

Course Name : HEALTH

Course Overview : Health covers a broad spectrum of health-related topics to make students aware of the causes of mental and physical illnesses and their prevention, and demonstrates how lifestyle, perceptions, and decisions affect health. Guidelines and criteria are presented to determine good mental, emotional, and physical health. Students become health advocates and have opportunities for personal assessment.

Course Materials/Resources/Technology: HEALTH SMART ONLINE

UNIT: PHYSICAL, MENTAL, SOCIAL HEALTH

Duration of Unit: 7 weeks

Description of Unit: This unit will cover the different behaviors related to physical, mental, emotional, and social health.

Essential Questions and/or Enduring Understandings: Can you describe the characteristics of an emotionally healthy person?
Can you describe the characteristics of a physically healthy person?

ESSENTIAL Standards

Learning Targets

***I can describe a variety of healthy practices and behaviors that will maintain or improve**

***I can apply stress management techniques to manage personal stressors.**
***I can identify the warning signs of suicide.**
***I can identify physical activities that contribute to maintaining or improving**

| | |
|--|---|
| the health of self and others. 7.12.2 | <p>the components of health-related fitness.</p> <p>* I can analyze communicable and non-communicable diseases.</p> |
| *I can implement a plan and monitor progress in achieving a personal health goal. 6.12.3 | <p>*I can set a realistic long-term career goal to improve or maintain positive emotional health.</p> <p>*I can follow a physical activity plan for healthy growth and development.</p> <p>*I can regularly engage in physical activities that enhance cardiorespiratory endurance, flexibility, muscle endurance, and muscle strength.</p> <ul style="list-style-type: none"> • I can calculate my individual target heart range. |
| | |
| | |
| | |
| | |
| NICE TO KNOW Standards | Learning Targets |
| I can determine when professional health services may be required. 3.12.4 | I can analyze and understand a variety of mental disorders. |
| I can demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.12.3 | I can express feelings in a healthy way. |
| 2.12.9: I can analyze how some health risk behaviors | I can analyze the positive effects of abstinence (avoiding harmful behaviors) and the importance of values. I can recognize the coercive strategies of trafficking. |

| | |
|--|--|
| can influence the likelihood of engaging in unhealthy behaviors. | |
| | |
| Common Summative Assessments | |
| ● | |

| | |
|---|---|
| UNIT: SAFETY/INJURY PREVENTION | |
| Duration of Unit: 3 weeks | |
| Description of Unit: This unit will cover the steps to follow in an emergency. | |
| Essential Questions and/or Enduring Understandings: What are the priority steps in any emergency? What are the basic steps in CPR/AED? | |
| ESSENTIAL Standards | Learning Targets |
| *I can propose ways to reduce or prevent injuries and health problems. 1.12.5 | *I can describe priority actions to take in a personal or family emergency when someone has been injured or has suddenly become ill. *I can demonstrate the steps for different emergency situations. *I can demonstrate the correct sequence of steps for CPR and AED. |
| | |

| | |
|---|--|
| | |
| | |
| | |
| | |
| NICE TO KNOW Standards | Learning Targets |
| *I can demonstrate a variety of behaviors that avoid or reduce health risks to self and others. 7.12.3 | I can recognize and avoid dangerous surroundings. |
| | |
| | |
| | |
| Common Summative Assessments | |
| ● | |

| | |
|---|--|
| UNIT: ATODA | |
| Duration of Unit: 4 weeks | |
| Description of Unit: This unit will cover the effects of drugs, drug abuse and addiction, being a drug free advocate, and resisting the pressure to use drugs. | |

Essential Questions and/or Enduring Understandings: Why is it important to have a drug free future? How can you be an advocate for being drug free?

| ESSENTIAL Standards | Learning Targets |
|--|--|
| <p>I can work cooperatively as an advocate for improving personal, family and community health. 8.12.3</p> | <p>*I can analyze the role of individual responsibility in choosing to be drug free.</p> <p>*I can demonstrate effective refusal skills that can be used to say NO to pressure to use tobacco, alcohol, and other drugs.</p> <p>*I can utilize advocacy skills to help others be drug free.</p> |
| | |
| | |
| | |
| | |
| | |
| <p>NICE TO KNOW Standards</p> | <p>Learning Targets</p> |
| <p>● I can use resources from home, school , and community that provide valid health information. 3.12.2</p> | <p>I can avoid the misuse and abuse of over-the-counter and prescription drugs.</p> |
| <p>Determine when professional health services may be</p> | <ul style="list-style-type: none"> ● I can support others to be drug free. ● I can analyze the negative effects of various popular drugs. |

| | |
|-------------------------------------|--|
| required. 3.12.4 | |
| | |
| | |
| Common Summative Assessments | |
| ● | |

| | |
|---|--|
| UNIT: NUTRITION/DISEASES | |
| Duration of Unit: 5 weeks | |
| Description of Unit: This unit will cover the relationship between nutrition and health, nutrients, food labels, dietary guidelines. | |
| Essential Questions and/or Enduring Understandings: | |
| ESSENTIAL Standards | Learning Targets |
| <ul style="list-style-type: none"> ● I can work cooperatively as an advocate for improving my personal and family health. 8.12.3 | <ul style="list-style-type: none"> *I can demonstrate how to use food labels to make healthy choices. *I can demonstrate how the dietary guidelines are useful in planning a healthy diet. |
| <ul style="list-style-type: none"> *I can propose ways to reduce or prevent health problems. 1.12.5 | <ul style="list-style-type: none"> * I can analyze communicable and non-communicable diseases. * I can summarize important health screenings, immunizations and examinations |

| | |
|--|--|
| | <p>necessary to maintain good health.</p> <p>*I can summarize direct and indirect ways common infectious diseases are transmitted.</p> |
| | |
| | |
| | |
| | |
| NICE TO KNOW Standards | Learning Targets |
| *I can assess healthy personal health practices and overall health status. 6.12.1 | <ul style="list-style-type: none"> • I can follow an eating plan for healthy growth and development. |
| Predict how healthy behaviors can affect health status. 1.12.1 | <ul style="list-style-type: none"> • I can eat the appropriate number of servings from each food group every day. <ul style="list-style-type: none"> • I can eat a variety of foods within each food group every day. • I can eat an abundance of fruits and vegetables every day. |
| | |
| | |
| Common Summative Assessments | |
| <ul style="list-style-type: none"> • | |

