

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

New York State Standards: <https://www.schoolhealthny.com/healtheducation>
<https://www.nysed.gov/curriculum-instruction/health-education>

Standard 1: Personal Health

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.

New York Department of Education:
Commencement Health Standards:

How Health Education Today
Meets New York Standards:

Students:

- understand human growth and development throughout the life cycle.

Unit: Sex Ed.
Day: 1 to 3 Reproduction and female and male human anatomy notes.

Unit: Sex Ed.
Day: 16 + 17 Teen pregnancies information.

Unit: Sex Ed.
Day: 8 “Sexual Development through the Life Cycle.”

- demonstrate the necessary knowledge and skills to promote healthy development into adulthood.

Units: All Units. Healthy development includes physical, mental, emotional, and social skills Included in units to promote healthy development. A few examples are:

Unit: Mental Health
Day: 1 + 2 “The 5 Dimensions of Health Lesson and Doodle Art Project.”

Unit: Sex Ed.
Day: 11 “Healthy Relationships Homework Art Project.”

<ul style="list-style-type: none"> • apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood. 	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 3 “Sexual Pressures Flip Chart Project.”</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 13 “Human Trafficking Information and Poster Project.”</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> Varies. Assertiveness and refusal skills, sexual abuse, assault, harassment, and more.</p> <p><u>Unit:</u> Alcohol, Drugs, and Empathy/Violence. <u>Day:</u> Varies “WWWWH Decision-Making Homework.”</p> <p><u>Unit:</u> Diseases <u>Day:</u> All cancer warning signs, understanding communicable and non-communicable diseases, and prevention and treatment of diseases.</p> <p><u>Unit:</u> Alcohol <u>Day:</u> 6 “Refusal Skills Activity.”</p> <p><u>Unit:</u> Drugs <u>Day:</u> 9: “Drug Role-Plays.”</p> <p><u>Unit:</u> Alcohol <u>Day:</u> Any “Addiction Escape Room Google Forms Activity.”</p>
<ul style="list-style-type: none"> • evaluate how the multiple influences which affect health decisions and behaviors can be altered. 	<p><u>Unit:</u> Nutrition <u>Day:</u> 18 “Personal Health Survey” and goal-setting.</p> <p><u>Unit:</u> Stress <u>Day:</u> 1 + 2 “Stress Vulnerability Quiz,” goal-setting, and “Being Above the Stress Project.”</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 3 “Sexual Pressures Flip Chart Art Project.”</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 13 “Sexual Assault Escape Room.”</p>

New York Department of Education Commencement Health Standards Additional Evidence:	How Health Education Today Meets New York Standards:
Students:	
<ul style="list-style-type: none"> analyze personal dietary patterns and develop dietary plans to meet changing nutritional requirements. 	<p><u>Unit:</u> Nutrition <u>Day:</u> 1 to 4 “Intro to Nutrition, and the role of nutrition in the “Harvard Healthy Plate Activity.”</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 5 “Analyzing Fast Food Posters.”</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 8 “Food Label Reading Activity.”</p> <p><u>Unit:</u> Nutrition Unit <u>Day:</u> 10 “Family Medical History Homework.”</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 13 “Eating Healthy for Life” Survey and “Doodle Art Activity.”</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 16 “Is This Diet Healthy? Activity” which analyzes diet claims.</p>
<ul style="list-style-type: none"> evaluate a case study to determine strategies for health enhancement and risk reduction. 	<p><u>Unit:</u> First Aid <u>Day:</u> 8 “First Aid Heroes Advocacy Project.”</p> <p><u>Unit:</u> Dangerous Decisions <u>Day:</u> All Reading true story articles about dangerous teen decisions and sharing with group or whole class.</p> <p><u>Unit:</u> Alcohol, Drugs, and Empathy/Violence <u>Day:</u> Varies “WWWWH Decision-Making Homework.”</p> <p><u>Unit:</u> Alcohol <u>Day:</u> 1 to 7 “How Alcohol Affects all Body Organs Activity,” and “Drinking and Driving Laws Quiz.”</p>

	<p><u>Unit:</u> Community Health <u>Day:</u> 5 to 10 “Public Service Announcements” and “Community Health Research Projects.”</p>
<ul style="list-style-type: none"> • identify the consequences associated with engaging in high-risk behaviors which compromise health, such as smoking, violent behavior, or driving under the influence of alcohol/drugs. 	<p><u>Unit:</u> Tobacco <u>Day:</u> Optional Days 8 and 9 “Ad Appeals Project.”</p> <p><u>Unit:</u> Tobacco Optional Day 10+ “Vaping Dangers Newsletter” and “Anti-Tobacco Advocacy Group Video.”</p> <p><u>Unit:</u> Violence Unit <u>Day:</u> All “Risk Factors for Violence Survey,” “Anger Survey,” and “In Prison for Life Assignment.”</p> <p><u>Unit:</u> Alcohol <u>Day:</u> 1 to 7 “How Alcohol Affects all Body Organs Activity,” refusal skills lessons, alcoholism, and “Drinking and Driving Laws Quiz.”</p>
<ul style="list-style-type: none"> • identify the characteristics of social and emotional health which are critical to adulthood. 	<p><u>Unit:</u> Self-Esteem <u>Day:</u> All lessons.</p> <p><u>Unit:</u> Empathy Unit <u>Day:</u> 7 and 15 “Self-Esteem Survey” and bullying activities.</p> <p><u>Unit:</u> Mental Health <u>Day:</u> All lessons: Understanding mental and emotional health and illness, and “Problem-Solving Activity.”</p> <p><u>Unit:</u> Conflict Resolution <u>Day:</u> All “I” Statements” and “‘SO-QUIC’ Resolution Model.”</p>

Standard 2: A Safe and Healthy Environment

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.

New York Department of Education Commencement Health Standards:	How Health Education Today Meets New York Standards:
Students:	
<ul style="list-style-type: none"> recognize hazardous conditions in the home, school, work place, and community and propose solutions eliminate or reduce them. 	<p><u>Unit:</u> Environmental Health <u>Day:</u> All “Environmental Protection Agency EPA Project,” “Workplace Hazard Reports,” and more.</p> <p><u>Unit:</u> Community Health <u>Day:</u> All 21 “Community Health Projects” include a report on a hazardous conditions, disaster evacuation, medical health conditions, and more.</p>
<ul style="list-style-type: none"> evaluate personal and social skills which contribute to health and safety of self and others. 	<p><u>Unit:</u> Environmental Health <u>Day:</u> 4 “Advocacy Skills-Based Activity.”</p> <p><u>Unit:</u> Conflict Resolution <u>Day:</u> All “I Statements,” “Conflict ‘SO-QUIC’ Resolution Model.”</p> <p><u>Unit:</u> Beginning a Year <u>Day:</u> 2 Communication skill building.</p> <p><u>Unit:</u> Empathy/Violence <u>Day:</u> All “Empathy Homework,” labels, stereotypes, prejudices, bullying, forgiveness topics and more.</p>
<ul style="list-style-type: none"> recognize how individual behavior affects the quality of the environment. 	<p><u>Unit:</u> Environmental Health <u>Day:</u> All “Environmental Protection Agency EPA Project,” “What Can I Do’ Activity” and more.</p>

New York Department of Education Commencement Health Standards Additional Evidence:	How Health Education Today Meets New York Standards:
Students:	
<ul style="list-style-type: none"> design and implement a plan to improve safety in the home, school, workplace or community. 	<p><u>Unit:</u> Environmental Health <u>Day:</u> All “Environmental Protection Agency EPA Project,” “Workplace Hazard Reports,” and more.</p> <p><u>Unit:</u> Community Health <u>Day:</u> All 21 “Community Health Projects” include a report on a hazardous conditions, disaster evacuation, medical health conditions, and more.</p> <p><u>Unit:</u> All First Aid, C.P.R., AED, and “Evacuation Plan Homework.”</p>
<ul style="list-style-type: none"> use universal precautions and apply first aid, CPR. and other emergency procedures appropriately. 	<p><u>Unit:</u> First Aid <u>Day:</u> 1 to 4, and C.P.R., and AED lessons.</p> <p><u>Unit:</u> First Aid <u>Day:</u> 8 “First Aid Heroes Advocacy Project.”</p>
<ul style="list-style-type: none"> describe and demonstrate appropriate strategies to avoid or cope with potentially dangerous situations, such as dating violence or assault. 	<p><u>Day:</u> 13 Sexual Assault Escape Room” includes an assault quiz, answer key, and afterwards are online links to articles and videos with information for teens on safety and bystander information.</p> <p><u>Unit:</u> Empathy/Violence <u>Day:</u> “Assertiveness Survey,” being assertive and not aggressive, and more.</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 11 to 13 Sexual abuse, assault, harassment, rape, laws, “Traits of Healthy Versus Unhealthy Relationships Activity,” dating violence, domestic violence and more.</p> <p><u>Unit:</u> Dangerous Decisions Unit</p>

	<p><u>Day:</u> All. All articles are taken from online on a variety of teen topics including relationships, sexting, suicide, substance use, and giving out personal info online.</p>
<p>• develop community approaches which enhance and protect the quality of the environment.</p>	<p><u>Unit:</u> Environmental Health <u>Day:</u> All “Environmental Protection Agency EPA Project,” “Workplace Hazard Reports,” and more.</p> <p><u>Unit:</u> Community Health <u>Day:</u> All 21 “Community Health Projects” include a report on a hazardous conditions, disaster evacuation, medical health conditions, and more.</p>
<p>• analyze how health laws, policies and regulations protect personal and environmental safety.</p>	<p><u>Unit:</u> Environmental Health <u>Day:</u> All “Environmental Protection Agency EPA Project.”</p> <p><u>Unit:</u> Community Health <u>Day:</u> “Community Health Report” on a hazardous condition, disaster evacuation, medical health conditions, and more. *Add in a “Laws and Policies” requirement.</p>
<p>• demonstrate ways to care for and show respect for self and others.</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 12 “Sexual Abuse” and “Speaking Up and Standing Up for Self and Others”</p> <p><u>Unit:</u> Empathy/Violence <u>Day:</u> All “Empathy Homework,” “Overcoming Hardships Articles,” and more.</p> <p><u>Unit:</u> Self-Esteem <u>Day:</u> All Bullying, “The Power of Positive Self-Talk,”” Dream Breakers Project.”</p>

Standard 3: Resource Management

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.

New York Department of Education Commencement Health Standards:	How Health Education Today Meets New York Standards:
<ul style="list-style-type: none"> demonstrate how to evaluate health information, products and services for validity and reliability. 	<p><u>Unit:</u> Nutrition <u>Day:</u> 2 “Analyzing Fast Food Posters.”</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 14 “‘Is This Diet Healthy?’ Lesson” and analyzing diet claims.</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 1 thru 20. “Harvard MyPlate Fill-In Packet with Nutrient Formulas.”</p> <p><u>Unit:</u> Tobacco <u>Day:</u> 8 + 9 “Ad Appeals Project.”</p>
<ul style="list-style-type: none"> analyze how cultural beliefs influence health behaviors and the use of health products and services. 	<p><u>Unit:</u> Cultural Diversity <u>Day:</u> 1 to 4 “The Complexity of Identity: ‘Who Am I?’”</p> <p><u>Unit:</u> Cultural Diversity <u>Day:</u> 1 to 4 “Identity, Racism, and Social Justice” topics, articles, videos, and art projects.</p> <p><u>Unit:</u> Nutrition Unit <u>Day:</u> 10 “Family Medical History Homework.”</p> <p><u>Unit:</u> Cultural Diversity <u>Day:</u> All “My Uniqueness Project” where students find racial heritage and cultural information.</p>
<ul style="list-style-type: none"> demonstrate the ability to access community health services for self and others. 	<p><u>Unit:</u> Community Health <u>Day:</u> 1 to 4 “The Ideal City Project” and students research health topics that affect community health.</p>

	<p><u>Day:</u> 5 to 10 “Public Service Announcements” and “Community Health Research Projects.”</p> <p><u>Units:</u> 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.</p>
<p>• use technology and the media to promote positive health messages.</p>	<p><u>Unit:</u> Dangerous Decisions <u>Day:</u> All articles are taken from online on a variety of teen topics including relationships, sexting, suicide, substance use, and giving out personal info online.</p> <p><u>Unit:</u> Human Body Systems <u>Day:</u> All “Online QR Coded Worksheet for Body Systems” and “Online WebQuest” and “Body System Safari Research.”</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 11 – 13 “Sexual Assault Escape Room” includes an assault quiz, answer key, and afterwards are online links to articles and videos with information for teens on safety and bystander information.</p> <p><u>Unit:</u> Stress <u>Day:</u> 6+ “Online Stress and Depression, and Suicide Interactive Google Slideshow.”</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 14 “Is This Diet Healthy?” activity searching online “Fad Diets.”</p> <p><u>Unit:</u> Tobacco <u>Day:</u> 8 and 9 “Top 10 Ad Appeals.”</p> <p><u>Unit:</u> Drug <u>Day:</u> “Drug Research Project,” Drug Brochures” and “Drug Posters.”</p>
<p>• demonstrate advocacy skills in promoting individual, family and community health.</p>	<p><u>Unit:</u> Tobacco <u>Day:</u> Optional Day 10+ “Vaping Dangers Newsletter” and “Anti-Tobacco Advocacy Group Video.”</p>

	<p><u>Unit:</u> First Aid <u>Day:</u> 8 “First Aid Heroes Advocacy Project.”</p> <p><u>Unit:</u> Environmental Health. <u>Day:</u> 4 “Advocacy Skills-Based Activity.”</p> <p><u>Unit:</u> Community Health <u>Day:</u> 21 Different “Community Health” activities are included. Several deal with promoting “Family and Community Health,” like “Public Service Announcement Posters” and videos.</p> <p><u>Unit:</u> Empathy <u>Day:</u> 7 Information on how to support the victims of bullying, including “Bully Escape Room Google Forms Activity.”</p>
<p>New York Department of Education Commencement Health Standards Additional Evidence:</p>	<p>How Health Education Today Meets New York Standards:</p>
<p>Students:</p>	
<ul style="list-style-type: none"> • identify local, state and federal agencies which provide health information and are regulating health products and services. 	<p><u>Units:</u> 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.</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 6 “School Vending Machines Regulations” and “The National Association of State Boards of Education State School Health Policy Database.”</p> <p><u>Unit:</u> Alcohol <u>Day:</u> 3 Using a national website to see “State Alcohol Laws” and complete “Alcohol Laws Worksheet.”</p> <p><u>Unit:</u> Dangerous Decisions Unit <u>Day:</u> All Uses “ ‘When is it Legal?’ Laws Spreadsheet” for each topic.</p>
<ul style="list-style-type: none"> • describe how to obtain health services appropriate for 	<p><u>Unit:</u> Community Health</p>

<p>individual needs and how to refer friends and family members to appropriate health services or providers.</p>	<p><u>Day:</u> 21 Different “Community Health” activities are included. Several deal with “How to Access Health Services.”</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 1 to 4 “Intro to Nutrition,” and “The Role of Nutrition and How Nutrition Affects the Body Research and Art Project.”</p> <p><u>Several Units include:</u> “Parent-Teen Communicators”. Topics include sexual health, personal values, depression and suicide, and substance use.</p>
<ul style="list-style-type: none"> • identify criteria to measure the accuracy, reliability and validity of claims for health care products and services. 	<p><u>Unit:</u> Nutrition <u>Day:</u>13 “Understanding Body Image and How to Analyze Media Messages With 5 Questions to Ask when Viewing a Magazine Ads,” “Real Models Without Their Make-up Slide Show,” and more.</p> <p><u>Unit:</u> Community Health <u>Day:</u> 21 Different “Community Health” activities are included. Several deal with researching health care services.</p>
<ul style="list-style-type: none"> • design a media campaign which promotes a positive health message. 	<p><u>Unit:</u> Nutrition <u>Day:</u> 3 + 4 “Analyzing Fast Food Restaurants” activity.</p> <p><u>Unit:</u> Tobacco <u>Day:</u> 3 to 5 “Tobacco Brochures.”</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 8 “Media Savvy and Grocery Store Product Manipulation.”</p> <p><u>Unit:</u> Drug <u>Day:</u> “Drug Research Project,” “Drug Brochures” and “Drug Posters.”</p>
<ul style="list-style-type: none"> • analyze how cultural diversity enriches and challenges health behaviors. 	<p><u>Unit:</u> Cultural Diversity <u>Day:</u> All For “My Uniqueness Project” Students find racial heritage and cultural information.</p> <p><u>Unit:</u> Nutrition Unit <u>Day:</u> “Family Medical History Homework.”</p>

- assess the internet to assist in research for senior project.

There are many projects in this curriculum which would work for a “Senior Project.” A few are:

- 1) “Understanding the Harvard Healthy Plate” in the Nutrition Unit.
- 2) “Personalizing ‘My Plate’ from Nutrition Unit.
- 3) “Understanding Romance and Love” from the Sex Ed. Unit.
- 4) “Preventing Teen Suicide” from the Stress, Depression, and Suicide Unit”
- 5) “Teaching Peers about Fentanyl and other Synthetic Drugs” from the Drug Unit.