

# Pequannock Township School District

## Curriculum Syllabus

### Fundamentals of Health & Wellness / Grade 10, Science (Allied Health)

#### Course Description

Fundamentals of Health and Wellness provides a comprehensive overview of the physical, mental, emotional, social, and environmental aspects of one's health and wellness. It acknowledges remarkable advances in modern medicine while also emphasizing the role self-awareness and personal responsibility play in an individual's wellbeing. Topics related to nutrition, physical fitness, stress management, disease prevention, substance abuse, and healthy relationships will underpin how behaviors, lifestyle, mental attitudes, and physical activities influence personal health. Through group and class discussions, literature investigations, real-world analyses, and self-evaluations, Fundamentals of Health and Wellness will ultimately provide students with the information and skills necessary to make informed decisions that promote personal wellness.

#### Course Standards

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

- *Health/Physical Education*: 2.1.12.A.1, 2.1.12.B.2, 2.1.12.B.3, 2.1.12.C.1, 2.1.12.C.2, 2.1.12.C.3, 2.1.12.C.4, 2.1.12.D.1, 2.1.12.D.2, 2.1.12.D.3, 2.1.12.D.4, 2.1.12.E.3, 2.1.12.E.4, 2.2.12.B.1, 2.2.12.E.1, 2.2.12.E.2, 2.3.12.A.1, 2.3.12.A.3, 2.3.12.B.1, 2.3.12.B.3, 2.3.12.B.4, 2.3.12.B.5, 2.3.12.C.1, 2.3.12.C.3, 2.4.12.A.5, 2.4.12.B.3, 2.4.12.B.4, 2.4.12.B.5, 2.4.12.C.1, 2.4.12.C.2, 2.4.12.C.3, 2.4.12.C.4, 2.4.12.C.6, 2.4.12.C.7, 2.5.12.B.2, 2.6.12.A.1, 2.6.12.A.2
- *Mathematics*: CCSS.Math.Content.HSS.IC.B.3, CCSS.Math.Content.HSS.IC.B.6
- *English Language Arts*: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.SL.9-10.4, CCSS.ELA-Literacy.W.9-10.8

- *Career Readiness Practices:* CRP3, CRP4, CRP6, CRP8
- *New Jersey Technology:* 8.1.12.A.2, 8.1.12.E.1, 8.1.12.F.1
- *21<sup>st</sup> Century Skills:* 9.1.12.F.3, 9.3.HL.2, 9.3.HL.4, 9.3.HL.5, 9.3.HL-DIA.1, 9.3.HL-DIA.2, 9.3.HL-DIA.4, 9.3.HL-HI.1, 9.3.HL-SUP.2, 9.3.HL-THR.1, 9.3.HL-THR.4
- *Next Generation Science Standards:* HS-LS1-2, HS-LS2-4, HS-LS2-7, HS-ETS1-3

## Scope and Sequence

### **Unit 1: *Achieving Wellness***

(Marking Period 1)

Unit 1 serves as an introduction to the terms health and wellness. Students define and differentiate between the different models of health and will examine the factors which influence each. The relationship between the mind and body will be discussed and techniques to manage stress is evaluated. Students define mental health and illness and draw relationships between thoughts, emotions, mental health, and physical wellbeing.

### **Unit 2: *Eating and Exercising Towards a Healthy Lifestyle***

(Marking Periods 1 and 2)

Unit 2 examines the roles diet and exercise play in both physical and mental health. Students dissect the components of everyday foods and discover how this compares to accepted dietary guidelines. They analyze different weight loss and management regimes. Students also utilize data and case studies to examine the prevalence of weight-related health problems and how they can be addressed. Lastly, this unit discusses the impact of movement and physical activity on one's health and wellness.

### **Unit 3: *Building Healthy Relationships***

(Marking Period 2)

Unit 3 begins with an analysis of human sexual anatomy and a discussion on gender and sexual orientation. Students clarify common misconceptions and stereotypes surrounding gender and sexuality. Through a series of research investigations students compare and contrast common sexually transmitted illnesses and propose safe sex practices. The unit then delves into pregnancy and parenting where students evaluate major health habits, investigate common birth defects, and discuss fertility and pregnancy options for people having difficulty conceiving. Lastly, this unit examines the advantages and disadvantages of a wide variety of contraceptives and introduces sterilization techniques and methods of abortion.

#### ***Unit 4: Understanding and Preventing Disease***

(Marking Periods 2 and 3)

Unit 4 addresses causes and risk factors of common illnesses and diseases as well as how to minimize spread of pathogens to keep oneself and others healthy. Through simulations and interactive activities students observe how a virus can spread among a population and note how preventive measures affect the rate of transmission. Students also examine how the immune system functions and the role vaccinations play in disease prevention. The remainder of the unit focuses specifically on cancer and cardiovascular diseases. Students examine major causes of these diseases, paying particular attention to factors which can be addressed through lifestyle changes.

#### ***Unit 5: Explaining Drug Use and Abuse***

(Marking Period 3)

Unit 5 addresses drugs, medications, tobacco, and alcohol. Students learn how the body processes medications and describe the physical and mental effects and health hazards drugs can have. They also classify drugs into specific categories and examine the steps of drug addiction and recovery. Similarly, students describe the effects of tobacco, electronic cigarettes, and vape pens and consider how and why the use of these products has changed over time. Lastly, students describe how alcohol is absorbed into the body and explain the short and long term effects on one's health, behavior, lifestyle, and relationships.

#### ***Unit 6: Making Healthy Choices***

(Marking Period 4)

Unit 6 addresses how one makes healthy decisions regarding healthcare, insurance, and medical treatments. Students examine the roles of healthcare providers and learn about the cost and characteristics of health insurance. They examine what can happen when people do not have health insurance and compare the healthcare system in the United States to that of other countries. As

part of Unit 6 students also differentiate between modern and alternative medicines and examine the purpose of each. Finally, students identify injury risk factors and develop strategies to minimize injury in all aspects of life.

### **Unit 7: *Overcoming Obstacles***

(Marking Period 4)

As the final section in this course, Unit 7 focuses on overcoming obstacles including aging, death, violence, and environmental change. Students describe the changes that occur when aging, dispel common myths and misconceptions surrounding old age, and analyze steps one can take while young to help ensure a healthy old age. Students also examine different types of violence and abuse and research how they impact one's physical, mental, and emotional health. The unit closes with a discussion of environmental health and an examination of significant anthropogenic effects and the impact they have on the planet. Students describe how global warming, climate change, and increasing concentrations of pollutants that contaminate land, air, and water impact one's health and wellness.

## Assessments

Evaluation of student achievement in this course will be based on the following:

- Chapter quizzes
- Unit exams
- Case studies
- Analysis papers
- Presentations
- Hands-on activities
- Research-based projects

## Curriculum Resources

### Anchor Programs/Teacher Materials

- Edlin, G., & Golanty, E. (2019). *Health & Wellness* (13<sup>th</sup> ed.). Boston, MA: Jones and Bartlett Learning. ISBN: 978-1-284-14413-0
- Concordia University's Healthy Living: <http://www.concordia.ca/students/health/topics.html>

## Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- Health & Wellness Student Resources: [www.health.jbpub.com/hwonline](http://www.health.jbpub.com/hwonline)