North Polk Community Schools Pacing & Course Description Guide

Grade Level: 9-10	Content: Health 1	Year: 2022-2023

Course Description/Rationale

The goal of this class is to help students to become more health literate individuals in order to have the ability to access, understand, appraise, apply, and advocate for health information and services to maintain or enhance one's own health and the health of others. Topics/skills covered in this class include (but aren't limited to): S.M.A.R.T goal setting, healthy decision making, mental health (personality, self-esteem, emotions, stress management), social health (peer relationships, dating, choosing abstinence, violence prevention), nutrition, and substance abuse. Students will also receive CPR/First Aid training. **This course IS a prerequisite of Health 2**.

Name of Unit	Time Frame	Essential Learning Target	Standard(s)
Analyzing Influences	2-3 Weeks	2.12.1 Analyze how the family influences the health of individuals. 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors. 2.12.5 Evaluate the effect of media on personal and family health. 2.12.6 Evaluate the impact of technology on personal, family, and community health.	**Standard 2** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Sleep/Stress	~1-2 weeks	• Identify strategies I can use to maintain and/or improve my quantity and quality of my sleep • Better understand the importance of sleep and the role it plays in my life and how I am affected if I don't get enough • Analyze and assess my own sleep environment and sleep habits to identify what I am doing well for my sleep health and what I could improve upon to help my sleep health • Identify what stress is and what happens with the body & mind during the stress response • Better understand the stress response and my reaction/perception to stress; analyze & assess my level of stress	**Standard 1** : Students will comprehend concepts related to health promotion and disease prevention to enhance health. **Standard 4:** Students will demonstrate the ability to use interpersonal

		• Identify at least two ways that stress can affect my health; especially if not handled/managed properly.(1.12.9) • Identify at least two healthy alternatives/tips to help manage stress and understand how these can help improve my health or manage stress (positive coping mechanisms) (1.12.5)	communication skills to enhance health and avoid or reduce health risks.

Mental/Emotional Health	2-3 Weeks	• Analyze the potential severity of mental health challenges & types of mental health challenges and how they can affect the thoughts, behaviors, and feelings of an individual (1.12.9)
		• Analyze how our culture supports and challenges individuals who are experiencing mental health challenges (2.12.2)
		  ○ Better understand stigma & how stigma & access to resources may affect the process of recovery
		• Demonstrate & learn about healthy practices and/or behaviors that can help one's mental health (7.12.2)
		• Demonstrate how to ask for help and/or offer assistance/help to positively enhance one's own mental health as well as the mental health of others. (4.12.4)
		  ○ What to say and/or do to help yourself if experiencing a mental health challenge or to help someone else who might be experiencing a mental health challenge as well as how to take care of one's mental health
			Standard 1
			Students will comprehend concepts related to health promotion and disease prevention to enhance health.
			
			Standard 2
			Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
			
			Standard 7
			Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
			
			Standard 4
			Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health

			risks.
Sexual Health	3 weeks	○ ***Characteristics of healthy/unhealthy relationships (romantic partners) (1.12.5, 1.12.9, 4.12.1)*** ■ Identify characteristics of a healthy, unhealthy, and abusive relationship (romantic partnership) ■ Identify skills that are important to build healthy relationships ■ Identify factors that can affect having healthy relationships ■ Identify ways to help myself and/or others who may be in a unhealthy/abusive relationship ○ ***Consent (1.12.5, 1.12.9, 5.12.2)*** ■ Better understand what consent means; specifically in regards to the law and relationships with others ■ Apply & Use the DECIDE process to help me make the best decision when it comes to consent scenarios ○ ***Sexting (1.12.5, 1.12.9, 5.12.2)*** ■ Better understand what sexting is and the legal consequences that come with it; especially for teens ■ Apply & Use the DECIDE process to help me make the best decision when faced with making decisions with sexting ○ ***Female/Male Reproductive Systems (quick overview) (1.12.1)*** ■ Identify & review reproductive anatomy of biological sex male & female ○ ***Terminology of Gender Identity & Sexual Orientation - (2.12.2, 1.12.1)*** ■ Better understand the following terms in order to increase acceptance & respect of fellow learners ● sexual orientation, biological sex, gender identity, gender expression ○ ***Sexual Health & Decisions (1.12.5, 1.12.9, 4.12.1, 7.12.3)*** ■ Use the decision making process to help guide one to make the best/healthiest choices in regards to sexual activity ● Identify different preventative	**Standard 1** Students will comprehend concepts related to health promotion and disease prevention to enhance health. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health. **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

		methods that could be used to protect sexual wellness and prevent STIs, unintended pregnancies, sexual risk behaviors ● Sexual abstinence ● Better understand how the decision to engage in sexual relations can affect one's wellness ● Better understand how to use appropriate health services to promote safe sexual and reproductive health ■ Identify different types of common STIs & learn about them	
CPR/AED	1 week	1.12.5 Propose ways to reduce or prevent injuries and health problems. 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health. 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others. 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations. 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others	**Standard 1** Students will comprehend concepts related to health promotion and disease prevention to enhance health. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health.

			Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Goal Setting Project	~10-12 weeks (occurs throughout the semester)	6.12.1 Assess personal health practices and overall health status. 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.12.3 Implement strategies and monitor progress in achieving a personal health goal. 6.12.4 Formulate an effective long-term personal health plan.	Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health
Alcohol, Tobacco, and Other Drugs (ATOD)	2 weeks	1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. 4.12.2 Demonstrate/identify refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks (I don't statements) 5.12.1 Examine barriers that can hinder healthy decision making. 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.	**Standard 1** Students will comprehend concepts related to health promotion and disease prevention to enhance health. **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance

			health. **<u>Standard 7</u>** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.