Course Description: The student will learn that health is a dynamic condition affected by what we do, eat, our attitudes, our thought patterns, and the choices we make. Students will study the complex social forces and pressures that influence health. The student will understand that wellness is engaging in attitudes and behaviors that enhance quality of life and maximize individual potential. This course focuses on different areas that contribute to wellness, including but not limited to, personal health, family/social health, human sexuality and consumer health. Students will learn the skills necessary to weigh options, to make responsible decisions, and to develop behaviors that promote healthy lifestyles while accessing modern technologies.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What provocative questions will foster inquiry, understanding, and transfer of learning?</em></td>
<td><em>What will students understand about the big ideas?</em></td>
</tr>
<tr>
<td>Why do some relationships fail? How can we reduce number of unintended pregnancies and STD’s? What aspects of life on a college campus pose a health risk?</td>
<td>Students will understand that… Effective communication, decision-making, conflict resolution, negotiating, refusal and assertiveness skills can enhance health.</td>
</tr>
</tbody>
</table>
Reliable web and community-based resources are available to assist with questions regarding human sexuality.

Learning about sexuality and discussing sexual issues is critical for sexual health.

Contraceptive Strategies can be an evolving process.

Conflict resolution skills can help you cope with a contentious roommate or lab partner and ease stress.

<table>
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<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
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</table>
| **Students will:** | **Instructional Focus:**
| • To identify professional services available to help students with different relationship issues. | • To identify that all relationships are different.
• To provide students with the traits of a healthy relationship. | • To provide students with the traits of a healthy relationship.
• To provide students with information about healthy and destructive relationships. |
• Class Debates-Why is did the pill become so popular in the 1960’s
• Class Discussions How do drugs/alcohol affect our sexual health?
• Class Activity-“The Party”
• Relationship Quiz
• Current Event
• Written essay on the importance of good communication in relationships and common pitfalls. |
| Role Playing Packets
Web Sites from approved list
Written Quizzes/Test | Instructional Strategies:
Technology Integration: Web Based tutorials including Teenhealth.org |
| Global Perspectives – explore cultural differences in martial, physical intimacy and courtship. Compare and contrast American |
Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A. Personal Growth and Development. C. Diseases and Health Conditions
E. Social and Emotional Health
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle C. Character Development E. Health Services and Information
2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. A. Relationships B. Sexuality C. Pregnancy and Parenting

Big Ideas: Developing strategies to support sexual abstinence, monogamy and safer sex can lead to maintaining a healthy, active lifestyle.

Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?

- What ways are STD’s most often transmitted?
- Why behaviors cause people between the age of 15 and 25 years of age to have the highest STD rate?
- How is abstinence an essential component of Sexually Transmitted Infection prevention?
- What should a person due if they believe they may be infected with a STD?

Enduring Understandings
What will students understand about the big ideas?

- Students will understand that…
- Accessing and evaluating health information can lead to life long wellness.
- Prevention and treatment strategies can help sustain a healthy lifestyle.

Areas of Focus: Proficiencies

<table>
<thead>
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<th>Students will:</th>
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<tbody>
<tr>
<td>2.1.12.A.1</td>
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<tr>
<td>2.1.12.E.1, 2.1.12.E.3</td>
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<tr>
<td>2.2.12.A.1, 2.2.12.A.2</td>
</tr>
<tr>
<td>2.2.12.E.1, 2.4.12.A.1</td>
</tr>
<tr>
<td>2.3.12.A.5, 2.4.12.B.1</td>
</tr>
<tr>
<td>2.4.12.C.2</td>
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</tbody>
</table>

- Recognize high risk behaviors that increase the possibility of contracting a

Examples, Outcomes, Assessments

Instructional Focus:
- To identify the sign, symptoms and treatment of Vaginitis, Chlamydia, Gonorrhea, Herpes, HPV, Syphilis, Hepatitis B, C, and HIV/AIDS.
- Identify the pros and cons of different contraception methods.
- To identify professional screening services available
### Sexually Transmitted Disease

- Identify and avoid high-risk social situations.

### Sample Assessments:
- Note Taking
- Class Debates - Why should teens be abstinent
- Class Discussions - How would you explain sex/sexuality to an elementary, middle and high school student?
- Class Activities - Your perfect mate ditto.
- STD Chart
- Written Quizzes/Test

### Texts and Resources:
- DVDS “The band played on”
- Ditto Book – Sex Education Activities by Patricia Rizzo
- Holt Lifetime Workbook
- Glencoe Health Workbook

#### Standards 2.3 Drugs and Medicines:
All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

- Medicines
- Alcohol, Tobacco, and Other Drugs
- Dependency/Addiction and Treatment

#### Big Ideas:
Current information about drugs can enhance decisions made regarding a healthy lifestyle.

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- Describe the different ways common drugs are administrated?
- How does addition affect the family/social unit surrounding the individual?
- Why do people use/abuse/misuse drugs in our community, society?
- How can you combat pressure to use/abuse/misuse drugs?

Students will understand that…
- Drugs have an effect on the body’s ability to function physically and emotionally.
- There are commonly used drug terminology that be applied to OTC and illegal drugs.
- Identify the changes, both physical and emotional, associated with drug use.
- There are legal implications associated with chemical use/abuse/misuse.
- Professional services are available in our school and community.

### Areas of Focus: Proficiencies
(Cumulative Progress Indicators)

### Examples, Outcomes, Assessments

Student will:

Instructional Focus:
• Overview of drug terminology.  
• Negative effects on the body  
• Facts about Tolerance, Addiction, and Rehabilitation.  
• Signs and symptoms of abuse/misuse.  
• Effects of substance abuse on family and friends  
• Prevention Methods  

Sample Assessments:  
• Note Taking  
• Class Debates-Why the drinking age should remain 21?  
• Class Discussion-Should High Schools test for drugs/alcohol?  
• Quizzes/Tests Teacher Observation  
• Drug Quiz  
• Drug Current Event  
• Written essay on how drug abuser in their family would change their life.  
• Preparation/Participation  
• Unit Dittos  

Instructional Strategies:  
Interdisciplinary Connections Discuss Castro and the Bay of Pigs.  
PowerPoint “The Biology of and Addicted Brain”  
Technology Integration Interactive Challenges on Freevibe.com  
Global Perspectives How drugs made in Mexico affect both our societies.  

• DVD s “Intervention”, “Meth”, “Binge Drinking”, “Traffic”, “Smashed” “  
  “The addicted Brain” Sunburst Visual Media Video Collection “Toxic Teens”  

How to Sheets DRUGS and ALCOHOL  
Fact Sheets DRUGS and ALCOHOL  
Activity Sheets DRUGS and ALCOHOL  
Web Sites: Alateen  www.al-anon.org/alteen.html  
  Cocaine Anonymous  www.ca.org  
  Marijuana Anonymous  www.marijuanaanonymous.org  
  National Institute On Alcohol/Drug Dependence  www.ncadd.org
**Standard 2.1 Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A. Personal Growth and Development B. Nutrition

**Big Ideas:**
The many benefits of smart healthful eating contribute to your overall well being.

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<td>Why does the USDA’s food pyramid seem to keep changing? How important is variety in your diet? Is body weight a determining factor of health? Why do so many fad diets fail?</td>
<td>Students will understand that… Recognize the importance of maintenance of health habits that promote personal wellness. Calories consumption must meet calorie expenditure to maintain weight. Some foods are healthier to eat than others. Food is fuel that benefits our bodies throughout the day. Eating Healthy is a science and an art. There are healthy choices at fast food restaurants. Using Web Based diaries, its simple to access personal nutrition and implement healthy diet planning strategies.</td>
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**Areas of Focus: Proficiencies**

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<td>Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions. Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness. Eating patterns are influenced by a variety of factors.</td>
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| Instructional Strategies:  
Interdisciplinary Connections: Food safety in different era’s example: Food Taster, discover of Salt as a preservative, underground pantries.  
Technology Integration: Students will use MYPYRAMID.gov to track their nutrition.  
Global Perspectives –Using the Asian, Hispanic, American and Middle Eastern Food Guide Pyramids, what most reflects your diet? Create your own, Irish, Cuban etc pyramid. |
Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

<table>
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<tr>
<th>Debate vending machines in school.</th>
<th>Analyze a copy of the school cafeteria nutritional guide. How did your daily intake of nutrients fare?</th>
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</thead>
<tbody>
<tr>
<td>Nutritional Logs kept and analyzed</td>
<td>Nutrient Quiz</td>
</tr>
<tr>
<td>Food Label Puzzle</td>
<td>Draw your own food pyramid</td>
</tr>
<tr>
<td>Nutrition Test</td>
<td>Paper - How dietary guidelines can prevent disease</td>
</tr>
<tr>
<td>Paper - Food Safety Requirements in USA and Country of your choosing.</td>
<td>Worksheets - how’s my diet, dietary guidelines, Nutrient Research, Reading Food Labels.</td>
</tr>
<tr>
<td>Nutrition Test</td>
<td>Nutrient Word Game</td>
</tr>
<tr>
<td>Poster – Sample Healthy Choices/Portions</td>
<td></td>
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</table>

Texts and Resources:

Web Sources:
- American Heart Association [www.amhrt.org](http://www.amhrt.org)
- Body Wt and Image [www.pde.state.pa.us/food/nutrition](http://www.pde.state.pa.us/food/nutrition)
- CDC [www.cdc.gov](http://www.cdc.gov)
- Drive Through Diet [www.bgsm.edu/nutrition/ffmainF.htm](http://www.bgsm.edu/nutrition/ffmainF.htm)
- Eating Disorders Association [www.edauk.com](http://www.edauk.com)
- Healthy Eating Club [www.healthyeatingclub.com](http://www.healthyeatingclub.com)
- Kids Health [www.kidshealth.org](http://www.kidshealth.org)
- Nutritional Analysis [www.nat.uiuc.edu](http://www.nat.uiuc.edu)
- USDA [www.mypyramid.gov](http://www.mypyramid.gov)
- Nutriondata.com Fitday.com caloriicking.com
- Holt Lifetime Workbook
- Glencoe Health Workbook