

Overview of Year

Grades 10-12 Health Curriculum

Long Term Transfer Goal: Scholars will tenaciously and independently use skills that they have learned in health class to think purposefully regarding healthy decisions and advocate for self and others in a way that supports a healthy, active lifestyle.

SEPT/ FEB	OCT/ MARCH	NOV/ APRIL	DEC/ MAY	JAN/ JUNE	
Unit 1 Dimensions of Wellness	Unit 2 Physical activity and Nutrition & Goal setting	Unit 3 Alcohol, tobacco, and other drugs & Decision Making	Unit 4 Healthy Relationships & personal safety	Unit 5 Human Reproduction	Unit 6 Mental Health & Stress Management

Unit 1	Understanding	Essential Question
Dimension Wellness & Communication	<p>An individual's health, at different stages in life, is dependent on a balance of wellness dimensions.</p> <p>Communicating ideas is important to participate in group activities.</p>	<ul style="list-style-type: none"> • What are the consequences, especially unforeseen, of our choices in terms of wellness? • What is personal responsibility?
<p>Performance Task: After completing self-assessment, scholars are put in small groups and assigned a dimension. Their task is to create, and perform a skit based on their dimension. Scholars will demonstrate understanding by properly performing the dimension and their peers can clearly identify which dimension is being performed. Scholars will write a reflection and develop a health goal with a plan to achieve it.</p>		
<p>Standards:</p> <p>RM.C.3 Compares and analyzes the personal assessment results in relation to the attributes to identify personal strengths and need areas</p> <p>RM.C.6 Demonstrates positive interpersonal and intra-personal behaviors when working with others (including diverse populations)</p> <p>CM.C.1 Employs active listening and response skills in health-enhancing ways</p> <p>PG.C.3 Develops a personal health goal and a plan to achieve it</p>		

Unit 2	Understanding	Essential Question
Physical activity and Nutrition & Goal setting	<p>Lifetime fitness and a balanced diet contributes to good physical and mental health, while lack of exercise and poor nutrition leads to a variety of health problems.</p> <p>Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.</p>	<ul style="list-style-type: none"> • What are the short term and long term benefits and risks associated with fitness and nutrition choices? • Why do I keep buying junk food even though I know it is not the most nutritional choice? • What is personal responsibility?

Curriculum Embedded Performance Task: Scholars will then design a personal nutrition and/or fitness goal with a plan to achieve it. After completing their MyFitnessPal log and analyzing their food intake, they will set a goal, and monitor that goal using several peer and teacher feedback sessions that include barriers, successes and weaknesses. Scholars will write a reflection piece and will demonstrate understanding if their next goal they set uses the goal setting model and is specific, realistic, and measurable.

Standards

PAN.C.3 To maintain a healthy weight, the intake of calories must equal the output of energy. To lose weight, the energy output must exceed the calorie intake.

PAN.C.5 Physically active individuals are less likely to develop the chronic diseases that cause most of the morbidity and mortality in the United States: cardiovascular disease, hypertension, noninsulin dependent diabetes, and colon cancer.

PAN.C.6 Obesity acquired during childhood and adolescence may persist into adulthood and increase the risk later in life for coronary heart disease, gallbladder disease, some types of cancer, and osteoarthritis of the weight bearing joints.

PAN.C.9 Individuals who have eating disorders are in need of immediate medical and psychiatric treatment.

PAN.C.8 Unhealthy weight control practices and a societal overemphasis on thinness during adolescence may contribute to eating disorders such as anorexia nervosa and bulimia.

Unit 3	Understanding	Essential Question
Alcohol, tobacco, & other drugs & Decision Making	Information on drugs and medicines allows us to make decisions related to personal wellness, and the wellness of others. The use of critical thinking, decision making, and communication skills are essential to making informed personal, family, and community health decisions.	Why do people choose to use alcohol, tobacco, and other drugs when they are aware of their detrimental effects?

Performance Task: Using your research and experience in class activities (COA skit, Juicy Bake, Driving While Intoxicated) scholars will write a reflection following a writing prompt using the decision making model. Scholars will demonstrate understanding if they properly use the model in their reflection.

- Standards:
- TB.C.1 Tobacco use is an unhealthy way to manage stress or weight.
 - TB.C.2 Most individuals do not smoke or use smokeless tobacco.
 - TB.C.3 Smoking cessation programs and products can be successful.
 - TB.C.4 Tobacco use during pregnancy can have harmful effects on the fetus.
 - TB.C.5 Many individuals find it hard to stop using tobacco despite knowledge about the health hazards of tobacco use.
 - AOD.C.1 Most individuals do not use alcohol and other drugs.
 - AOD.C.2 Long-term alcohol misuse is associated with liver disease, cancer, cardiovascular disease and neurological damage.
 - AOD.C.3 Use of alcohol and other drugs impairs judgment and coordination and is associated with the leading causes of death and injury among teenagers and young adults.
 - AOD.C.5 Alcohol and other drug use are unhealthy ways to manage stress or weight.
 - AOD.C.7 Alcohol use among adolescents results in an increased risk of alcohol dependence in adulthood
 - AOD.C.8 Binge drinking can contribute to many health disorders
 - AOD.C.10 Use of alcohol and other drugs can increase an individual’s risk for suicide, homicide, accidents, school failure, delinquency, marijuana use, unwanted pregnancy, STD and HIV infection, vulnerability to coerced sexual activity and poor academic performance.

AOD.C.11 A family history of alcoholism is a strong risk factor for an individual’s alcohol use because of the genetic link and the environmental exposure to alcohol use.

AOD.C.13 Alcohol use during pregnancy can cause fetal alcohol syndrome (FAS) and other birth defects.

AOD.C.14 Legal blood alcohol concentration levels vary from state to state and are influenced by the amount of alcohol an individual consumes over a period of time as well as a variety of other factors, such as an individual’s expectations, mood, body weight and size, age, drinking experience, what one has eaten, drank or smoked.

AOD.C.15 Laws, rules and policies regulate the sale and use of alcohol and drugs.

Unit 4	Understanding	Essential Question
<p>Healthy Relationships & Personal Safety</p>	<p>Understanding the various aspects of human relationships assists in making good choices about healthy living.</p> <p>Relationships can have a positive or negative impact on one’s overall health</p>	<p>How do I gather accurate information, overcome negative influences when making decisions, and plan for the expected and unexpected?</p>
<p>Performance Task: Scholars will design a “t-shirt” for the East High School Clothesline Project. This is a National project (www.clotheslineproject.org) giving voice to victims of violence and those who care about them. Scholars will create a t-shirts using the guidelines from NCP. Scholars will then participate in a gallery walk and write a reflection piece on the difference between healthy and unhealthy relationships and their consequences. Scholars will demonstrate understanding by including a level of empathy and having a clear understanding of the differences between relationships.</p>		
<p>Standards:</p> <p>FLS.C.1 An individual’s family roles and responsibilities change over the life cycle.</p> <p>FLS.C.2 Families provide nurturance, security, and commitment to their members and need to be supported in their caregiving roles throughout the lifecycle.</p> <p>FLS.C.3 Individuals develop into competent, productive, loved and loving adults with devoted and sustained parenting.</p> <p>FLS.C.4 Individuals can use strong honest communication, relationship building and planning skills to enhance and maintain loving, respectful and healthy relationships.</p> <p>FLS.C.5 Different types of relationships involve varying levels of intimacy with verbal and non-verbal forms of communication and commitment</p>		

FLS.C.10 Sexual responsibility includes an understanding and awareness of one’s sexuality and sexual development; respect for oneself and others; avoidance of physical or emotional harm; and recognition of the diversity of sexual beliefs within the community.

AOD.C.10 Use of alcohol and other drugs can increase an individual’s risk for suicide, homicide, accidents, school failure, delinquency, marijuana use, unwanted pregnancy, STD and HIV infection, vulnerability to coerced sexual activity and poor academic performance.

VP.C.3 Violent behavior has negative consequences for the perpetrator, victim(s), victim’s families and friends, bystanders and society.

VP.C.5 Individuals are responsible for their own behavior, even when under the influence of alcohol and other drugs.

VP.C.9 Individuals know and understand the school’s and/or employer’s sexual harassment policy.

VP.C.10 Relationship violence can cause emotional and physical harm for both males and females.

VP.C.11 Individuals know the signs of relationship violence and where to go for help and support.

Unit 5	Understanding	Essential Question
Reproductive Health & Family	<p>Understanding the benefits and consequences of human relationships and sexuality helps in making good choices about healthy living.</p> <p>The decision making model can be used to make decisions about disease prevention</p>	How can I use accurate information to positively influence my behaviors and decisions in my relationships?

Performance Task: Scholars will create a paper mini-quilt that uses pictures and words to tell the story of how a character contracted HIV. Scholars will be directed to include how the HIV infection was transmitted (entry point, body fluid, risky behavior) and a local testing location with phone number. For this part of the task, scholars will have demonstrated an understanding if they can describe specifically how HIV was transmitted and what decisions were made in order for that character to contract HIV. Scholars will look at each other’s work using a Gallery Walk format. Scholars will give each other feedback on what their characters could have done differently to prevent the infection. Upon reviewing feedback from their peers, scholars will then complete a “Do Over” mini-quilt on the reverse side of their mini-quilt. In the “Do Over” scholars will imagine that their same character could go back in time and make a decision that prevents the HIV transmission. Scholars will then re-tell the story wherein the

character uses the decision making model and prevents the HIV transmission. Scholars will demonstrate understanding if they can properly use the decision making model.

FLS.C.7 Reproductive health and contraceptive services are provided to individuals by a wide range of health care providers.

FLS.C.8 Sexual health includes physical, behavioral, intellectual, spiritual, emotional and interpersonal development

FLS.C.9 Sexual orientation develops across a person's lifetime and is different from sexual behavior because it refers to feelings and self-concept. Persons may or may not express their sexual orientation in their behaviors.

FLS.C.10 Sexual responsibility includes an understanding and awareness of one's sexuality and sexual development; respect for oneself and others; avoidance of physical or emotional harm; and recognition of the diversity of sexual beliefs within the community.

SR.C.1 The risk of pregnancy or infection with STD can be virtually eliminated by practicing abstinence from sexual contact.

SR.C.2 Abstinence is the only pregnancy and STD/HIV/AIDS prevention method that is 100% effective, 100% safe and 100% free of side effects.

SR.C.3 The only two effective ways to avoid pregnancy, and most STD infection are abstinence or using protection correctly and consistently each time an individual engages in sexual contact.

SR.C.4 Sexual transmission of STD/HIV/AIDS is not a threat to those uninfected individuals who engage in a mutually monogamous sexual relationship.

SR.C.5 Most adolescents do not engage in risky sexual behavior.

SR.C.6 An individual is at greater risk of STD/HIV infection by having one or more sexual partners who are at increased risk by engaging in sexual contact that results in the exchange of body fluids (i.e.semen, vaginal secretions, blood).

Unit 6	Understanding	Essential Question
Mental Health & Stress Management	A healthy mind is a critical part of wellness and should be treated with the same regard as your physical self.	What affects my mental health, and when and how do I seek treatment?

Performance Task: **Letter to Me:** Scholars will write a letter to their future selves. The purpose of the letter is to serve as a reminder of what they can do if they find themselves in an emotional crisis. Scholars will have demonstrated an understanding if they can describe what feelings they may be having, strategies for coping and whom they can reach out to for help in an emotional crisis. Letters may also describe how they have coped with an emotional crisis in the past. Upon completion of this task, letters will be copied. One will go home with the student in an envelope for safe keeping.

Note for future: this activity will be 1st done in 7th grade Health. A copy of the letter will stay on file until students reach high school Health where it will be revisited and revised as students will have developed new coping strategies and a new support system.

ORH.C.2 An individual's mental health is impacted by emotions, social relationships and physical health and has an impact on the way an individual thinks, feels and behaves.

ST.C.1 Differentiates between positive and negative stress and prioritizes personal stressors

ST.C.3 Monitors physical and emotional reactions to personal stress

ST.C.4 Analyzes and evaluates personal stressful situations and current ways of dealing with them

ST.C.5 Selects and applies a strategy to manage stress in health-enhancing ways