

Overview of Year

Grades 10-12 Health Curriculum

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	An individual's health, at different stages in life, is dependent on a balance of wellness dimensions. Communicating ideas is important to participate in group activities.	<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 completion of assessment and other class activities, students will be put into small groups. In their groups, they will be assigned a dimension. Their task is to create, and perform, a skit to the rest of the class that demonstrates their understanding of the dimension. Scholars will complete a personal wellness inventory. Scholars will write a reflection and develop a health goal with a plan to achieve it.</p>		

Unit 2	Understanding	Essential Question
Physical activity and Nutrition & Goal setting	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. Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.	<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?
<p>Performance Task: Scholars will keep a personal food, exercise, and sleep log to reflect on strengths and weaknesses. Scholars will reflect on the consequences of their weaknesses. Scholars will then design a personal nutrition and fitness goal with a plan to achieve it.</p>		

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?
<p>Performance Task: Group project: Juicy Baek. Since the 1700s, new drugs have been created and experimented with in illegal laboratories all over the world. Some of these drugs have had deadly consequences on our community. The government is constantly deciding whether or not to make new drugs illegal. Heroin, LSD, cocaine, crack cocaine, and ecstasy have all hit communities at different times. Now, there is a new drug in our communities called Juicy Baek (also written as Juicy Bake). Juicy Baek has been around for hundreds of years; however, scientists have created a new and improved version of it. Scholars will work as a group to gather information from police reports, medical report, victim experiences, user experiences, and sociological reports to decide if the community should vote to make it illegal or not.</p>		

Unit 4	Understanding	Essential Question
Healthy Relationships & Personal Safety	Understanding the various aspects of human relationships assists in making good choices about healthy living. Relationships can have a positive or negative impact on one's overall health	How do I gather accurate information, overcome negative influences when making decisions, and plan for the expected and unexpected?
<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 demonstrate a level of empathy and understanding through the t-shirts. Scholars will participate in a gallery walk and write a reflection piece on the difference between healthy and unhealthy relationships and their consequences.</p>		

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

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 use the decision making model to make decisions about preventing HIV.

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?
<p>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.</p> <p>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.</p>		