

Course Title:	Health I
Grade(s):	9 & 10

Course Description
Health I must be taken and passed by all students during either their freshman or sophomore year. Any junior or senior who has not previously satisfied the Health requirement must complete the program to be eligible for graduation. Health I is a comprehensive health curriculum, which highlights Effective Communication, Decision Making, Goal Setting, and Interpersonal Communication Skills. Units covered include: Wellness Promotion, Substance Abuse Prevention, Adult C.P.R., First Aid, Disease Prevention, and Nutrition. The Human Sexuality and A.I.D.S. education component of the course is not mandatory.
Approved Curricular Materials/Textbook(s)

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Wellness: Self-Management & Goal Setting	During this unit, students learn the different components of wellness, assess their personal strengths and challenges, and develop healthy habits that support overall well-being. Students will be able to: • Identify the 8 components of wellness and describe personal strengths and areas for improvement within those components. • Understand that achieving wellness looks different for each person and explain why individual needs and experiences affect how people reach wellness. • Create a wellness poster that promotes healthy habits and advocates for positive lifestyle choices to improve overall health and well-being. • Understand and describe how the environment affects overall wellness.	3 weeks (September)

	Identify and evaluate accurate sources of information related to environmental wellness.	
Unit 2: Nutrition: Decision Making & Analyzing Influences	During this unit, students are introduced to the fundamentals of healthy eating and will explore how to make informed choices when it comes to nutrients, food labels, and daily habits that impact their overall health. Students will be able to: - Reflect on their eating habits, identify areas to improve, and design balanced daily and weekly meal plans using MyPlate guidelines. - Analyze ingredient lists and food labels to identify nutrients, added sugars, and highly processed ingredients. - Identify healthy and unhealthy menu options at popular fast-food restaurants and describe how food advertising and marketing tactics can influence nutrition decisions. - Explain how social media and misinformation can affect eating habits, and identify trustworthy sources for nutrition information.	2 weeks (October)
Unit 3: Disease Prevention: Accessing Information & Advocacy	This unit explores common diseases, their risk factors, prevention strategies, and how students can access accurate health information to protect their long-term well-being. Students will be able to: - Examine the leading causes of death in the U.S., analyze controllable and uncontrollable risk factors, evaluate their individual risk, and suggest ways to reduce them through healthy lifestyle choices. - Identify basic treatments, prevention strategies, and recommended screenings for common diseases such as heart disease, cancer, diabetes, and hypertension. - Explain how to find and evaluate accurate health information from reliable sources. - Understand the importance of early detection and regular health	3 weeks (October- November)

	screenings in preventing serious illness.	
Unit 4: CPR/First Aid: Decision Making & Analyzing Influences	This unit provides an introduction to the fundamentals of CPR and first aid skills as well as how to respond effectively in emergencies to help save lives. Students will be able to: • Demonstrate basic CPR on adults, children, and infants in practice scenarios and identify common medical emergencies with appropriate first aid responses. • Understand the value in knowing First Aid/CPR/AED care. • Demonstrate how to provide basic first aid in a variety of emergencies, explain how to ensure yourself and the victim are safe, and describe when and how to contact emergency services.	2 weeks (November)
Unit 5: Substances: Decision Making & Analyzing Influences	This unit teaches students about different substances, including tobacco, alcohol, and drug classifications, while building essential skills such as decision-making and analyzing influences to promote healthy, informed choices. Students will be able to: • Demonstrate the ability to find credible, accurate, and relevant information, services, and products concerning a specific health topic. • Identify and analyze various influences, including social, cultural, and media, that shape perceptions and attitudes related to alcohol, nicotine, and other drug use. • Examine the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs. • Identify family rules, school rules, and laws about alcohol, nicotine, and other drug use.	3 weeks (December)
Unit 6: Human Sexuality:	This unit teaches students about healthy relationships, STD prevention and risk factors, HIV/AIDS, and birth control and conception methods while developing	2 weeks (January)

Interpersonal Communication & Accessing Information	interpersonal communication skills and the ability to access reliable health information. Students will be able to: ● Identify characteristics of healthy and unhealthy relationships and evaluate effective strategies for handling challenges in relationships. ● Understand the importance of contraception in sexual health by exploring and analyzing different contraceptive methods for preventing STIs and pregnancy, and considering individual factors when selecting the most suitable option. ● Understand what Sexually Transmitted Infections (STIs) are, how they are transmitted, and how they can be prevented. ● Analyze the influence alcohol and other drugs have on judgment and the ability to make decisions, such as sexual activities, driving, and high-risk behaviors.	
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