

Wellness 2 Units

Unit:	Nutrition, body image, weight management					
Big Ideas:	Six classes of nutrients, food labels, food guide pyramid, nutrition for different stages of life, weight management and eating behaviors and disorders					
Unit Essential Questions:	What are the six nutrients? Why are these 6 nutrients essential for health? What type of "diet" is recommended for teens? What are the body's energy needs? What are the causes of eating disorders? How can one get to or stay at a healthy weight?					
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Essential Questions	Mini-Lessons/Activities	Instructional Materials	Assessments
Nutrition	<p>10.1.9 C Analyze factors that impact nutritional choices of adolescents.</p> <p>10.1.12 C Analyze factors that impact nutritional choices of adults.</p> <p>10.1.9 E Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p> <p>10.2.9 B Assess factors that impact adult health consumer choices.</p>	<ul style="list-style-type: none"> *Nutrition *Diet *Carbohydrate *Protein *Fat *Water *Vitamin *Mineral *Daily Value *Food Guide Pyramid *Nutrient *Nutrient *Deficiency *Nutrient Density *Metabolism *Cholesterol *Serving Size 	<ul style="list-style-type: none"> *How does the body use food as fuel? *What caloric values are associated with the food we eat? *Why is it important to vary our diet? *How is water important for the body? *What is the difference between a water soluble and fat soluble vitamin? *How much should we get of each nutrient? *How do I read a food label? *How can the good guide pyramid help me to make better nutritional choices? 	<p>Bell Ringers, power points, nutritional IQ quiz, 6 classes of nutrients, compare and contrast the amount of nutrition people need at different stages of life. Infant to Elderly.</p> <p>Website sources to help with nutritional supplementation, nutritional tracker websites, how the body stores food, how the body changes food into energy, vitamin and mineral charts and activity, food guide pyramid/diary activity, fast food activity</p>	<p>Power point, laptops, worksheets, nutrition websites, apps for students to use on the phone to track calories, food labels, caloric assessment for fast food restaurants, serving size tables, vitamin and mineral transparencies</p>	<ul style="list-style-type: none"> *Critical thinking assessment for nutritional needs *Food guide diary assessment. *Nutrition writing assignment on fast food restaurants *Quiz on nutrition *Create food menu *Evaluate media and making advertisements

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<p>Weight Management and Body Image</p>	<p>10.1.9 C Analyze factors that impact nutritional choices of adolescents. 10.1.12 C Analyze factors that impact nutritional choices of adults. 10.1.9 E Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention. 10.2.9 B Assess factors that impact adult health consumer choices.</p>	<ul style="list-style-type: none"> *Basal metabolic rate *Appetite *Heredity *Hunger *Overweight *Obese *Body Composition *Eating disorder *Body image *Anorexia *Bulimia *Over eating disorder *Purging *Food allergy *Weight Management 	<ul style="list-style-type: none"> *Why do we eat? *Are you really hungry? *How much energy does one really need for the day? *How can one balance energy intake with energy expended? *Why are so many people obese *How does obesity affect society? *What makes up what you weigh? *What is an eating disorder? *How can one get a healthier body image? *How can food related illnesses be prevented? 	<p>Bell Ringers, power points, activity using the internet with caloric expenditure. Video on diets in America today, critical thinking activity on obesity in America, mind sets of eating disorders, developing body image, media and body image</p>	<p>Power point, laptops, worksheets, energy expenditure websites, supplemental resources</p>	<ul style="list-style-type: none"> *Critical thinking writing assignment for body image *Test on nutrition and body image
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	Unit:	CPR/AED/First AID					
	Big Ideas:	• Hands only CPR Adult, Child, Infant, Burns, Basic First AID					
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Essential Questions	Competencies (Skills, knowledge, abilities)	Mini-Lessons /Activities	Instructional Materials	Assessments
	<p>10.3.12 B Analyze and apply strategies for the management of injuries. • CPR • advanced first aid</p> <p>10.3.9 B Describe and apply strategies for emergency and long-term management of injuries. • rescue breathing • water rescue • self-care • sport injuries</p>	<p>*Cardiopulmonary resuscitation *Automated external defibrillator *Chest Compressions *Chain for survival *Rescue Breaths *Artery *Blood Pressure *Shock *Circulatory System *Heart Attack *Heimlich Maneuver *Stroke *Vein *First degree burn *Second degree burn</p>	<p>*What are the links in the chain of survival? *How do you properly call the paramedics *What is "Implied Consent"? *How do I help a conscious choking victim? *How can I help an unconscious choking victim? *How do I do a head/tilt chin/lift *What are the different types of wounds? *What techniques do I use to control severe bleeding?</p>	<p>*Survey the scene *Chain of Survival *Obstructed Airway maneuver *Check for pulse/signs of breathing *CPR Adult *CPR Child *CPR Infant *AED *RICE Method *Hands only CPR *Applying Bandages</p>	<p>*Applying AED *Chest Compressions *Chain of Survival *Call 911 *Assessing the Scene *Stop the bleed *Sports injuries</p>	<p>*Adult Mannequins *Child Mannequins *Infant Mannequins *American Red Cross Videos *American Red Cross Videos *Practice AED *Medical Supplies (Ex:tourniquet, CPR Mask, bandages) *Critical thinking assessment *Canvas worksheets Bell Ringers</p>	<p>*Critical thinking assessment *Canvas worksheets Bell Ringers *Skill performance assessment *Assess and survey the scene *Test</p>

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Unit:	Digestion and Oral health						
Big Ideas:	<ul style="list-style-type: none"> • Various parts of the digestive system • Learn the role that each part of the digestive system plays • Discover how the various parts work together to digest food and convert it into energy • Demonstrate the ability to practice behaviors that enhance oral health and reduce oral cancer risk. 						
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Essential Questions	Competencies (Skills, knowledge, abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
	<ul style="list-style-type: none"> • 10.1.12 B Evaluate factors that impact the body systems and apply protective/preventive strategies. • 10.1.9 B Analyze the interdependence existing among the body systems. • 10.1.9 E 	Homeostasis, mouth, salivary glands, salivary amylase, palate, esophagus, pharynx, epiglottis, esophageal sphincter, bolus, peristalsis, stomach, pepsin, HCl, pyloric sphincter, pancreas, endocrine, pancreatic duct, amylase, glycogen, glucose, secretin, gallbladder, bile, bile duct, small intestine,	<p>How does the food move through the digestive system and into the rest of the body?</p> <p>In addition to the organs of the digestive system, various chemicals are also at work?</p> <p>Discuss the roles they play in digestion. Why do fiber-rich foods like fruits, veggies, and whole grains, as well as drinking lots of water, help digestion?</p>	<p>The students will label the digestive system</p> <p>The students will learn how foods are broken down into nutrients and energy as they go through the digestive system</p> <p>The students will learn about various diseases and problems related to the digestive system</p> <p>The students will understand how these diseases affect the body's</p>	<ul style="list-style-type: none"> • Labeling the digestive system • Digesting bread through mechanical and chemical digestion. • Canvas videos on digestive surgeries. • Booklet • Dental and Digestive Jeopardy • Labeling the tooth 	<ul style="list-style-type: none"> • Canvas • Tooth anatomy • Digestion anatomy • Jeopardy questions • Booklet questions • Labeling Digestive surgeries 	Dental and digestive quiz combined (Labeling the teeth, labeling the digestive system, vocab, true/false, multiple choice, matching, and short response questions)

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	<p>Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p>	<p>duodenum, jejunum, ileum, villi, amino acids, large intestine, cecum, colon, rectum, feces, anus, liver</p> <p>Canies Cavity Cementum Dentin Enamel Gingivitis Halitosis Incisors Mastication Mucous Membrane Palate Plaque Periodontitis Pulp Salivary Glands Tarter Tonsils Uvula Wisdom Teeth Molar Premolar Oral Cancer</p>	<p>There are several common problems with the digestive system, like indigestion and diarrhea. How do they happen?</p> <p>How does smoking affect people's teeth, gums, and overall oral health? How about chewing tobacco, or "dip"?</p>	<p>ability to get the nutrition it needs.</p> <p>Demonstrate ability to access valid information and products and services to enhance health.</p> <p>Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>			
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Unit:	Violence						
Big Ideas:	• Cyber bullying, Hazing, Dating Violence, Self Directed Violence, Interpersonal Violence, and Emotional Abuse						
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Essential Questions	Competencies (Skills, knowledge, abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
	<p>10.3.9 C Analyze and apply strategies to avoid or manage conflict and violence during adolescence. • effective negotiation • assertive behavior</p> <p>10.3.12 C Analyze the impact of violence on the victim and surrounding community.</p>	<ul style="list-style-type: none"> *Hazing *Bullying *Mental Health *Assault *Consent *Sexual Harassment *Rape *Stalking *Cyber Stalking *Self Directed Violence *Interpersonal Violence *Mental health awareness *Financial Abuse *Psychological abuse *Emotional Abuse *Child abuse/child endangerment 	<ul style="list-style-type: none"> *How does putting personal information on the internet put you at risk? *What do healthy relationships look like? *Why is it important to tell an adult if there are people who are in danger of hurting themselves or others? *How is effective peer resistance, negotiation, and collaboration skills used to avoid engaging in violence? *How does one safely leave an unhealthy relationship? 	<ul style="list-style-type: none"> *The student will demonstrate how to manage personal information in electronic communications when sending or posting pictures or messages (e.g., social media, chat group, e-mail, text messages, etc.) to prevent violence. *The Student will practice effective peer resistance, negotiation, and collaboration skills to avoid engaging in violence. *The student will explain why it is an individual's responsibility to verify that all sexual contact is consensual. *The student will summarize impulsive 	<ul style="list-style-type: none"> *Power and Control *Relationships (Dating) *School Violence *Media and Cyberbullying *Laws and regulations regarding abuse *Hazing crimes, school rules and policies. * PA Safe to Say/how to report *How to de-escalate situations *Teen dating violence and manipulation *Report hotline/Website 	<ul style="list-style-type: none"> *Powerpoints *Canvas Worksheets *Discussions post *Video creations *Class presentation *Public service announcement *Advocating posters *Think-Pair - Share *Critical thinking assessment 	<ul style="list-style-type: none"> *Canvas assignments *Writing assignments *PowerPoint *Video creation on violence *How to seek help for mental health *PSA Video/Flyer

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				<p>behaviors that can lead to violence and strategies for controlling them.</p> <p>*The student will utilize peer and societal norms, based on accurate health information, to formulate messages to avoid or reduce violence.</p> <p>*The student will summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others.</p>			
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