

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: HIGH SCHOOL

SUBJECT: HEALTH & WELLNESS

DATE: 2016-2017

MONTH/GRADING PERIOD: QUARTER 1

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
HEALTH					
<p>Health promotion and disease prevention</p> <ul style="list-style-type: none"> • Healthy Behavior • Disease Prevention • Practicing Healthy Behaviors 	<p>HW.1.1: Document how personal behaviors can impact health. Example: Document the impact of personal health behaviors on heart health.</p>	<ul style="list-style-type: none"> • Document how personal behaviors can impact health. • Identify where your level of health would be on a health continuum in comparison to your peers. • Explain how lifestyle factors contribute to a person’s level of health. • Identify external influences on a person’s level of health. 	<ul style="list-style-type: none"> • Complete start up questions • Written test 	<ul style="list-style-type: none"> • Health education • Wellness • Prevention • Health literacy • Chronic disease 	CRITICAL
<ul style="list-style-type: none"> • Health Inter-relationships <ul style="list-style-type: none"> - Physical - Mental - Emotional - Social 	<p>HW.1.2: Explain the interrelationships of emotional, social and physical health. Example: Explain the relationship between a physical health impairment and an individual’s emotional and social health.</p>	<ul style="list-style-type: none"> • Explain the interrelationships of the mental/emotional, social, and physical health. 	<ul style="list-style-type: none"> • Vocabulary quiz • Group work • Diagram a health triangle • Record the influences that affect your health for one day. 	<ul style="list-style-type: none"> • Health triangle • Physical health • Mental/Emotional • Social 	IMPORTANT

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<ul style="list-style-type: none"> Environment Health 	<p>HW.1.3: Examine how the environment and health are connected.</p> <p>Example: Draw conclusions on how environmental health issues can impact the personal health of children or the elderly.</p>	<ul style="list-style-type: none"> Examine how the environment and health are connected. 	<ul style="list-style-type: none"> Record the influences that affect your health for one day 	<ul style="list-style-type: none"> Physical environment Social environment Cultural environment 	IMPORTANT
<ul style="list-style-type: none"> Genetics 	<p>HW.1.4: Examine the impact that genetics can have on personal health.</p> <p>Example: Examine personal health-related actions that can reduce the risk and/or delay the onset of potential genetic and family health problems.</p>	<ul style="list-style-type: none"> Analyze the impact of genetics on health. Point out ways knowledge of heredity can reduce risk and/or delay the onset of potential genetic health problems. 	<ul style="list-style-type: none"> Study guide Research family health history 	<ul style="list-style-type: none"> Heredity Genetics 	CRITICAL
<ul style="list-style-type: none"> Risk Reduction 	<p>HW.1.5: Formulate ways to prevent or reduce the risk of health problems.</p> <p>Example: Identify and develop approaches to educate peers (adolescents) about risk reduction (e.g., teen pregnancy, suicide, bullying, abuse, etc.).</p>	<ul style="list-style-type: none"> Formulate ways to prevent the risk of health problems. Formulate ways to reduce the risk of health problems. Identify approaches to educate peers about risk reduction. Develop approaches to educate peers about risk reduction. <ul style="list-style-type: none"> - Teen Pregnancy - Suicide - Bullying - Abuse 	<ul style="list-style-type: none"> Formulate a list of risk behaviors. List things a person should abstain from in order to positively influence your health 	<ul style="list-style-type: none"> Risk behavior Cumulative risks Abstinence Character Role model 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Healthy Behaviors 	<p>HW.1.7: Summarize the benefits and barriers to practicing healthy behaviors. Example: Construct a list of practices to reduce and/or prevent stress and identify ways to overcome barriers.</p>	<ul style="list-style-type: none"> Summarize the benefits to practicing healthy behaviors. Summarize the barriers to practicing healthy behaviors. Identify skills to manage stress. Formulate a list of practices to overcome stressors. 	<ul style="list-style-type: none"> Group work listing stress management skills Start-up questions 	<ul style="list-style-type: none"> Stressor Stress management Relaxation techniques 	IMPORTANT
<ul style="list-style-type: none"> Unhealthy Behaviors 	<p>HW.1.8: Predict susceptibility to injury or illness if engaging in unhealthy behaviors. Example: Investigate adolescent risk behaviors which could lead to injury or illness.</p>	<ul style="list-style-type: none"> Forecast the susceptibility to injury or illness if engaging in unhealthy behaviors. Describe adolescent risk behaviors that could lead to injury or illness. 	<ul style="list-style-type: none"> Discussion Group work real world connection 	<ul style="list-style-type: none"> Wellness Chronic disease 	CRITICAL
<p>Influence of Family, Peers, Culture, Media and Technology</p> <ul style="list-style-type: none"> Family Influences 	<p>HW.2.1: Examine how the family impacts the health of individuals. Example: Distinguish the type of communication that occurs between parents and adolescents regarding abstinence and the resources that parents can provide to adolescents regarding health decisions and abstinence.</p>	<ul style="list-style-type: none"> Examine how family impacts the health of individuals. Distinguish types of communication between parents and adolescents. List resources parents can provide to teens regarding health decisions. 	<ul style="list-style-type: none"> Start-up questions Study guide 	<ul style="list-style-type: none"> Lifestyle factors Health education 	CRITICAL

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<ul style="list-style-type: none"> Peer Influences 	<p>HW.2.3: Examine how adolescents influence healthy and unhealthy behaviors. Example: Examine how peers can positively or negatively influence others regarding the use of anti-social words and actions.</p>	<ul style="list-style-type: none"> Examine how adolescents influence healthy behaviors. Examine how adolescents influence unhealthy behaviors. Examine how peers can influence others by using anti-social words and actions. <ul style="list-style-type: none"> Positive Influence Negative Influence 	<ul style="list-style-type: none"> Group skits showing positive or negative influences 	<ul style="list-style-type: none"> Environment Peers Culture 	<p>IMPORTANT</p>
<ul style="list-style-type: none"> Media 	<p>HW.2.5: Analyze the effect of media on personal health. Example: Compare and contrast how media can send messages about behaviors that can have a positive or negative effect on personal health and wellness.</p>	<ul style="list-style-type: none"> Analyze the effect of media on personal health. Identify different advertising techniques. Evaluate the impact of different advertising techniques on health and wellness. <ul style="list-style-type: none"> Positive Effects Negative Effects 	<ul style="list-style-type: none"> Study guide Written test Show examples of products and how they are marketed Discuss shopping techniques 	<ul style="list-style-type: none"> Health consumer Advertising Comparison shopping Warranty 	<p>IMPORTANT</p>

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<ul style="list-style-type: none"> Technology 	<p>HW.2.6: Analyze the impact of technology on personal and family health.</p> <p>Example: Examine how technology can have adverse effects on personal and family health (e.g., Internet pornography, chat lines, inaccurate health information).</p>	<ul style="list-style-type: none"> Analyze the impact of technology on personal and family health. Analyze the impact of technology on family health. Examine how technology can have negative effects on personal and family health. <ul style="list-style-type: none"> - Internet - Pornography - Chat Lines - Inaccurate Health Information 	<ul style="list-style-type: none"> Group discussion listing negative use of technology Film on cyberbullying 	<ul style="list-style-type: none"> Sexting Cyberbullying 	CRITICAL

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<ul style="list-style-type: none"> Personal values 	<p>HW.2.8: Determine the influence of personal values on health practices and behaviors. Example: Discover how personal values guide health practices and behaviors related to eating, exercising, personal hygiene, relationships, seeking medical care, etc.</p>	<ul style="list-style-type: none"> Determine the influence of personal values on health practices. Determine the influence of personal values on health behaviors. Discover how personal values guide health practices related to eating, exercising, personal hygiene, relationships, seeking medical care, etc. Discover how personal values guide health behaviors related to eating, exercising, personal hygiene, relationships, seeking medical care, etc. 	<ul style="list-style-type: none"> Startup questions Group discussion making a list of values and the influence they have on decision making 	<ul style="list-style-type: none"> Eating behaviors Hygiene Medical care Exercise 	CRITICAL
<ul style="list-style-type: none"> Risk Behaviors Cumulative Risks 	<p>HW.2.9: Examine how some health risk behaviors can influence the likelihood of taking part in other unhealthy behaviors. Example: Debate how using tobacco can increase the risk of using marijuana and/or describe how using alcohol can lead to poor decision.</p>	<ul style="list-style-type: none"> Examine how some health risk behaviors can influence the likelihood of taking part in other unhealthy behaviors. 	<ul style="list-style-type: none"> Study guide Group discussion Compose a list of risk behaviors and identify which sides of your health triangle are affected 	<ul style="list-style-type: none"> Health skills Lifestyle factors Prevention Public health 	CRITICAL

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<p>Access Valid Information and Products and Services to Enhance Health</p>	<p>HW.3.1: Assess how to determine the validity of health information, products and services. Example: Determine personal barriers to practice sun safety (e.g., wearing sunscreen tanning beds, etc.).</p>	<ul style="list-style-type: none"> • Assess how to determine the validity of health information, products and services. 	<ul style="list-style-type: none"> • Study guide • Group work classifying products into hidden message advertising 	<ul style="list-style-type: none"> • Health literacy • Health consumer • Comparison shopping 	<p>IMPORTANT</p>
<ul style="list-style-type: none"> • Valid Resources 	<p>HW.3.2: Utilize resources from school and community that provide valid health information. Example: Search the Internet and select community organizations (e.g., police department, sheriff's department, National Crime Prevention Council) that provide valid health information regarding crime prevention.</p>	<ul style="list-style-type: none"> • Utilize resources from school and community that provide valid health information. • Utilize resources from community that provide valid health information. • Search different resources for valid health information regarding crime prevention. <ul style="list-style-type: none"> - Police Department - Sheriff's Department - National Crime Prevention Council 	<ul style="list-style-type: none"> • Write a paper over a valid article from the CDC website • Group work over identification of valid health information. 	<ul style="list-style-type: none"> • CDC • Validity • Resources 	<p>CRITICAL</p>

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<ul style="list-style-type: none"> • Products • Services 	<p>HW.3.3: Investigate the accessibility of products and services that enhance health.</p> <p>Example: Investigate the accessibility of school and community programs, spaces and facilities for physical activity (e.g., gymnasiums, tracks, trails, paths, baseball/softball/soccer fields, youth organizations, etc.).</p>	<ul style="list-style-type: none"> • Investigate availability of products that promote health. • Investigate availability of services that promote health. • Explore the availability of school and community programs, spaces and facilities for physical activity. <ul style="list-style-type: none"> - Gyms - Track - Fields - Trails - Youth Organizations 	<ul style="list-style-type: none"> • Research local community and school programs • Startup questions • Study guide 	<ul style="list-style-type: none"> • Health consumer • Consumer advocates • Malpractice • Health fraud 	<p>IMPORTANT</p>
<ul style="list-style-type: none"> • Professional Health Services • Weight Loss Techniques 	<p>HW.3.4: Examine when professional health services may be required.</p> <p>Example: Identify when eating habits and/or weight loss techniques may not be having a positive effect on the body and that professional health services are recommended.</p>	<ul style="list-style-type: none"> • Examine when professional health services might be needed. • Describe when eating habits or weight loss techniques may have a negative effect on the body. • Identify when a person might need professional health services due to eating habits or weight loss techniques. 	<ul style="list-style-type: none"> • Study guide • Startup questions • Film quiz over eating disorders • Written test 	<ul style="list-style-type: none"> • Body image • Binge eating • Fad diets • Weight cycling 	<p>IMPORTANT</p>

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<p>Use Interpersonal Communication Skills to Enhance Health and Avoid or Reduce Health Risks</p> <ul style="list-style-type: none"> • Communication Skills 	<p>HW.4.1: Model skills for communicating effectively with others to enhance health. Example: Perform a conversation using effective communication skills (e.g., I messages, verbal/nonverbal communication and feedback, attentive listening, assertive communication, etc.) when family life/conflicts or class expectations become overwhelming.</p>	<ul style="list-style-type: none"> • Display skills for communicating effectively with other to promote health. • Present a conversation using effective communication skills. • Demonstrate positive communication skills when family life/conflict or class expectations become overwhelming. <ul style="list-style-type: none"> - I Messages - Verbal Communication - Non Verbal Communication - Feedback - Attentive Listening - Assertive Communication 	<ul style="list-style-type: none"> • Group skits showing effective and non-effective skills • Startup questions • Written test 	<ul style="list-style-type: none"> • Interpersonal communication • “I” messages • Active listening • Assertive Communication • Aggressive Communication • Passive Communication • Body language 	<p>CRITICAL</p>

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<ul style="list-style-type: none"> • Refusal Skills • Negotiation Skills • Collaboration Skills 	<p>HW.4.2: Apply refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Example: Illustrate a situation where friends pressured to consume alcohol use refusal or negotiation skills (e.g., saying no, suggesting another activity, leaving the situation safely, etc.)</p>	<ul style="list-style-type: none"> • Apply refusal skills to enhance health skills. • Apply negotiation skills to enhance health skills. • Apply collaboration skills to enhance health skills. • Role-play a situation where teens being pressured to drink alcohol use refusal skills. • Role-play a situation where teens being pressured to drink alcohol use negotiation skills. <ul style="list-style-type: none"> - Say No - Alternative Activity - Leave Situation 	<ul style="list-style-type: none"> • Startup questions • Group Skits • Short answer quiz • Study guide 	<ul style="list-style-type: none"> • Refusal skills • Collaboration skills • Peer pressure 	<p>CRITICAL</p>

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<ul style="list-style-type: none"> Interpersonal Conflicts 	<p>HW.4.3: Apply strategies to manage or resolve interpersonal conflicts without harming self or others.</p> <p>Example: Practice negotiation or collaboration strategies to use when a peer is under the influence of alcohol or other drugs and places self at risk.</p>	<ul style="list-style-type: none"> Utilize strategies to manage conflicts without harming self or others. Utilize strategies to resolve conflicts without harming self or other. Role-play negotiation skills where teens are being pressured to drink alcohol and take drugs. Role-play collaboration strategies where teens are being pressured to drink alcohol and take drugs. 	<ul style="list-style-type: none"> Study guide Groups skits List ways to say no in positive ways Written test 	<ul style="list-style-type: none"> Conflict resolution Negotiation 	<p>IMPORTANT</p>
<ul style="list-style-type: none"> Health Assistance 	<p>HW.4.4: Illustrate how to offer assistance to enhance the health of self and others.</p> <p>Example: Model ways a person would offer assistance to a person who has experienced grief, stress/distress, or date rape, etc.</p>	<ul style="list-style-type: none"> Model ways to offer assistance to enhance the health of self and others. Role-play ways to offer assistance to a person experiencing a traumatic event. <ul style="list-style-type: none"> Grief Stress Distress Date Rape 	<ul style="list-style-type: none"> Group skits Vocabulary quiz Written test 	<ul style="list-style-type: none"> Perception Psychosomatic response Chronic stress Relaxation response Stages of grief Closure Coping Traumatic event Mourning 	<p>ADDITIONAL</p>

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<p>Demonstrate Decision-Making Skills to Enhance Health</p> <ul style="list-style-type: none"> • Decision Making • Sun Safety 	<p>HW.5.1: Determine barriers to healthy decision making. Example: Determine personal barriers to practicing sun safety (e.g., wearing sunscreen, avoiding tanning beds, etc.).</p>	<ul style="list-style-type: none"> • Brainstorm barriers to healthy decision making. • Select personal barriers to practicing sun safety. <ul style="list-style-type: none"> - Sunscreen Use - Avoid Tanning Beds - Wearing Sunglasses 	<ul style="list-style-type: none"> • Group list of safe practices • Study guide 	<ul style="list-style-type: none"> • Decision making • Hydration • Health screening 	<p>CRITICAL</p>
<ul style="list-style-type: none"> • Health Related Decisions • Eating Disorders 	<p>HW.5.7: Assess the potential success or consequence of health-related decisions. Example: Assess the decision of how to help a friend who has an eating disorder.</p>	<ul style="list-style-type: none"> • Analyze the potential success of health-related decisions. • Analyze the potential consequences of health-related decisions. • Propose ways to help a friend who has an eating disorder. 	<ul style="list-style-type: none"> • Research eating disorders and where to get counseling • Study guide • Film question sheet 	<ul style="list-style-type: none"> • Eating disorders • Anorexia • Bulimia 	<p>CRITICAL</p>

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<p>Use Goal-Setting Skills to Enhance Health</p> <ul style="list-style-type: none"> • Physical Activity • Fitness Levels 	<p>HW.6.2: Formulate a plan to achieve a health goal that addresses strengths, needs and risks.</p> <p>Example: Formulate a plan to maintain recommended levels of physical activity dependent upon strengths, needs and risks (e.g., activities of related interest and skill, equipment and space needed, reduced risk of injury, adapting for barriers such as weather, time, etc.).</p>	<ul style="list-style-type: none"> • Design a plan to achieve a health goal that addresses strengths. • Design a plan to achieve a health goal that addresses needs. • Design a plan to achieve a health goal that addresses risks. • Develop a plan to maintain recommended levels of physical activity dependent on strengths, needs and risks. <ul style="list-style-type: none"> - Activities of Interest - Skill - Equipment - Space - Limited Risk of Injury - Weather Barriers - Time Barriers - Experience 	<ul style="list-style-type: none"> • Startup questions • Group book activity • Step test 	<ul style="list-style-type: none"> • Cardiorespiratory endurance • Muscular strength • Muscular endurance • Flexibility • Body composition • Aerobic exercise • Anaerobic exercise 	<p>IMPORTANT</p>

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<ul style="list-style-type: none"> • Health Goals • Abstinence 	<p>HW.6.4: Determine an effective long-term personal health plan. Example: Determine an effective plan for promoting lifelong physical activity and weight management that adapts to changing needs (e.g., ways to maintain physical activity levels after high school).</p>	<ul style="list-style-type: none"> • Determine an effective long-term personal health plan. • Determine and effective plan for promoting lifelong physical activity. • Develop and effective weight management program that adapts to changing needs. <ul style="list-style-type: none"> - Short Term Goals - Long Term Goals - Support System - Time Frame - Reevaluate Goals 	<ul style="list-style-type: none"> • Chapter questions • Group skits • Study guide • Written Test 	<ul style="list-style-type: none"> • Short term goals • Long term goals • Action plan 	CRITICAL
<p>Practice Health-Enhancing Behaviors and Avoid or Reduce Health Risks</p> <ul style="list-style-type: none"> • Health Assessments • Health Strategies • Risk Reduction 	<p>HW.7.1: Examine individual responsibility for improving health. Example: Participate in a variety of personal health assessments to determine strategies for health enhancement and risk reduction (e.g., BMI, physical fitness testing, nutritional assessment, etc.).</p>	<ul style="list-style-type: none"> • Review individual responsibility for improving health. • Perform a variety of personal health assessments to determine ways to improve health. • Perform in a variety of personal health assessments to reduce health risks. 	<ul style="list-style-type: none"> • Figure personal BMI determine range • Startup questions • Study guide 	<ul style="list-style-type: none"> • BMI • Physical fitness • Personal health assessment • Nutrition • Vitamins • Minerals 	CRITICAL

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<ul style="list-style-type: none"> • Health Practices • Grief Management 	<p>HW.7.2: Illustrate a variety of healthy practices that will maintain or improve health. Example: Model strategies to manage grief (e.g., talk with a friend or person who has died, locating a support group and / or professional help, etc.).</p>	<ul style="list-style-type: none"> • Show a variety of health practices that will maintain health. • Show a variety of health practices to improve health. • Model strategies to manage grief. • Discuss with a trusted adult ways to help a grieving friend. <ul style="list-style-type: none"> - Support Group - Professional Help - Honorary Memorial 	<ul style="list-style-type: none"> • Group discussion over grief management • Study guide 	<ul style="list-style-type: none"> • Health practices • Grief management • Grief counseling 	<p>IMPORTANT</p>

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<p>Advocate for Personal, Family and Community Health</p> <ul style="list-style-type: none"> Food Choices 	<p>HW.8.3: Work with others to advocate for improving personal, family, and community health. Example: Work with peers to develop and present a petition to advocate for healthier vending choices, a la carte, and concession stand choices.</p>	<ul style="list-style-type: none"> Participate with others to advocate for improving personal health. Participate with other to advocate for improving family health. Participate with others to advocate for improving community health. Develop with classmates a petition to advocate for healthier eating choices in all school settings. Present with classmates a petition to advocate for healthier eating choices in all school settings. 	<ul style="list-style-type: none"> Group work listing ways to advocate for health of other Write a petition 	<ul style="list-style-type: none"> Health advocate Petition My Plate Dietary guidelines Nutrient dense food Protein Carbohydrates Fiber Fats Food additives Food allergy Food Intolerance Food-borne illness Cross-contamination 	<p>IMPORTANT</p>
<ul style="list-style-type: none"> Health Messages Communication Techniques 	<p>HW.8.4: Modify health messages and communication techniques to a specific target audience. Example: Revise or create a skit for primary and intermediate-age students to encourage them to be drug free.</p>	<ul style="list-style-type: none"> Modify health messages to a specific audience. Modify communication techniques to a specific audience. Create a skit for younger students encouraging them to be drug free. 	<ul style="list-style-type: none"> Design a skit to present to younger students Startup questions 	<ul style="list-style-type: none"> Tobacco Alcohol Drug abuse 	<p>IMPORTANT</p>

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LITERACY IN HEALTH & WELLNESS					
Production and Distribution of Writing	9-12.WT.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Produce writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> • CDC website summary report 	<ul style="list-style-type: none"> • CDC 	IMPORTANT

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: HIGH SCHOOL

SUBJECT: HEALTH & WELLNESS

DATE: 2016-2017

MONTH/GRADING PERIOD: QUARTER 2

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
HEALTH					
Health promotion and disease prevention <ul style="list-style-type: none"> Health Care Health Status 	HW.1.6: Investigate the connection between access to health care and health status. Example: Compare and contrast the relationship of immunization policies and availability of health care on the health status of children in other countries.	<ul style="list-style-type: none"> Explore the connection between access to health care and health status. Compare the relationship of immunization policies and availability of health care on the health status of children in other countries. Contrast the relationship of immunization policies and availability of health status of children in other countries. 	<ul style="list-style-type: none"> CDC internet research 	<ul style="list-style-type: none"> Health People 2020 Health disparities Immunization Vaccinations Emerging infections 	CRITICAL
<ul style="list-style-type: none"> Unhealthy Behaviors 	HW.1.9: Discover the severity of illness if engaging in unhealthy behaviors. Example: Recognize health behaviors which increase the risk of Avian Influenza/Pandemic Flu transmission in developing countries.	<ul style="list-style-type: none"> Investigate the severity of illness when engaging in unhealthy behaviors. Identify health behaviors that increase the risk of disease transmission in developing countries. 	<ul style="list-style-type: none"> Study guide Startup questions Written Test 	<ul style="list-style-type: none"> Communicable diseases Avian flu Epidemic Pandemic Immune system Viruses Bacteria Fungi Protozoa Rickettsias 	CRITICAL

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<p>Influence of family, peers, culture, media, and technology</p> <ul style="list-style-type: none"> • Health Beliefs • Health Practices • Health Behaviors • Societal Beliefs • Cultural Beliefs 	<p>HW.2.2: Examine how society supports and challenges health beliefs, practices and behaviors. Example: Describe how societal or cultural beliefs influence health and medical practices (e.g., vegetarian diets, alternative medicine, acupuncture, medicine pouch, etc.).</p>	<ul style="list-style-type: none"> • Explore how society supports health supports health beliefs. • Explore how society supports health practices and behaviors. • Explore how society challenges health behaviors. • Explore how society challenges health practices and behaviors. • Describe how cultural beliefs influence medical practices. <ul style="list-style-type: none"> - Vegetarian Diets - Alternative Medicine - Acupuncture - Medicine Pouch 	<ul style="list-style-type: none"> • Startup questions • Study guide • Written test 	<ul style="list-style-type: none"> • Vegetarian • Lacto vegetarian • Ovo vegetarian • Lacto-ovo vegetarian 	<p>IMPORTANT</p>

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<ul style="list-style-type: none"> • Health Practices • Health Behaviors <ul style="list-style-type: none"> - School - Community 	<p>HW.2.4: Assess how the school and community can influence health practices and behaviors.</p> <p>Example: Assess programs (“Prom Promise”, “Don’t Drink and Drive,” “White Lies,” etc.) that can help students identify, avoid or cope with potentially dangerous situations.</p>	<ul style="list-style-type: none"> • Assess how the school can influence health practices and behaviors. • Assess how the community can influence health practices and behaviors. • Appraise programs that can help students identify with possible dangerous situations. • Appraise programs that can help students avoid possible dangerous situations. • Appraise programs that can help students cope with possible dangerous situations. 	<ul style="list-style-type: none"> • Films • Role play 	<ul style="list-style-type: none"> • Every 15 Minutes • Pride • Drug-free school zones • Drug watches 	CRITICAL
<ul style="list-style-type: none"> • Norms 	<p>HW.2.7: Examine how norms influence health-related behaviors.</p> <p>Example: Recognize how perceived norms may not reflect actual health behaviors (e.g., teen alcohol use, tobacco use, sexual activity, dating, regular physical activity, etc.).</p>	<ul style="list-style-type: none"> • Examine how norms influence health health-related behaviors. • Identify how perceived norms may not reflect actual health behaviors in teens. <ul style="list-style-type: none"> - Alcohol Use - Tobacco Use - Sexual Activity - Dating - Physical Activity 	<ul style="list-style-type: none"> • Skits 	<ul style="list-style-type: none"> • Perception • Consequences • Cost to society • Cost to individual • Psychological dependence • Physiological dependence 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Public Health Policies Government Regulations 	<p>HW.2.10: Examine how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Example: Examine how public health policies and government regulations can impact the accessibility of health care.</p>	<ul style="list-style-type: none"> Examine how public health policies can influence health promotion and disease prevention. Examine how government regulations can influence health promotion and disease prevention. Analyze how public health policies can impact the accessibility of health care. Analyze how government regulations can impact the accessibility of health care. 	<ul style="list-style-type: none"> CDC research report 	<ul style="list-style-type: none"> Food and Drug Administration (FDA) National Institutes of Health (NIH) Health Resources and Services Administration (HRSA) Center for Disease Control and Prevention (CDC) 	ADDITIONAL
<p>Access Valid Information and Products and Services to Enhance Health</p> <ul style="list-style-type: none"> Health Products Health Services 	<p>HW.3.5: Select valid and reliable health products and services.</p> <p>Example: Select a health service when seeking help for self or others when there may be a risk of a suicide attempt.</p>	<ul style="list-style-type: none"> Select valid and reliable health products. Select valid and reliable health services. Recommend a health service when seeking help when there may be a risk of a suicide attempt. 	<ul style="list-style-type: none"> Study guide Product comparison activity 	<ul style="list-style-type: none"> Fraud Health fraud Malpractice Consumer advocate 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Use Interpersonal Communication Skills to Enhance Health and Avoid or Reduce Health Risks</p> <ul style="list-style-type: none"> • Interpersonal Conflicts • Negotiation Strategies • Collaboration Strategies 	<p>HW.4.3: Apply strategies to manage or resolve interpersonal conflicts without harming self or others. Example: Practice negotiation or collaboration strategies to use when a peer is under the influence of alcohol or other drugs and places self at risk.</p>	<ul style="list-style-type: none"> • Apply strategies to manage interpersonal conflicts without harming self or others. • Apply strategies to resolve interpersonal conflicts without harming self or others. • Simulate negotiation strategies use when a peer is using alcohol or drugs placing themselves in danger. • Simulate collaboration strategies to us when a peer is using alcohol or drugs placing themselves in danger. 	<ul style="list-style-type: none"> • Startup questions • Group role play/skits 	<ul style="list-style-type: none"> • Conflicts • Power struggles • Personal loyalties • Jealousy • Envy • Conflicting attitudes • Conflicting values • Lack of respect • Escalate 	<p>CRITICAL</p>
<p>Demonstrate Decision-making Skills to Enhance Health</p> <ul style="list-style-type: none"> • Decision-making Process 	<p>HW.5.2: Outline the value of applying a thoughtful decision-making process to a health-related situation. Example: Consider the benefit of using a thoughtful decision-making process in making a choice related to situations involving tobacco and/or alcohol.</p>	<ul style="list-style-type: none"> • Outline the value of applying a thoughtful decision-making process to a health-related situation. • Defend the benefit of using a thoughtful decision-making process when tobacco and/or alcohol are involved with peers. 	<ul style="list-style-type: none"> • Startup questions • Skits 	<ul style="list-style-type: none"> • Nicotine substitutes • Tobacco cessation program • Tobacco smoke • Mainstream smoke • Sidestream smoke • Binge drinking • Intoxication • Alcohol abuse 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Independent Decision making Collaborative Decision making 	<p>HW.5.3: Assess when independent or collaborative decision making is appropriate.</p> <p>Example: Assess the role of a parent being involved in making a decision about an unplanned teen pregnancy.</p>	<ul style="list-style-type: none"> Assess when independent decision making is appropriate. Assess when collaborative decision making is appropriate. Measure the role of parent involvement in making a decision about an unplanned pregnancy. 	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Unplanned pregnancy consequences Birth defects Folic acid 	CRITICAL
<ul style="list-style-type: none"> Alternative Choices Sexually Transmitted Infection 	<p>HW.5.4: Propose alternative choices to health-related issues or problems.</p> <p>Example: Specify the choices for a person who suspects he/she has a sexually transmitted infection (STI).</p>	<ul style="list-style-type: none"> Propose alternative choices to health-related issues. Propose alternative choices to health related choices. List choices for a person who suspects he/she has a sexually transmitted Infection. 	<ul style="list-style-type: none"> School nurse discussion Power point 	<ul style="list-style-type: none"> Antibiotics HPV vaccine Condom use 	IMPORTANT
<ul style="list-style-type: none"> Short Term Outcomes Long Term Outcomes 	<p>HW.5.5: Analyze the potential short and long-term outcome of each alternative on self and others.</p> <p>Example: Analyze the short and long-term health effects of marijuana use.</p>	<ul style="list-style-type: none"> Analyze the potential short-term outcome of each alternative on self and others. Analyze the potential long-term outcome of each alternative on self and others. Examine the short and long-term health effects of marijuana use. 	<ul style="list-style-type: none"> Study guide Written test 	<ul style="list-style-type: none"> Marijuana Inhalants Steroids Stimulants Depressants Opiates Hallucinogens 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Health Enhancing Choices 	<p>HW.5.6: Determine the health-enhancing choice when making decisions.</p> <p>Example: Determine the proper action to help a friend, who is considering becoming sexually active, make the health-enhancing choice of abstinence.</p>	<ul style="list-style-type: none"> Determine the health-enhancing choice when making decisions. Decide the proper action to help a peer make a health-enhancing choice of abstinence when considering becoming sexually active. 	<ul style="list-style-type: none"> School nurse Power point Study guide 	<ul style="list-style-type: none"> Abstinence STD/STI Pregnancy 	CRITICAL
<p>Use Goal-setting Skills to Enhance Health</p> <ul style="list-style-type: none"> Personal Health Self-exam Practices Overall Health 	<p>HW.6.1: Evaluate personal health practices and overall health.</p> <p>Example: Evaluate personal health practices in regards to breast self-exams (BSE) or testicular self-exams (TSE) and how that affects overall health and wellness.</p>	<ul style="list-style-type: none"> Evaluate personal health practices and overall health. Justify the importance of breast self-exams and testicular self-exams and how that affects overall health and wellness. 	<ul style="list-style-type: none"> Film Same sex discussion 	<ul style="list-style-type: none"> Self-exams Breast cancer Testicular cancer 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Personal Health Goals <ul style="list-style-type: none"> - Short-term - Long-term • Abstaining 	<p>HW.6.3: Demonstrate strategies and document progress to achieve a personal health goal.</p> <p>Example: Demonstrate strategies and document progress toward achieving personal goals for abstaining from the use of tobacco, alcohol and other drugs. (e.g., set short-term and long-term goals, identify a support system, reevaluate goals, etc.).</p>	<ul style="list-style-type: none"> • Demonstrate strategies to achieve a personal health goal. • Document progress to achieve a personal health goal. • Demonstrate strategies for abstaining from the use of tobacco, alcohol, and other drugs. • Document progress toward achieving personal goals for abstaining from the use of tobacco, alcohol, and other drugs. <ul style="list-style-type: none"> - Set short-term goals - Set long-term goals - Identify a support system - Reevaluate goals - Assess progress 	<ul style="list-style-type: none"> • Startup questions • Group work listing strategies • Discussion • Written test 	<ul style="list-style-type: none"> • Nicotine • Tar • Carcinogen • Smokeless tobacco • Leukoplakia • Nicotine withdrawal • Ethanol • Fermentation • Alcoholism • Alcohol poisoning • Fetal alcohol syndrome • BAC • Drug addiction • Psychoactive drugs • Designer drugs 	CRITICAL
<p>Practice Health-enhancing Behaviors and Health Risks</p> <ul style="list-style-type: none"> • Health Risks • Violent Acts 	<p>HW.7.3: Model behaviors to reduce health risks.</p> <p>Example: Demonstrate ways to avoid or reduce dating violence and strategies for reporting this violent act.</p>	<ul style="list-style-type: none"> • Model behaviors to reduce health risks. • Develop ways to avoid or reduce dating violence. • Develop strategies for reporting acts of dating violence. 	<ul style="list-style-type: none"> • Role play 	<ul style="list-style-type: none"> • Date rape • Physical abuse • Emotional abuse • Verbal abuse • Sexual abuse 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Advocate for Personal, Family and Community Health</p> <ul style="list-style-type: none"> Peer Norms Societal Norms 	<p>HW.8.1: Apply accurate peer and societal norms to formulate a health-enhancing message. Example: Develop a public service announcement encouraging peers to engage in safe after-prom activities.</p>	<ul style="list-style-type: none"> Apply accurate peer and societal norms to formulate a health-enhancing message. Devise a public service announcement encouraging peers to participate in safe after-prom activities. 	<ul style="list-style-type: none"> Study guide 	<ul style="list-style-type: none"> Underage drinking consequences 	<p>ADDITIONAL</p>
<ul style="list-style-type: none"> Positive Health Choices Sexual Harassment 	<p>HW.8.2: Model how to influence and support others to make positive health choices. Example: Illustrate a cartoon strip about recognizing, preventing and reporting sexual harassment.</p>	<ul style="list-style-type: none"> Model how to influence and support others to make positive health choices. Design a cartoon strip that encourages recognizing, preventing and reporting sexual harassment. 	<ul style="list-style-type: none"> Skits Group activity 	<ul style="list-style-type: none"> Stalking Harassment Assault Racial slurs 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> READING AND WRITING LITERACY IN HEALTH & WELLNESS 					
<ul style="list-style-type: none"> Coherent Writing Task Purpose Audience 	<p>9-12.WT.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> Produce clear and coherent writing in which the development is appropriate to task, purpose, and audience. Produce clear and coherent writing in which the organization is appropriate to task, purpose, and audience. Produce clear and coherent writing in which the style is appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> Final exam paper 	<ul style="list-style-type: none"> Title page Bibliography Plagiarism 	<p>IMPORTANT</p>
<ul style="list-style-type: none"> Specific Textual Evidence Health and Wellness Text 	<p>9-12.RT.1: Cite specific textual evidence to support analysis of health and wellness texts, attending to the precise details of explanations or descriptions.</p>	<ul style="list-style-type: none"> Cite specific textual evidence to support analysis of health and wellness. Cite specific textual evidence that attends to the precise details of explanation or description. 	<ul style="list-style-type: none"> Final Exam Presentation 	<ul style="list-style-type: none"> Visual aid 	<p>IMPORTANT</p>