteem and Bullying are Covered.)</p> <p><b>Unit:</b> Mental Health <b>Day:</b> All (Understanding Mental and Emotional Health and Illness, and “Problem-Solving Activity.”)</p> <p><b>Unit:</b> Empathy/Violence <b>Day:</b> 1-6 (“Surviving High School” Video and Lessons.)</p> <p><b>Unit:</b> Conflict Resolution <b>Day:</b> All (“I” Statements, “SO-QUIC” Resolution model.)</p>
<p><b>• evaluate how the multiple influences which affect health decisions and behaviors can be altered.</b></p>		<p><b>Unit:</b> Dangerous Decisions <b>Day:</b> All (Reading True Story Articles About Dangerous Teen Decisions and Sharing with Group or Whole Class.)</p> <p><b>Unit:</b> Alcohol <b>Day:</b> 6 (“Refusal Skills Activity.”)</p> <p><b>Unit:</b> Drugs <b>Day:</b> 9: “Drug Role-Plays.”</p>

		<p><b>Unit:</b> Sex Ed.  <b>Day:</b> 3 (“Sexual Pressures Flip Chart Project.”)</p> <p><i>The theme of this whole curriculum is “Be Above the Influence of Teen Pressures.”)</i></p>
<p><b>New York Department of Education Commencement Health Standards:</b>  <b>2. A SAFE AND HEALTHY ENVIRONMENT</b></p>	<p><b>Washington State Health Education High School Standards:</b></p>	
<p>1. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.  Students:</p>	<p>EALR 3: The student analyzes and evaluates the impact of real-life influences on health.</p>	
<p><b>• recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them</b></p>	<p><b>2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.</b></p>	<p><b>Unit:</b> Environmental Health  <b>Day:</b> All (Environmental Protection Agency EPA Project, “Workplace Hazard Reports, and more.)</p> <p><b>Unit:</b> Community Health  <b>Day:</b> All (21 “Community Health Projects include a Report on a Hazardous Condition, Disaster Evacuation, Medical Health Conditions, and more.)</p>
<p><i>- design and implement a plan to improve safety in the home, school, workplace or community</i></p>	<p><b>2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.</b></p>	<p><b>Unit:</b> First Aid Day All (First Aid, C.P.R., AED, and Evacuation Plan Homework.)</p>
<p><i>- use universal precautions and apply first aid, CPR. and other emergency procedures appropriately</i></p>	<p><b>2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.</b></p>	<p><b>Unit:</b> First Aid Day 1-4 (First Aid, C.P.R., AED.)</p>
<p><b>• evaluate personal and social skills which contribute to health and safety of self and others</b></p>	<p><b>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</b></p>	<p><b>Unit:</b> Conflict Resolution  <b>Day:</b> All (“I” Statements, Conflict “SO-QUIC” Resolution Model.)</p>

	<p><b>2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.</b></p> <p><b>3.3.1 Analyzes conflict situations.</b></p>	<p><b>Unit:</b> Beginning a Year <b>Day:</b> 2 (Communication Skill Building.)</p> <p><b>Unit:</b> Empathy/Violence <b>Day:</b> All (“Empathy Homework,” Labels, Stereotypes, Prejudisms, Bullying, Forgiveness, and more.)</p>
<p><i>- describe and demonstrate appropriate strategies to avoid or cope with potentially dangerous situations, such as dating violence or assault</i></p>	<p><b>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</b></p> <p><b>2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.</b></p> <p><b>3.3.1 Analyzes conflict situations.</b></p>	<p><b>Unit:</b> Alcohol, Drugs, and Empathy/Violence <b>Day:</b> Varies - “WWWWH” Decision-Making Homework</p> <p><b>Unit:</b> Alcohol <b>Day:</b> 5 (“ACE Adverse Childhood Experiences Activity.”)</p> <p><b>Unit:</b> Empathy/Violence <b>Day:</b> “Assertiveness Survey,” Being Assertive and not Aggressive, and more.)</p> <p><b>Unit:</b> Sex Ed. <b>Day:</b> 11-13 Sexual Abuse (Assault, Harassment, Rape, Laws, Traits of Healthy Versus Unhealthy Relationships, Dating Violence, Domestic Violence and more.)</p> <p><b>Unit:</b> Dangerous Decisions Unit <b>Day:</b> All</p>
<p><i>- demonstrate ways to care for and show respect for self and others</i></p>	<p><b>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</b></p> <p><b>2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.</b></p>	<p><b>Unit:</b> Empathy/Violence <b>Day:</b> All (“Empathy Homework,” “Overcoming Hardships Articles,” and more.)</p> <p><b>Unit:</b> Self-Esteem <b>Day:</b> All (Bullying, “The Power of Positive Self-Talk,” Self-Esteem Projects, “Dream Breakers Project.”)</p>
<p><b>• recognize how individual behavior affects the quality of</b></p>	<p><b>3.1.2 Analyzes how environmental factors impact</b></p>	<p><b>Unit:</b> Environmental Health <b>Day:</b> All (Environmental</p>

<p><b>the environment.</b></p>	<p><b>health.</b>  <b>3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.</b></p>	<p>Protection Agency EPA Project, “What Can I Do?” Activity)</p>
<p><i>-develop community approaches which enhance and protect the quality of the environment</i></p>	<p><b>3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.</b></p>	<p><b>Unit:</b> Environmental Health  <b>Day:</b> All (Environmental Protection Agency EPA Project, “What Can I Do?” Activity and Posters)</p> <p><b>Unit:</b> Community Health  <b>Day:</b> Community Health Report” on a Hazardous Condition, Disaster Evacuation, Medical Health Conditions, and more.)</p>
<p><i>-analyze how health laws, policies and regulations protect personal and environmental safety</i></p>	<p><b>3.1.2 Analyzes how environmental factors impact health.</b></p> <p><b>3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.</b></p>	<p><b>Unit:</b> Environmental Health  <b>Day:</b> All (Environmental Protection Agency EPA Project)</p> <p><b>Unit:</b> Community Health  <b>Day:</b> (“Community Health Report” on a Hazardous Condition, Disaster Evacuation, Medical Health Conditions, and more. *Add in a “Laws and Policies requirement.)</p>
<p><b>New York Department of Education Commencement Health Standards:</b></p> <p><b>3. RESOURCE MANAGEMENT</b></p>	<p><b>Washington State Health Education High School Standards:</b></p>	
<p>1. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.</p>	<p>EALR 3: The student analyzes and evaluates the impact of real-life influences on health.</p>	<p><b>3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.</b></p>
<p><b>• demonstrate how to evaluate health information, products and services for</b></p>	<p><b>3.2.1 Evaluates health and fitness information, products, and services</b></p>	<p><b>Unit:</b> Nutrition  <b>Day:</b> 2 (“Analyzing Fast Food Posters” Activity Analyzing Fast</p>

<p><b>validity and reliability</b></p>		<p>Food Restaurants.)</p> <p><b>Unit:</b> Nutrition <b>Day:</b> 14 (“Is This Diet Healthy?” Activity Analyzing Diet Claims.)</p> <p><b>Unit:</b> Tobacco <b>Day:</b> Optional Days 8 and 9 (Ad Appeals Project)</p>
<p><i>-identify local, state and federal agencies which provide health information and are regulating health products and services</i></p>	<p><b>3.2.1 Evaluates health and fitness information, products, and services</b></p>	<p><b>Unit:</b> Nutrition <b>Day:</b> 6 (“School Vending Machines Regulations and The National Association of State Boards of Education State School Health Policy Database.)</p> <p><b>Unit:</b> Alcohol <b>Day:</b> 3 (Using a National Website to see State Alcohol Laws and complete “Alcohol Laws Worksheet.”)</p> <p><b>Unit:</b> Dangerous Decisions Unit <b>Day:</b> All (Uses “ ‘When is it Legal?’ Laws Spreadsheet” for each Dangerous Decision Topic.)</p>
<p><b>• analyze how cultural beliefs influence health behaviors and the use of health products and services</b></p>	<p><b>3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.</b></p>	<p><b>Unit:</b> Nutrition Unit <b>Day:</b> (“Family Medical History Homework with Diseases Prevalent in Different Cultures.”)</p> <p><b>Unit:</b> Cultural Diversity <b>Day:</b> All (For “My Uniqueness Project” Students Find Racial Heritage and Cultural Information. *Could Include Prevalent or Genetic Diseases.)</p>
<p><i>- analyze how cultural diversity enriches and challenges health behaviors</i></p>	<p><b>3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.</b></p> <p><b>2.2.3 Evaluates hereditary factors affecting growth, development, and health.</b></p>	<p><b>Unit:</b> Nutrition Unit <b>Day:</b> (“Family Medical History Homework with Diseases Prevalent in Different Cultures.”)</p> <p><b>Unit:</b> Cultural Diversity <b>Day:</b> All (For “My Uniqueness Project” Students Find Racial</p>

		Heritage and Cultural Information. *Could Include Prevalent or Genetic Diseases)
• demonstrate the ability to access community health services for self and others	<b>3.2.1 Evaluates health and fitness information, products, and services</b>	Unit: Stress, Nutrition, Alcohol, and Sex Ed. and Drugs Units have activity where teachers posts, and students copy onto their “Resource Sheet” local, state, and national helping resources.
<i>- describe how to obtain health services appropriate for individual needs and how to refer friends and family members to appropriate health services or providers</i>	<b>3.2.1 Evaluates health and fitness information, products, and services</b>	<b>Unit:</b> Community Health <b>Day:</b> (21 Different “Community Health” activities are included. Several Deal With How to Access Health Services.)
• use technology and the media to promote positive health messages	<b>3.2.1 Evaluates health and fitness information, products, and services</b>	<b>Unit:</b> Nutrition <b>Day:</b> 14 (“Is This Diet Healthy?” Activity.)  <b>Unit:</b> Tobacco <b>Day:</b> 8 and 9 (“Top 10 Ad Appeals” and Ad Appeals Project.)  <b>Unit:</b> Tobacco <b>Day:</b> 3-5 (“Tobacco Brochures.”)  <b>Unit:</b> Drug <b>Day:</b> (“Drug Research Project,” Drug Brochures” and “Drug Posters.”)
<i>- assess the internet to assist in research for senior project.</i>	<b>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</b>  <b>3.2.1 Evaluates health and fitness information, products, and services</b>	<b>Unit:</b> All units (Allow students to choose from all semester topics covered. Have a student survey of peers be part of requirements. The N.Y. standard “demonstrate the necessary knowledge and skills to promote healthy development into adulthood” would be a good topic.)
• demonstrate advocacy skills in promoting individual, family and community health.	<b>3.2.1 Evaluates health and fitness information, products, and services</b>	<b>Unit:</b> Community Health <b>Day:</b> (21 Different “Community Health” activities are included.



	<p><b>2.2.3 Evaluates hereditary factors affecting growth, development, and health.</b></p>	<p>Several Deal with Promoting Family and Community Health, like “Public Service Announcement” Posters or Videos.)</p> <p><b>Unit:</b> Empathy  <b>Day:</b> 7 (How to support the victims of bullying.)</p>
<p><i>- identify criteria to measure the accuracy, reliability and validity of claims for health care products and services</i></p>	<p><b>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</b></p> <p><b>3.2.1 Evaluates health and fitness information, products, and services</b></p>	<p><b>Unit:</b> Nutrition  <b>Day:</b> 13 (Body Image and How to Analyze Media Messages-5 Questions to Ask when Viewing a Magazine Ads, “Real Models Without Their Make-up Slide Show,” and more.)</p> <p><b>Unit:</b> Community Health  <b>Day:</b> (21 Different “Community Health” activities are included. Several Deal with Researching health Care and Health Care Services.)</p>
<p><i>-design a media campaign which promotes a positive health message</i></p>	<p><b>3.2.1 Evaluates health and fitness information, products, and services</b></p>	<p><b>Unit:</b> Nutrition  <b>Day:</b> 3-4 (“Analyzing Fast Food Restaurants” Activity.)</p> <p><b>Unit:</b> Tobacco  <b>Day:</b> 3-5 (“Tobacco Brochures.”)</p> <p><b>Unit:</b> Drug  <b>Day:</b> (“Drug Research Project,” “Drug Brochures” and “Drug Posters.”)</p>