

## Wilson Area School District Planned Course Guide

**Title of planned course:** Health and Wellness

**Subject Area:** Health

**Grade Level:** 9

**Course Description:** Understanding health, wellness, and decision making as it relates to the different aspects of an individual's life.

**Time/Credit for this Course:** Half Year / 0.5 Credit

**Curriculum Writing Committee:** Mr. DeReinzi and Mr. Falcone

## Curriculum Map

**Week 1:** Understanding Health and Wellness

**Week 2:** Vaping

**Week 3:** Tobacco, Drug & Alcohol

**Week 4:** Nutrition, Body Weight, Composition

**Week 5:** Nutrition, Body Weight, Composition

**Week 6:** Body Image, Self Esteem, Personality

**Week 7:** Mental Health/Stress/Peer Relationships

**Week 8:** Mental Health/Stress/Peer Relationships

**Week 9:** Peer Relationships/Healthy Relationships

**Week 10:** School Violence/Bullying/Conflict Resolution

**Week 11:** Disease

**Week 12:** Reproduction, Pregnancy & Pregnancy Prevention

**Week 13:** Sexually Transmitted Infections

**Week 14:** Physical Fitness/Sleep

**Week 15:** Personal Care

**Week 16:** First Aid and CPR

**Week 17:** Career Development

**Week 18:** Final Exam

## Wilson Area School District Planned Course Materials

**Course Title:** Health and Wellness

**Textbook:** Comprehensive Health

**Teacher Resources:**

- Comprehensive Health Textbook
- Community Agencies and Organizations
- Internet/Websites
- The Weller Education Center
- Teacher Acquired Materials
- Teacher Developed Materials
- Unit Specific Videos
- Project Rubrics
- BioDigital Human App

## Curriculum Scope & Sequence

**Planned Course:** Health and Wellness

**Unit:** Understanding Health and Wellness

**Time frame:** 4 class periods

**State Standards:** 10.1

**Anchor(s) or adopted anchor:** 10.1 A, B, E

**Essential content/objectives:** At end of the unit, students will be able to:

- Define wellness and understand and analyze the 4 main aspects of wellbeing
- Explain the status of health as it relates to a continuum
- Understand the difference between health, wellness and well-being
- Differentiate between disease and disorder
- Evaluate the 4 main causes of disease and how they impact wellness
- Determine the credibility of sources offering health related information
- Evaluate the importance of lifelong learning as it relates to health and wellness
- Use the decision making model to develop a plan to achieve long and short term goals for wellness
- Learn refusal skills to stand up to peer pressure
- Identify sources of social support pertaining to wellbeing
- Assess the importance of prevention and health maintenance
- Set SMART goals
- Explain the role of a physician in your health
- Give examples of various medical specialists in the Healthcare industry
- Outline differences among available Healthcare settings
- Construct how the US healthcare system functions including Services insurances and the role of the government
- Assess the importance of prevention and health maintenance
- Describe and assess the categories of risk factors

**Core Activities:** Students will complete/participate in the following:

- Discussion
- Analyze a situation in which they need to make important decisions
- Research the main influences of health

**Extensions:** Use of internet for additional information regarding intro to health and wellness

**Remediation:**

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

**Instructional Methods:**

- Lecture
- Independent Work
- Discussion
- Questions and Answers
- Textbook work

**Materials & Resources:**

- Textbook
- Internet
- Teacher Instruction
- Notebooks

**Assessments:**

- Class Participation
- Classwork
- Worksheets
- Quiz

## Curriculum Scope & Sequence

**Planned Course:** Health and Wellness

**Unit:** Vaping, Alcohol, Tobacco, and Other Drugs

**Time frame:** 5 class periods

**State Standards:** 10.1-3

**Anchor(s) or adopted anchor:** 10.1 D; 10.2 B-E; 10.3 A

**Essential content/objectives:** At the end of the unit, students will be able to:

- Identify the various forms of vaping products
- Understand the harmful effects of vaping
- Analyze the process of tolerance and addiction
- Describe the consequences (physical, mental, social) of vaping
- Identify and analyze misconceptions of vaping
- Develop and understand how to apply proper refusal skills
- Explain how attitudes about vaping use from friends and parents influence rates of tobacco use
- Identify addictive substance in vaping products
- Identify resources available to assist someone who wants to quit
- Assess the hazardous effects nicotine has on the cardiovascular and respiratory systems
- Describe harmful substances in tobacco products and smoke that result in serious illness and disease
- Analyze the impact of second hand smoke on individuals
- Analyze the development of addiction according to the stages of substance abuse
- Assess how identity development may relate to the decision to use tobacco
- Evaluate the role of the media in encouraging tobacco use
- Assess the difficulty of quitting tobacco use
- Summarize strategies used to quit tobacco use
- Outline effective strategies to prevent and discourage tobacco use
- Analyze the Government's role in preventing tobacco use and encouraging quitting
- Utilize refusal, literacy, and critical thinking skills to resist tobacco
- Explain how alcohol is distributed throughout the body
- Analyze the effects of alcohol on the brain
- Assess how blood alcohol concentration accumulates in the bloodstream
- Relate the consumption of alcohol to hangover symptoms
- Identify 5 factors that influence an individual's BAC level
- Assess the role alcohol plays in violence and fatal accidents
- Determine the severe consequences of binge drinking and identify signs of alcohol poisoning
- Relate alcohol use to long term health consequences
- Explain the risks of underage drinking
- Identify the health benefits of moderate alcohol use in adults
- Recognize alcoholism as a disease and identify of it
- Explain the roles of biology and genetics in the of alcoholism
- Assess the influence of an individual's environment in the formation of attitudes and beliefs about alcohol
- Evaluate the importance of alcohol prevention strategies

- Recognize healthy and unhealthy ways of supporting who has a problem with alcohol
- Identify the main reasons people use medications
- Differentiate between over the counter and prescription medications
- Describe different ways to take medications
- Summarize common health risks associated with taking medications
- List safe strategies for using medications
- Name common types of drugs and their common side effects
- Summarize the impact of drugs on the brain
- Describe negative consequences people who abuse drugs often experience
- Distinguish between physical and psychological addiction
- Describe risk factors for drug abuse and addiction
- Identify strategies for refusing drugs
- Summarize how drug abuse impacts families, friends and society
- Describe ways to prevent and treat drug abuse and addiction
- Determine how to help someone who is addicted to drugs

**Core Activities:** Students will complete/participate in the following:

- Health and Wellness IQ Quiz
- Current Events
- Notebook notes
- Research
- Create an anti-drug commercial/ad
- Analyzing medicine container labels
- Personal profile: Are you at risk?

**Extensions:**

- Use of internet for additional information regarding vaping, alcohol, tobacco and other drugs
- Advertisements
- [www.addictioncenter.com](http://www.addictioncenter.com)

**Remediation:**

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

**Instructional Methods:**

- Lecture
- Discussion
- Internet Research
- Questions and Answers
- Textbook work
- Guest speaker(s)

## **Materials & Resources**

- <https://e-cigarettes.surgeongeneral.gov/>
- [https://digitalmedia.hhs.gov/tobacco/educator\\_hub](https://digitalmedia.hhs.gov/tobacco/educator_hub)
- [https://www.cdc.gov/healthyschools/bam/e\\_cigarettes\\_and\\_alcohol.htm](https://www.cdc.gov/healthyschools/bam/e_cigarettes_and_alcohol.htm)
- Notebooks
- Internet
- Chromebooks
- PowerPoint
- Video
- Materials for projects

## **Assessments:**

- Class participation
- Note taking
- Self assessments
- Quiz / Test

## Curriculum Scope & Sequence

**Planned Course:** Health and Wellness

**Unit:** Nutrition, Body Weight & Composition

**Time frame:** 3 class periods

**State Standards:** 10.1, 2

**Anchor(s) or adopted anchor:** 10.1 B, C, E; 10.2 B, C, E;

**Essential content/objectives:** At end of the unit, students will be able to:

- Identify and understand the 6 types of nutrients and their roles in the body
- Identify sources of each nutrient
- Evaluate the importance of water and recognize the conditions under which the body supply of water needs to increase
- Interpret the key concepts from the dietary guidelines for Americans.
- Summarize recommendations from the myplate food guidance system
- Analyze the hazards of poor nutrition
- Identify what makes access to food difficult for people
- Understand the financial components of food
- Analyze a nutrition facts label to identify the nutritional value of a food product
- Describe how the order of ingredients is determined on a label
- Understand the use of claims on food labels
- Describe the consequences of unsafe food handling
- Differentiate between the different types of food borne illnesses
- Recognize steps to prevent food borne illnesses
- Distinguish between food intolerances and food allergies
- List positive self affirmations
- Understand the factors that influence body weight
- Identify the different types of weight issues

**Core Activities:** Students will complete/participate in the following:

- Health and Wellness IQ Quiz
- Notebook notes
- Research: cost of food, access of food
- Create a food log
- Create a healthy eating plan
- Food Allergies and Different Diets
- Assess whether they are at risk of poor nutrition
- Analyzing food labels
- Analyzing food borne illnesses
- Analyzing food handling mistakes
- Food fight- school cafeteria comparison

**Extensions:**

- Use of internet for additional information regarding nutrition
- Choosemyplate.gov
- Myplate app

**Remediation:**

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

**Instructional Methods:**

- Lecture
- Discussion
- Questions and Answers
- Textbook work
- Self Assessment

**Materials & Resources**

- Textbook
- Notebooks
- Internet
- Chromebooks
- PowerPoint

**Assessments:**

- Class participation
- Note taking
- Self assessments
- Quiz / Test

## Curriculum Scope & Sequence

**Planned Course:** Health and Wellness

**Unit:** Body Image, Self Esteem and Personality

**Time frame:** 3 class periods

**State Standards:** 10.1, 2, 4

**Anchor(s) or adopted anchor:** 10.1 A, C, E; 10.2 B, C, E; 10.4 D

**Essential content/objectives:** At end of the unit, students will be able to:

- Recognize factors that influence body image
- Distinguish between the different types of eating disorders
- Identify resources available for treating and preventing body image issues
- Understand the difference between self esteem and self image
- Recognize factors that affect one's self esteem
- Identify methods to improve one's self esteem
- Describe what factors make up one's personality, and how it is formed
- Differentiate between different types of personality (A vs B, Introvert vs Extrovert)
- Understand it is ok to feel different emotions, but now always act on them
- Develop strong, positive personality characteristics

**Core Activities:** Students will complete/participate in the following:

- Health and Wellness IQ Quiz
- Notebook notes
- Personality Inventory Assessments
- Positive affirmations

**Extensions:**

- Analysis of different people's personalities
- Inside Out Movie
- Interview guidance counselor/school psychologist

**Remediation:**

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

**Instructional Methods:**

- Lecture
- Discussion
- Questions and Answers
- Textbook work
- Self Assessment

## **Materials & Resources**

- Textbook
- Notebooks
- Internet
- Chromebooks
- PowerPoint
- <https://www.psychologytoday.com/us/tests/personality>

## **Assessments:**

- Class participation
- Note taking
- Self assessments
- Quiz / Test

## Curriculum Scope & Sequence

**Planned Course:** Health and Wellness

**Unit:** Mental Health, Stress, Peer Relationships

**Time frame:** 7 class periods

**State Standards:** 10.2-5

**Anchor(s) or adopted anchor:** 10.2 C, D; 10.3 A, C; 10.4 F; 10.5 B

**Essential content/objectives:** At end of the unit, students will be able to:

- Define the terms mental illness and mental disorder
- Recognize and be able to utilize immediate resources available
- Describe types of anxiety disorders
- Differentiate between depression and major depression
- Identify other types of mental illnesses and disorders
- Recognize symptoms for different types of mental illnesses and disorders
- Describe biological factors that may cause mental illness and disorders
- Identify traumatic life experiences that may trigger a mental illness or disorder
- Describe psychological factors that may cause mental illness or disorder
- Identify risk factors associated with suicide
- Describe how suicide impacts other people in the victim's life
- Recognize signs that someone may be at risk of suicide
- Describe how to help someone who is thinking about attempting suicide
- Summarize barriers to seeking treatment for mental illnesses and disorders
- Describe treatments for mental health illness and disorder
- Identify how medications are used to help treat mental illness and disorders
- Recognize how to help a loved one who has a mental illness or disorder
- Differentiate between the different types of stress
- Understand that stress can be caused by positive or negative events
- Describe how perception influences stress
- Recognize sources of stress for teenagers
- Understand how the body reacts to stress
- Explain the stages of the body's response to stress
- Summarize how stress affects different body systems
- Describe the link between stress and illness
- Summarize how stress affects cognitive ability
- Recognize how stress contributes to emotional problems
- Understand behavioral problems caused by stress
- Recall stages for reducing or avoiding stress
- Describe how to create a time management plan
- Understand when you should seek professional help for stress
- Summarize the benefits of stress

**Core Activities:** Students will complete/participate in the following:

- Personal Profile: How Resilient Are You?
- Thinking Critically - identifying sources within the school for immediate intervention
- Myth busting on why people do NOT seek help
- Research and presentation on findings
- Stressor rubric sheet
- Stress management technique instruction
- Personal Profile: How Much Stress Are You Feeling?
- Health in the media: Can Social Media Cause Stress?
- Developing compassion and kindness personality characteristics
- Personal Profile: How Much Anxiety Are You Feeling?
- Myths vs Facts on suicide
- Exploring mental health careers
- Jamboard of Mental Health Motivational Quotes [Jamboard Link](#)

**Extensions:**

- Use of internet for additional information regarding mental health
- Stress management technique practice
- Positive affirmations towards others
- Stressor testing
- Create a time management strategy (manually, smartphone, internet, etc.)
- "I Am Sam" movie

**Remediation:**

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

**Instructional Methods:**

- Lecture
- Discussion
- Questions and Answers
- Self assessment log

**Materials & Resources**

- Comprehensive Stress Management Textbook
- <https://www.safe2saypa.org/>
- Notebooks
- Internet
- Chromebooks
- PowerPoint
- Worksheets
- Videos

**Assessments:**

- Class participation
- Note taking
- Pre & Post testing
- Self assessments
- Quiz / Test

## Curriculum Scope & Sequence

**Planned Course:** Health and Wellness

**Unit:** School Violence, Abuse, and Conflict Resolution

**Time frame:** 3 class periods

**State Standards:** 10.2-5

**Anchor(s) or adopted anchor:** 10.2 C, D;10.3 A, C; 10.4 F; 10.5 B

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe factors that cause conflict
- Describe consequences of conflict
- Summarize strategies for resolving conflict
- List risk factors for violent behavior
- Describe different types of violence
- Practice methods of violence prevention
- Describe domestic violence
- List forms of elder abuse
- Identify types of child abuse
- Summarize consequences of child abuse
- Describe types of sexual violence
- Identify consequences of sexual violence
- Define rape
- Describe steps for treatment after a sexual assault
- Recognize behaviors that are types of sexual harassment

**Core Activities:** Students will complete/participate in the following:

- Health and Wellness IQ Quiz
- Notebook notes
- Personal Profile: How well do you communicate?
- Tone, Volume, Cadence, Posture role play
- Peer pressure reflections paper
- Similarities and Differences of relationship Venn diagram (relative, peer/friend, significant other, stranger)
- Use of media to discuss relationships (movies, TV, news, etc.)
- Conflict Comic Strip – design/draw conflict comic
- Prevention of harassment, violent, or abusive acts
- Research

**Extensions:**

- Use of internet for additional information regarding conflicts dealing with violence and abuse
- Research violence in the media and effects on ages and genders
- Research in-school and community sources to help deal with violence/abuse/conflict issues

**Remediation:**

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

**Instructional Methods:**

- Lecture
- Discussion
- Questions and Answers
- Worksheets and outlines
- Venn diagram and Comic Strip worksheets
- Chromebooks for researching media and current news
- Internet
- Textbook work
- PowerPoint

**Materials & Resources**

- Textbook
- Notebooks
- Internet
- Chromebooks
- PowerPoint
- Role play scenarios
- Turning Point of Lehigh Valley
- Where and how to report violent incident
- Know Your IX

**Assessments:**

- Class participation
- Note taking
- Self assessments
- Quiz / Test

## Curriculum Scope & Sequence

**Planned Course:** Health and Wellness

**Unit:** Infectious Disease and Non-Communicable Disease

**Time frame:** 2 class periods

**State Standards:** 10.1-2

**Anchor(s) or adopted anchor:** 10.1 A, E; 10.2 D, E

**Essential content/objectives:** At end of the unit, students will be able to:

- Differentiate between infectious and non-communicable disease
- Compare signs with symptoms for detecting the presence of disease
- Understand how infections affect the body
- Summarize the stages of infection in the body
- Compare the various microorganisms that can infect the body
- Differentiate between methods of disease transmission
- Explain the various patterns of infectious disease occurrence
- Practice effective methods of infectious disease prevention
- Compare treatments for bacterial and viral infections
- Explain how the immune system protects the body
- Identify the key components for each line of defense
- Summarize each component's role in fighting infection
- Understand how the immune systems memory works
- Explain homeostasis and how disease disrupts the body's internal balance
- Assess environmental factors, heredity and lifestyle choices as risk factors for developing non communicable diseases
- Analyze characteristics of and diagnosis methods for non communicable disease
- Explain how a healthy network of blood vessels function in the body
- Describe 4 diseases related to blood vessels
- Differentiate between major diseases of the heart
- Consider the risk factors and preventive measures for developing heart disease
- Describe the development of cancer in the body, including the formation of benign tumors and malignant tumors
- Analyze how risk factors related to genetics, environment, lifestyle choices and infections contribute to the development of cancer
- Identify common signs and symptoms of cancer
- Assess common forms of cancer in the United States and risk factors linked to each form
- Describe available cancer treatments
- Define diabetes mellitus (DM) and explain how it is characterized
- Differentiate between Type 1 and Type 2 Diabetes
- Analyze how allergies develop and the body's reaction to them
- Describe how asthma impacts the respiratory system
- Explain osteoarthritis, rheumatoid arthritis and gout as different forms of arthritis

**Core Activities:** Students will complete/participate in the following:

- Health and Wellness IQ Quiz
- Notebook notes
- Personal Profile: What's your risk of infection?
- Personal profile: Are you at risk for heart disease?
- Case study: Do influenza vaccines cause the flu?
- Promoting resistance to infection
- Warm-up activity: Cancer signs and symptoms / Recognize
- Research
- Complete Direct Transmission Chart

**Extensions:**

- Use of internet for additional information regarding infectious disease and non-communicable disease
- Recognizing signs and symptoms of various forms of cancers
- Current news on vaccinations and trends or statistics
- Interview a health organization professional working in the related field of study

**Remediation:**

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

**Instructional Methods:**

- Lecture
- Discussion
- Questions and Answers
- Textbook work
- Internet
- Chromebooks
- PowerPoint

**Materials & Resources**

- Textbook
- Notebooks
- Internet
- Chromebooks
- PowerPoint
- Chart worksheet
- 2 types of Strokes
- Coronary Artery Disease
- Angina
- Congestive Heart Failure
- Arrhythmia
- Stents
- Chemotherapy vs Radiation
- Asthma animation
- How asthma medication works
- Common types of Arthritis
- Cleveland Clinic on Arthritis

**Assessments:**

- Class participation
- Note taking
- Self assessments
- Quiz / Test

## Curriculum Scope & Sequence

**Planned Course:** Health and Wellness

**Unit:** Reproduction & Pregnancy

**Time frame:** 4 class periods

**State Standards:** 10.1, 2, 4

**Anchor(s) or adopted anchor:** 10.1 A, B; 10.2 D; 10.4 C

**Essential content/objectives:** At end of the unit, students will be able to:

- Distinguish between asexual reproduction and sexual reproduction
- Describe 2 types of cell division
- Summarize the process of fertilization
- Explain how children inherit their parents traits
- Explain the role of chromosomes in gender determination
- List the female organs of reproduction
- Explain the functions of female organs of reproduction
- List the male organs of reproduction
- Explain the functions of male organs of reproduction
- Describe the process of cleavage
- Describe the process of implantation of a zygote
- Explain the functions of the placenta and umbilical cord
- Describe the stages of embryonic development
- Discuss the stages of fetal development
- Explain how pregnancy is confirmed and measured
- Describe a pregnant woman's typical doctor
- Identify special dietary concerns of pregnant women
- Describe substance that may harm the developing fetus
- Discuss types of complications that can affect a pregnancy
- Identify health risks for pregnant teens and their babies
- Identify disorders of the female reproductive system
- Discuss different types of cancer that affect female reproductive organs
- Identify infections and inflammatory conditions of the male reproductive system
- Discuss different types of cancers that affect male reproductive organs
- Discuss family planning
- Explain the challenges of teen parenthood
- Identify the benefits of continuous abstinence
- Recognize pregnancy prevention facts and myths
- Identify factors to consider when choosing a birth control method
- Explain how barrier methods are used to prevent pregnancy
- Understand how to use male and female condom
- Describe various methods of contraception
- Identify hormonal birth control methods
- Explain the use of oral contraceptives
- Describe 2 types of intrauterine devices
- Evaluate the use of emergency contraception
- Describe the fertility awareness method (FAM)

- Identify natural methods for tracking an ovulation cycle
- Explain why the withdrawal method is ineffective
- Summarize reasons for choosing or avoiding sterilization
- Determine what options are available when contraception fails
- Investigate Problems/Illnesses associated with reproductive system

**Core Activities:** Students will complete/participate in the following:

- Health and Wellness IQ Quiz
- Notebook notes
- Diagram labeling
- Personal Profile: Are you protecting your family?
- Personal Profile: What do you know about parenthood?
- Similarities & differences of genders
- Myths & Facts about reproductive systems
- Research what may cause infertility and ways to prevent infertility
- Research problems of the reproductive system (i.e. Cancers, Ovarian Cysts, etc.)

**Extensions:**

- Use of internet for additional information on reproduction, human growth and development
- Importance of self screening and office visits for cancers
- Community resources (Planned Parenthood, fertility clinic, OB/GYN)
- Research dietary and physical demands during pregnancy
- Child birthing choices/options

**Remediation:**

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

**Instructional Methods:**

- Lecture
- Discussion
- Questions and Answers
- Research
- Textbook work

**Materials & Resources**

- Textbook
- Notebooks
- Internet
- kidshealth.org
- Chromebooks
- PowerPoint
- BioDigital Human

**Assessments:**

- Class participation
- Note taking
- Self assessments
- Quiz / Test

## Curriculum Scope & Sequence

**Planned Course:** Health and Wellness

**Unit:** Sexually Transmitted Infections (STI's) / HIV & AIDS

**Time frame:** 2 class periods

**State Standards:** 10.1, 2

**Anchor(s) or adopted anchor:** 10.1 A, E; 10.2 B

**Essential content/objectives:** At end of the unit, students will be able to:

- Explain how people can contract STI's
- Describe what happens when a person contracts STI
- List 3 critical components for effective treatment of STI's
- Identify the most effective way to prevent STI's
- Determine resources available for people dealing with STI's
- Identify the common STI's
- Describe the signs and symptoms of STI's
- Explain ways in which STI's are diagnosed and treated
- Differentiate between HIV and AIDS
- Explain how HIV is transmitted
- Recognize myths vs. facts about HIV/AIDS
- List signs and symptoms of HIV/AIDS
- Explain how HIV/AIDS is diagnosed
- Describe treatment methods for HIV/AIDS
- Identify preventative measures

**Core Activities:** Students will complete/participate in the following:

- Health and Wellness IQ Quiz
- Notebook notes
- Research
- Personal Profile: Can you avoid risky situations?
- Agree or disagree statements (pre/post test)
- HIV/AIDS: Fact or Fiction

**Extensions:**

- Use of internet for additional information regarding intro to STI's and HIV/AIDS
- Research most recent statistics regarding HIV/AIDS
- Research a person who has/had HIV/AIDS
- Write a dialogue demonstrating refusal skills of being pressured into sexual activity

**Remediation:**

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

**Instructional Methods:**

- Lecture
- Discussion
- Questions and Answers
- Textbook work

**Materials & Resources**

- Textbook
- Notebooks
- Internet
- Chromebooks
- PowerPoint

**Assessments:**

- Class participation
- Note taking
- Self assessments
- Quiz / Test
- Pre & Post testing

## Curriculum Scope & Sequence

**Planned Course:** Health and Wellness

**Unit:** Physical Fitness and Sleep

**Time frame:** 4 class periods

**State Standards:** 10.1-5

**Anchor(s) or adopted anchor:** 10.1 A- E; 10.2 D, E; 10.3 D; 10.4 A-F; 10.5 A-F

**Essential content/objectives:** At end of the unit, students will be able to:

- Summarize how physical activity can lower risks for disease and effect bone and muscle strength
- Identify ways in which physical activity helps control weight and improve sleep
- Recognize how physical activity can improve academic performance
- Differentiate between exercise and physical activity
- Summarize strategies for improving your fitness
- Summarize the different components of fitness
- Recognize how cardiorespiratory fitness is achieved
- Determine and monitor desired target heart rates
- List guidelines for developing a strength training plan
- Explain how endurance is measured
- Apply safe stretching techniques
- Develop a personal fitness plan
- Apply safe and proper weightlifting techniques
- Apply guidelines to prevent injuries from physical activity
- Summarize common fitness concerns for women
- List 10 benefits of exercise
- Compare amounts of sleep needed at various ages
- Recognize why teenagers do not get adequate sleep
- Summarize the effects of insufficient sleep
- Compare and contrast the five stages of sleep
- Summarize the effects of sleep on the body's systems
- Describe the common sleep disorders
- Identify treatments for common sleep disorders
- Understand the importance of following a sleep schedule
- Identify strategies that help one improve their sleep quality

**Core Activities:** Students will complete/participate in the following:

- Health and Wellness IQ Quiz
- Notebook notes
- Research
- Calculating heart rates
- Develop a fitness plan
- Exercise and learning video
- Exercise and depression article
- Pre/post quizzes
- Sleep deprived video / Sleep log

**Extensions:**

- Use of internet for additional information regarding physical fitness
- Fitness Apps
- Fitness bands/watches
- Step Test

**Remediation:**

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

**Instructional Methods:**

- Lecture
- Discussion
- Questions and Answers
- Textbook work
- Exercise testing
- Demonstrations

**Materials & Resources**

- Textbook
- Notebooks
- Internet
- Chromebooks
- PowerPoint
- Smartphones
- Fitness watches
- Exercise and Learning Video
- [10 Benefits of exercise Video](#)
- <https://letsleep.org/>

**Assessments:**

- Class participation
- Note taking
- Self assessments
- Quiz / Test

## Curriculum Scope & Sequence

**Planned Course:** Health and Wellness

**Unit:** Personal Care

**Time frame:** 2 class periods

**State Standards:** 10.1-2

**Anchor(s) or adopted anchor:** 10.1 A, B, E; 10.2 A, D, E

**Essential content/objectives:** At end of the unit, students will be able to:

- Identify parts of the eye and their functions
- Describe common vision problems
- Describe how vision works
- Identify parts of the ear and their functions
- Describe common hearing problems
- Explain how to keep your ears healthy
- Identify and describe parts of the mouth
- Compare and contrast different types of teeth
- Describe common problems with the mouth
- Summarize ways to prevent and treat problems of the mouth
- Describe the structure and function of skin
- Explain common problems of skin
- Identify treatment/prevention of problems with the skin
- Summarize ways to keep your skin healthy

**Core Activities:**

- Pre/Post Quizzes
- Notebook notes
- Diagram labeling

**Extensions:**

- Use of biodigital human to label
- Use of models

**Remediation:**

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

**Instructional Methods:**

- Lecture
- Discussion
- Questions and Answers
- Internet
- Chromebooks
- PowerPoint

**Materials & Resources**

- Textbook
- Notebooks
- Internet
- Chromebooks
- PowerPoint
- Packets

**Assessments:**

- Class participation
- Note taking
- Packet grades
- Quiz / Test

## Curriculum Scope & Sequence

**Planned Course:** Health and Wellness

**Unit:** First Aid and CPR

**Time frame:** 2-3 classes

**State Standards:** 10.3.12.B

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe the symptoms one may have when experiencing a cardiac emergency
- Perform hands-only CPR
- Describe the difference between a heart attack and cardiac arrest
- Identify risk factors for a heart attack
- Understand how to prevent and treat minor injuries such as sprains, strains, poison ivy, and burns
- Recognize sudden emergencies (heat/cold related, seizure, stroke, diabetic) and how to provide care

**Core Activities:** Students will complete/participate in the following:

- Video
- Scenarios
- Guided and independent practices on a mannequin

**Extensions:**

- Paramedic Guest Speaker
- Student sign up for Red Cross First Aid Certification Course
- Athletic Trainer Guest Speaker

**Remediation:**

- Small group instruction and tutoring
- Modifications as needed

**Instructional Methods:**

- Presentation/Video presentation
- Demonstration
- Scenarios
- Nurse Demonstration of AED
- Scavenger Hunt
- Guided and independent practice

**Materials & Resources:**

- Mannequin
- AED video
- CPR video
- Teacher Generated Materials

**Assessments:**

- Class Participation
- Manneken Practice
- First Aid Scenarios Quizzes/Test

## Curriculum Scope & Sequence

**Planned Course:** Health and Wellness

**Unit:** Career Development

**Time frame:** 2 class periods

**State Standards:** 13.1.11, 13.2.11, 13.3.11, 13.4.11

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe 3-5 careers that interest them based on results from Xello
- Describe their preferred learning style based on a Learning Style Inventory and how this can aid them in other classes
- Determine possible careers based on a variety of criteria and determine a plan on how to obtain such a career
- Revise and describe their career plan from intermediate school
- Develop a career implementation plan to use through high school.

**Core Activities:** Students will complete/participate in the following:

- Xello Matchmaker and My Skills
- Xello Learning Style Inventory
- Xello Career Selector Results
- Research Potential career interests and Save to “My Plan” in Xello
- Develop a Career Implementation Plan

**Extensions:** Advanced Topics of Xello

**Remediation:** Small group instruction and tutoring

**Instructional Methods:**

- Discussion
- Questions and Answers
- Xello
- Self Assessment

**Materials & Resources**

- Xello
- Chromebooks

**Assessments:**

- Class participation
- Project completion