



SUGGESTED PACING GUIDE FOR HIGH SCHOOL COMPREHENSIVE HEALTH EDUCATION

Using High School HealthSmart and Reducing the Risk

SCHOOL YEAR 2011-12



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HIGH SCHOOL HEALTH EDUCATION REQUIREMENTS

Comprehensive Health Education: The New York State Education Department (NYSED) requires one semester of daily health education in high school. See NYS Education Commissioner’s Regulation Subchapter G Part 135 at <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/CR135.pdf>. The New York City Department of Education (NYC DOE) strongly recommends that health instruction take place in the 9th or 10th grade.

Sexual Health Education: Sexual health education is one component of comprehensive health education, not a stand-alone topic. In August 2011, Schools Chancellor Dennis M. Walcott announced that as of second semester of the 2011-12 school year, middle and high schools will be required to include sexual health education as part of the comprehensive health education course already required by NYSED.

HIV/AIDS Education: NYSED also mandates HIV/AIDS instruction for **every student, every year**. The NYC DOE requires six lessons per year for grades 9 through 12; all lessons are provided in the *NYC DOE HIV/AIDS Curriculum*. For details as well as free online access to the entire curriculum, go to: <http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/HIVAIDScurriculum>

SUGGESTED PACING FOR A SEMESTER HEALTH EDUCATION COURSE

The NYC DOE recommends the use of High School *HealthSmart* and *Reducing the Risk**, as well as the *NYC DOE HIV/AIDS Curriculum*, for comprehensive health education in high school. This Pacing Guide is a suggested plan for a one semester comprehensive health education course that meets daily, preferably in 9th or 10th grade, and uses the recommended curricula. This recommended plan includes:

- 81 High School comprehensive health lessons, including lessons on sexual health, using High School *HealthSmart* and *Reducing the Risk*
- Six grade-specific **HIV/AIDS** lessons using the NYC DOE [HIV/AIDS Curriculum](http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/HIVAIDScurriculum).

These curricula meet State and City requirements for high school comprehensive health education. For details, go to: <http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/ComprehensiveHealthEd.htm>

This Pacing Guide may be updated periodically (for example, to reflect updates in the curricula).

*Note: NYC DOE worked with the publisher in 2007 to make certain modifications to the curriculum, including replacing the “HIV, STD & Pregnancy Prevention” book with a custom binder for NYC schools, “Activities in Sexual Health, Abstinence & Relationships.” The NYC-specific curriculum is provided for free to teachers who attend training. It is also available for purchase through FAMIS.

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HEALTH EDUCATION LEARNING STANDARDS AND THE NYSED *GUIDANCE DOCUMENT*

The three **NYS learning standards for health education** are:

- **Standard 1: Personal Health and Fitness**
Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- **Standard 2: A Safe and Healthy Environment**
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- **Standard 3: Resource Management**
Students will understand and be able to manage their personal and community resources.

For detailed explanations of these Standards and examples of how to meet them, go to

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

- The NYSED's *A Guidance Document for Achieving the New York State Standards in Health Education* specifies what students should know ("functional knowledge") and the seven health skills they should demonstrate mastery of by the time they finish high school. Use the *Guidance Document* to guide or assess alignment of any health curriculum to the NYS standards. Access it at <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/GuidanceDocumentFinal1105.pdf>.

The NYC DOE recommended comprehensive health education curricula are aligned with both the NYS and the **National Health Education Standards (NHES)**. The National Health Education Standards can be viewed at

<http://www.cdc.gov/HealthyYouth/SHER/standards/index.htm>.

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ELEMENTS OF EFFECTIVE HEALTH EDUCATION

In health education class, students learn skills, as well as factual information, and develop attitudes that can help them make healthy decisions. The three domains of health education are:

- **Functional Knowledge:** The NYSED [Guidance Document](#) defines functional knowledge as “content specific health knowledge that is essential for young people to know in order to be safe, healthy and achieve academically.” In other words, it is information that helps young people “function” better. Given the vast amount of health information, the [Guidance Document](#) is helpful in narrowing the scope to the most important information for elementary, intermediate, and high school.
- **Health Education Skills:** The [Guidance Document](#) also delineates the seven developmental personal and social skills, comprised of multiple sequential subskills, which, when mastered, enable individuals to enhance personal, family and community health and safety.” The skills are: 1) Self-management, 2) Relationship management, 3) Stress management, 4) Communication, 5) Planning and goal setting, 6) Decision making, and 7) Advocacy.
- **Attitude:** Lessons must cultivate attitudes that are conducive to understanding functional knowledge and practicing health education skills. For example, such attitudes include students’ full engagement in lessons; their willingness to consider how the lessons apply to their own lives; and their recognition that they have a responsibility to themselves and others to practice healthy behaviors.

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SUPPORT AND RESOURCES FOR IMPLEMENTING HEALTH EDUCATION

Free Professional Development: It is recommended that teachers attend the Office of School Wellness Programs' free comprehensive health education and HIV/AIDS professional development workshops. Participants receive a free copy of the recommended curricula and related materials. Teachers can register online through ProTraxx. Go to <http://tinyurl.com/25ggczx> for upcoming dates and enrollment information. Email wellness@schools.nyc.gov with any questions.

Assessments: *HealthSmart* provides Benchmark Assessments throughout the curriculum. Some teachers may choose to use the end of unit Optional Assessments and/or create monthly or unit assessments such as quizzes. Teachers may also develop individual or group projects aligned with current events and school community culture, and geared to students' learning styles.

Teaching Tools: Use of teaching tools (chalkboard/whiteboard, newsprint, overhead projector/transparencies, PowerPoint, data projectors/Smart Board) may help students to visualize the *HealthSmart* curriculum in various modes and possibly minimize the need for photocopying. *HealthSmart* scenarios can be revised to reflect cultural names and situations that are realistic to students.

Student Actions Books: Teachers who attend the Office of School Wellness Program's free trainings receive a set of Student *Actions* Books that reinforce each unit of *HealthSmart* lessons. These *Actions* Books are also available for purchase through FAMIS. They support students in acquiring the knowledge and skills that will help them assume responsibility for their own health behaviors.

Additional Information:

- [Health Education and Sexual Health Education Frequently Asked Questions](#)
- [Sexual Health Education Requirements for Middle and High School](#)
- [What is Sexual Health Education?](#)
- [Chancellor's Parent Notification Letter](#) (required)

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SEXUAL HEALTH EDUCATION

Beginning in the second semester of the 2011-12 school year, sexual health education must be included within the middle and high school comprehensive health education course. Sexual health education addresses factors that affect sexual behavior, such as self-esteem and perceived social norms, and helps young people develop a positive view of sexuality in the context of family and community values. Lessons must be age appropriate, medically accurate and enable students to develop the necessary knowledge and skills to make healthy and responsible decisions throughout their lives. The DOE's recommended High School *HealthSmart* and *Reducing the Risk*, in combination with the *NYC DOE HIV/AIDS Curriculum* provide the necessary lessons.

PREVENTION LESSONS AND PARENT/GUARDIAN OPT-OUT POLICY

Abstinence is the most effective method of HIV/STD and pregnancy prevention, is included in many of the *HealthSmart* and *Reducing the Risk* lessons. “**Opt-out prevention lessons**” are those that are about pregnancy and HIV/STD prevention methods, not including abstinence. Parents/guardians may opt students out of some prevention lessons. Prior to teaching sexual health education lessons, the principal should send the [Parent Notification Letter](#) home, which includes instructions on how parents/guardians can opt their children out of certain lessons. To do so, parents/guardians must write a letter to the school principal requesting that their child not attend these lessons and stating that they will address prevention with their child at home. Research has shown that students who participate in risk-reduction education may be less likely to engage in risk behaviors that can cause pregnancy or transmit HIV/STD. Throughout this document, lessons that best meet opt-out prevention criteria are identified with a “■” symbol; however, schools should review lessons to decide how to best meet the educational needs of students.

HEALTHSMART “LESSONS” VS. “ACTIVITIES”

HealthSmart “lessons” are titles that divide the topics within a particular unit. Within each lesson are one or more “activities.” Each activity takes about one 45-minute class period. The activities focus on enabling students to develop, practice and plan their healthy behaviors. Activity components include:

- Student objectives;
- Time that an activity is likely to take (usually about 45 minutes);
- Materials and preparation;
- Teaching steps;
- Transparencies;

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- Masters of Student Activity Sheets (full-size copies are in the back of the Teacher Guide and in the *HealthSmart Actions* student books);
- Assessment benchmarks are built into each activity and enable teachers to meet the learning objectives while monitoring student progress.

Optional assessment tools are provided.

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Order of Lessons: While this Pacing Guide includes a suggested order of units and lessons (below), teachers may wish to revise the order of units based on their students' needs. It is recommended that lessons on sexual health be taught later in the semester after the teacher and students have established their relationship. Covering other subjects first increases students' comfort level and ability to discuss sensitive topics in a safe setting.

WEEK 1

HealthSmart: Emotional & Mental Health			
Lessons	Activities		Page
1. Creating a Healthy Classroom	1-1	Building Trust & Respect	4
	1-2	Creating Classroom Rules	9
	1-3	Planning for Success	13
2. Good Emotional Health	2-1	Characteristics of Good Emotional Health	18
	2-2	Actions for the Future	26

WEEK 2

HealthSmart: Emotional & Mental Health			
Lessons	Activities		Page
3. Dealing with Emotions	3-1	Recognizing & Understanding Emotions	32
	3-2	Getting Help with Troublesome Feelings	38
	3-3	Communicating My Feelings	44
4. Building Healthy Relationships	4-1	Roles & Relationships	50
	4-2	Responsibility & Relationships	55

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WEEK 3

HealthSmart: Emotional & Mental Health			
Lessons	Activities		Page
4. Building Healthy Relationships	4-3	Families & Relationships	62
5. Managing Stress Successfully	5-1	Defining & Recognizing Stress	65
	5-2	Effects of Stress on the Body	71
	5-3	Coping with Stressors	76
6. Achieving Good Emotional Health	6-1	Setting Emotional Health Goals	82

WEEK 4

HealthSmart: Emotional & Mental Health			
Lessons	Activities		Page
7. Community Service for Emotional Health	7-1	Improving Our Community	88

HealthSmart: Improving Health Behaviors			
Lessons	Activities		Page
1. Make a Change	1-1	My Unhealthy Behaviors	4
	1-2	Stages of Change	11
	1-3	My Behavior Change Plan	18
	1-4	Making a Positive Health Change	24

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WEEK 5

HealthSmart: Violence & Injury Prevention			
Lessons	Activities		Page
1. Reducing the Risk of Injuries	1-1	Injuries & Risk Taking	5
	1-2	Understanding Reckless & Cautious Risk Taking	10
	1-3	Keeping It Safe	15
	1-4	Safety Plans, Strategies & Actions	21
2. Preventing Bullying, Hazing & Violence	2-1	Bullying	26

WEEK 6

HealthSmart: Violence & Injury Prevention			
Lessons	Activities		Page
2. Preventing Bullying, Hazing & Violence	2-2	Hazing	33
	2-3	Stopping Prejudice & Stereotyping	39
	2-4	Dating Violence	44
3. Reducing Conflicts	3-1	Managing Your Anger	51
	3-2	Coping with Conflict	57

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WEEK 7

HealthSmart: Violence & Injury Prevention			
Lessons	Activities		Page
4. Motor Vehicle Safety	4-1	Driver & Passenger Safety	63
	4-2	Impaired Driving	68
	4-3	Arrive Alive - A Safety Campaign	74

HealthSmart: Nutrition & Physical Activity			
Lessons	Activities		Page
1. Nutrition & Physical Activity - The Facts	1-1	Nutrients & the Body	4
	1-2	How Much Should I Eat?	7

WEEK 8

HealthSmart: Nutrition & Physical Activity			
Lessons	Activities		Page
1. Nutrition & Physical Activity - The Facts	1-3	Reading Food Labels	14
	1-4	Physical Activity Facts	19
	1-5	Getting Your Questions Answered	26
2. Practicing Healthy Nutrition & Physical Activity Behaviors	2-1	Setting Goals	32
	2-2	Tracking My Progress	39

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WEEK 9

HealthSmart: Nutrition & Physical Activity			
Lessons	Activities		Page
3. Analyzing Influences on Nutrition	3-1	Positive & Negative Influences	44
	3-2	Media Influences & Fast Foods	49
4. Unhealthy Eating & Exercise Behaviors	4-1	Influences on Body Image	56
	4-2	Unhealthy Dieting	62
	4-3	Disordered Eating & Overexercising	67

WEEK 10

HealthSmart: Nutrition & Physical Activity			
Lessons	Activities		Page
5. Preventing Illness & Injury	5-1	Food Safety at Home & Work	75

HealthSmart: Tobacco, Alcohol & Other Drug Prevention			
Lessons	Activities		Page
1. The Facts About Drugs	1-1	Drug Use: Just the Facts	4
	1-2	Alcohol & Its Effects	11
	1-3	Facts About Marijuana & Tobacco	15
	1-4	The Truth About Club Drugs	19

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WEEK 11

HealthSmart: Tobacco, Alcohol & Other Drug Prevention			
Lessons	Activities		Page
2. Influences on Drug Use	2-1	What's in an Ad?	25
	2-2	Music, Movies & More	32
	2-3	Family Influences on Being Drug Free	38
3. Choosing to be Drug Free	3-1	Drugs & the Law	44
	3-2	Drug-Free Alternatives	50

WEEK 12

HealthSmart: Tobacco, Alcohol & Other Drug Prevention			
Lessons	Activities		Page
3. Choosing to be Drug Free	3-3	My Drug-Free Future	55
	3-4	Resisting Drug Pressures	60
4. Support for Being Drug Free	4-1	Getting Help for Drug Problems	65
	4-2	Advocating for Being Drug Free	71

HealthSmart: Activities in Sexual Health, Abstinence & Relationships			
Lessons	Activities		Page
1. Healthy Sexuality	1-1	Setting the Classroom Environment	4

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WEEK 13

HealthSmart: Activities in Sexual Health, Abstinence & Relationships			
Lessons	Activities		Page
1. Healthy Sexuality	1-2	The Reproductive System	9
	1-3	Taking Care of Your Sexual Health	13
2. Influences on Abstinence	2-1	Sexual Decisions & Media Pressures	18
3. Skills for Remaining Abstinent	3-1	Positive Self-Talk & Self-Control	26
4. Teens & Relationships	4-1	Elements of Healthy Relationships	32

WEEK 14

HealthSmart: Activities in Sexual Health, Abstinence & Relationships			
Lessons	Activities		Page
4. Teens & Relationships	4-2	Ending Relationships in Healthy Ways	40
	4-3	Stopping Sexual Stereotyping	46

Reducing the Risk (RTR), 5 th Edition			
Class	Class Activities		Page
1A*	Abstinence, Sex & Protection - Pregnancy Prevention Emphasis ■		11
2	Abstinence: Not Having Sex		41
3	Refusals		53

Note: Lessons that best meet opt-out prevention criteria in this document are identified with a “■” symbol.

* Class 1B “Abstinence, Sex & Protection: HIV Prevention Emphasis” is omitted here. This material is covered in weeks 17 & 18 using the *NYCDOE HIV/AIDS Curriculum*.

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WEEK 15

Reducing the Risk (RTR), 5 th Edition		
Class	Class Activities	Page
4	Using Refusal Skills	73
5	Delay Tactics	85
6	Avoiding High-Risk Situations ■	97
7*	Getting & Using Protection – I ■	109
8*	Getting & Using Protection – II ■	121

WEEK 16

Reducing the Risk (RTR), 5 th Edition		
Class	Class Activities	Page
9	Knowing & Talking About Protection: Skills Integration-I ■	139
10	Skills Integration-II ■	149
11	Skills Integration III ■	163
12	Preventing HIV & Other STDs ■	171
13	HIV Risk Behaviors ■	183

Note: Lessons that best meet opt-out prevention criteria in this document are identified with a “■” symbol.

*NYC DOE policy permits condom demonstrations in health resources rooms only.

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WEEK 17

Reducing the Risk (RTR), 5 th Edition		
Class	Class Activities	Page
14	Implementing Protection from STD & Pregnancy ■	191
15	Sticking with Abstinence & Protection ■	197
16	Skills Integration – IV ■	203

After teaching the Comprehensive Health Education lessons, teach the required HIV/AIDS lessons (six lessons in grades 9 through 12). To access the *NYC DOE HIV/AIDS Curriculum Guide* go to <http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/HIVAIDSoverview.htm>

HAVE QUESTIONS?

The Office of School Wellness Programs (OSWP) supports schools in achieving standards and implementing high quality health and physical education programs. For more information about Health Education requirements, additional instructional resources and access to live links, please visit the following web page: schools.nyc.gov/wellness or email us at: wellness@schools.nyc.gov.

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