

Helena Public Schools
Grade 9-12
Health Educator
Health and Wellness

Health Maintenance & Enhancement

Health Educator

- Show the steps used in the problem solving model to examine system functions & disease formation encountered in daily living situations (for example but not limited to: lead poisoning, second hand smoke)
- Describe how personal health is enhanced by behaviors (including but not limited to: care of skin, teeth, gums, hair, eyes, nose, ears and nails)
- Discuss the concept of preventive care & its importance in maintaining & improving health
- Know what abstinence means and the significance of saying no
- Predict the role of physical activity in preventing life style diseases
- Sequence the process & events of the human life-cycle from fertilization through death

Nutrition and Wellness Educator supports the following:

- Assess how nutritional needs change throughout the life cycle
- Identify foods on the food pyramid and design a simple balanced menu
- Recognize the relationship of whole and/or locally produced foods in optimum nutrition
- Design a nutritional plan & fitness program based on the relationship between food intake & activity level with regard to weight management & healthy living
- Learns how to keep a 24 hour food record
- Analyze daily intake using mypyramid.gov or eatfit.net
- Understand the negative effects of sweetened beverages in the diet
- Choose a goal/goals for improvement in diet
- Acquaint with community and school resources for an inadequate food supply: food pantries, food stamps, and Women Infants Children
- Understands the importance of eating at a table, away from a TV or computer
- Can recognize the signs of an eating disorder or unhealthy dieting and know who to ask for help with concerns
- Aware of eating disorder support groups, counseling resources, and web resources
- Can plan one day of menus that represent balance, variety, moderation
- Recognize origins of food supply, personal responsibility for food selection, community gardening
- Understand when to ask an adult for help with body image issues
- Understand that healthy students come in many shapes and sizes
- Begin to recognize the signs of an eating disorder or unhealthy dieting
- Understand the importance of nutrition throughout the life cycle, with an emphasis on breastfeeding, nutrient-dense foods, family meals, and a structured meal pattern
- Understand low cost, nutrient-dense shopping choices
- Understand the basics of dietary supplements and when they might be recommended
- Identify proper portion size in each food group
- Recognize that eating healthy & being active will help maintain a healthy body composition
- Demonstrate how a well- balanced diet that is low in fat, high in fiber, vitamins & minerals can reduce risk of disease
- Investigate & analyze the factors that influence dietary choices (i.e., lifestyle, ethnicity, family, media, & advertising)
- Analyze food choices & discuss how it should be used to develop a proper diet
- Identify symptoms, causes, and prevention of illness related to food-borne illness
- Discuss the cause & effect relationships that influence a safe food supply (i.e., regulatory agencies, food handling & production, food storage techniques, pesticides, additives, bioterrorism)
- Create, implement and evaluate a semester goal in your life
- Create a plan using life management skills to address personal & social concerns that are a part of daily living (i.e., learning to manage time & stress, setting goals, dealing with conflicts, working collaboratively)

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- **Youth Connections support the following:**

- Evaluate the role the media can play in influencing young adults' self-concept by idealizing body image & elite performance levels of famous people
- Analyze the health claims that the media make & their impact on physical, mental / emotional, & social health
- Analyze the reliability of health care information, services & products that could affect consumer decision-making (i.e., finding specialists such as CDC, county health departments, extension centers; insurance carriers, clinics, hospitals, OB/GYN, & emergency rooms)

- **Government Educators support the following:**

- Analyze governmental agencies & explain their responsibility for providing assistance to people for their health needs by making referrals. (i.e., Narc-Anon for drug abuse or dermatologist for acne)

- **MBI/Mentors in Violence/Project Success support the following:**

- Apply practices that preserve & enhance the safety & health of others (i.e., conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision-making, resisting peer pressure, asset development)
- Analyze the importance of safety rules & procedures on a positive school climate
- Initiate independent & responsible health-enhancing personal behavior
- Regularly participate in health-enhancing physical fitness activities & lifetime activities to promote personal well-being on a voluntary basis
- Understand sexual harassment is unwanted & uninvited sexual attention such as teasing, touching, or taunting, sexting and is against the law
- Recognize that sexual abuse can involve physical abuse or exposure to inappropriate media or watching sexual acts
- Understand that sexual assault can occur with physical or psychological force
- Know that sexual assault by an acquaintance, a friend, or a date is often called acquaintance rape or date rape which is a crime and should be reported to authorities and/or a trusted adult
- Recognize that sexual coercion is when a person uses threats or force in order to engage in sexual behavior with another person
- Know that people who are sexually assaulted are never at fault and should report the action to a trusted adult
- Identify skills that can help protect individuals in potential sexual assault situations
- Know that sexual assault involves penetration of the vagina, mouth or anus and it is called rape
- Recognize that not all sexual abuse, assault, violence, & harassment can be prevented
- Analyze dating violence and domestic violence
- Develop intervention skills that can be used to prevent violence

Functions & Interrelationships of Systems

Health Educator

- Analyze how learning is influenced by the brain's short term & long term memory, environmental learning styles & learning strategies (i.e., multiple intelligences, cooperative learning, hypothesis, inquiry)
- Differentiate between muscle strength & endurance
- Differentiate the types of muscle fibers
- Demonstrate understanding of the musculoskeletal system by creating a personal muscular health program
- Demonstrate knowledge & concepts of skeletal system
- Understand that body piercing, tattooing, and tanning may relate to cultural traditions and beliefs
- Understand these practices expose the recipient to acquiring AIDS, Hepatitis B, and C, warts and allergic reactions to the dyes used
- Identify circulatory & respiratory anatomy & function
- Investigate disorders, their treatments, & prevention techniques to maintain a healthy cardio-respiratory system (i.e., high blood pressure, anemia, hemophilia, sickle cell, asthma, allergies, bronchitis, pneumonia)
- Demonstrate understanding of the cause & effect of lifestyle choices on cardio-respiratory system (i.e., inactivity, tobacco)
- Analyze & describe the function of each organ in the digestive system & the major components
- Assess risk of unhealthy lifestyle on digestive anatomy (i.e., smoking, alcohol, drugs, nutrition)
- Analyze and describe the major components (i.e., kidneys, ureters, bladder, urethra) & functions of the urinary/excretory system (i.e., removes liquid waste from the body)

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- Investigate disorders, their treatment, & prevention techniques to maintain a healthy urinary/excretory system (i.e., kidney stones, urinary tract infections, nephritis)
- Investigate disorders, their treatments, & prevention techniques to maintain a healthy endocrine system (i.e., thyroid cancer, type II diabetes, chemical imbalances)
- List the causes of type II diabetes & describe management procedures & prevention techniques
- Recognize normal vs. abnormal conditions of the reproductive system
- Explain how diseases can affect the functioning of the reproductive system. (i.e., ovarian cysts, HPV / cervical cancer, premenstrual syndrome, infertility, ovarian cancer, testicular cancer, & prostate cancer)
- Discuss the importance of routine physical examinations & tests (i.e., pap smears, mammograms, prostate examination) to reduce the risks of problems related to cancer & other chronic diseases
- Compare and contrast the three trimesters from fertilization to birth
- Analyze the impact of HIV/AIDS to the lymphatic-immune system
- Research individual and community right when making social health decision
- Describe patterns of physical, social, & mental/emotional health that promote healthy long-term relationships (i.e., dating, work environment, friendship, & marriage)
- Demonstrate respect for the diversity of values & beliefs of other people
- Recognize that values influence a person's most important decisions about friends, sexual relationships, family, education, work, & money
- Explore problems that gender role stereotypes can lead to for both men & women (i.e., poor body image, low aspirations, low paying jobs, relationship conflict, stress-related illness, anxiety about sexual performance, sexual harassment, & date rape)
- Develop a list of attributes needed to live effectively with others
- Recognize the positive affect of community service
- Understand that many states have laws requiring HIV prevention & sexuality education
- Compare & contrast constructive versus destructive defense mechanisms as a means for handling one's emotions
- Predict how the dynamics of relationships with family, groups, & community change as the individual matures
- Demonstrate the ability to communicate productively in written, oral, & nonverbal formats
- Develop interpersonal social skills (i.e., team member, problem-solving, following directions, job applications, appropriate dress, appropriate behavior with others)
- Respect the rights & feelings of others
- Demonstrate peaceful conflict resolution
- Demonstrate cooperation, teamwork & show concern for the progress of others
- Describe ways to use movement activities to deal with feelings of stress & help with conflict management
- Recognize that communication about feelings, desires, & boundaries can improve relationships
- Evaluate how manipulation, trying to unfairly control someone's decision or behavior without consideration of their feelings or needs, is different from negotiation
- Understand abstinence from sexual activity is a healthy choice and is the only 100% effective way to avoid pregnancy & STI/HIV
- Understand that sexual abstinence means choosing not to engage in sexual activities
- Understand the risks associated with sexual activity
- Understand asking questions to a parent, trusted adult, teacher, or counselor is usually a wise decision
- Understand seeking professional help can be a sign of strength when people are in need of guidance
- Understand sexual coercion is when a person uses threats or force in order to engage in sexual behavior with another person
- Understand teenagers who decide to engage in sexual activity should consider the risk associated with pregnancy & STI/HIV prevention
- Understand sexual abuse not involving touch can include being shown pornographic movies, magazines, websites, or other materials; taking photos, videos, or other recordings; or watching sexual acts
- Understand sexual assault can occur with physical or psychological force and is a crime
- Understand psychological, physical, and/or sexual abuse between people who are dating is known as dating violence
- Identify many community resources can help individuals who have survived sexual harassment, assault, or other forms of violence
- Understand sexual orientation is determined by a variety of factors
- Analyze & evaluate how teen pregnancy & parenting can impact personal, family & societal perspectives
- Discuss the Supreme Court decision that has ruled that, to a certain extent, people have the right to make personal decisions concerning sexuality & reproductive health matters

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- Understand some decisions have legal implications
- Investigate & analyze the cause & effect relationship between obtaining prenatal care & the health of the mother & unborn child
- Analyze the importance of parent/child communication regarding sexual intercourse & contraception choices
- Understand that non- consensual intercourse involves penetration of the vagina or anus and it is called sexual assault (rape) and can be by an acquaintance, a friend, or a date
- Understand tools that can help protect individuals in potential sexual assault situations include learning self-defense techniques, assessing whether a situation may be dangerous, avoiding alcohol & other drugs, & developing assertiveness skills
- Understand domestic violence is psychological, physical, and/or sexual abuse between people in a relationship who are dating, living together, or married
- Evaluate the progression of reliability of various contraceptive methods from the most reliable to least reliable
- Analyze and discuss the psychological effects of abortion

Risk Assessment & Reduction

Health Educator

- Describe the effects of positive lifestyle behaviors on the occurrence of disease (i.e., sunscreen, physical activity, diet, sleep, stress management)
- Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (i.e., ethnic, cultural & family histories)
- Describe the primary & secondary defenses for prevention of disease
- Set personal goals that reinforce healthy self-care behaviors (i.e., hand washing, water drinking, sleep, eating healthy foods)
- Research and analyze the reoccurrence of resistant strains of pathogens (i.e., strep, herpes, mononucleosis, gonorrhea, Chlamydia, HIV, Staph Infection)
- Compare signs & symptoms of common sexually transmitted infections
- Explain how sexually transmitted infections can affect an individual's physical, social, mental/emotional, intellectual, professional, & economic well-being
- Understand barrier methods of contraception can reduce but not prevent sexually transmitted infections
- Understand abstinence from sexual activity is the only 100% effective way to avoid STIs
- Knows when to use universal precautions
- Analyze and discuss the trends of transmission, treatment (past & present), & prevention of AIDS
- Describe & analyze methods that can be effective in preventing societal problems affecting teens (i.e., rape, assault, homicide, & other personal safety risks, gangs)
- Use problem-solving strategies to determine appropriate first-aid procedure
- Recognize activity-related conditions & perform appropriate first aid procedures & practices for each (i.e., bleeding, shock, asthma, low blood sugar, diabetes, dehydration)
- Recognize weather-related emergencies & perform appropriate first aid procedures & practices (i.e., dehydration, asthma, heat exhaustion, heat stroke, hypothermia, frostbite)
- List the common water-related emergencies & describe prevention & treatment techniques
- Assess the short & long-term effects that performance enhancing aids have on the body processes & on individuals & society
- Describe the short & long-term effects of performance enhancing drugs
- Explain why individuals need to follow label guidelines for all substances (i.e., compatibility of ingested substances)

Project Success supports the following:

- Evaluate the short & long term effects of alcohol, tobacco, & other substances on the body & draw conclusions on the impact of these substances on personal, social, & economic threats to society
- Review healthy alternatives to substance use & investigate effective strategies to promote individual, family, & community health
- Assess the risk of chemical dependency & locate available help if alcohol, tobacco, & other substance use becomes a problem Evaluate personal risks for chemical dependency based upon personal, family, & environmental factors

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Science Educators support the following:

- Define climate change & its effects on the health of individuals worldwide
- Compare present environmental health problems to past environment health problems & develop strategies to reduce or correct these problems for the future (i.e., destruction of the ozone layer, asbestos, secondhand smoke, nuclear disasters, carpooling)
- Compare ways that individuals, communities, state & federal government can cooperate to promote environmental health

Media Literacy Educators support the following:

- Demonstrate internet, phone and text etiquette
- Recognize consequences of distracted driving