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## **Health Education Mission Statement**

**The study of health education provides students with a basic knowledge of the following areas: nutrition; personal health care; substance use and abuse; psychological health; safety and first aid; disease prevention; environmental, consumer, and community health; and family life education. This knowledge is necessary if a person is to achieve the optimum level of health.**

**Health education is important to the total district curriculum because it provides students with the opportunity to learn decision making processes. These decision making processes will help them take an active role in maintaining and improving their health, with the opportunity to learn personal and community safety, and with the opportunity to develop positive lifestyle goals.**

**The development of positive health habits in young people is essential for society if the quality of living of all citizens is to be improved. The establishment of positive health habits in our youth can reduce the incidence of major health problems such as accidents, suicide, disease, obesity and substance abuse.**

**Through health education, students will know that total health includes all of a person's physical, emotional, intellectual, and social growth and development. Students will know that health is a right and responsibility of each individual and community. They will understand that through information gained in health education an individual can prevent health problems by practicing positive health behaviors.**

## **Course Rationale**

**Promotion of a healthy lifestyle requires a positive approach to alteration of lifestyle habits. The students at D.C. Everest Senior High School learn specific skills for assessment, intervention, and reinforcement of health care habits. These skills make it possible for the students to apply the concepts and objectives of this curriculum to their lives.**

**At the beginning of the course, students are introduced to the four dimensions of health and the health continuum. Along with this, the students are given a model on good decision-making skills. An emphasis is placed on the dimension of health, the health continuum and the decision-making model on how it interrelates with a positive life style.**

**Upon completion of the course, each student will understand what steps are needed to live a life full of wellness as opposed to a life full of disease and illness.**

## **District Health Education Standards**

*The health education curriculum will provide all students with:*

- 1. An understanding of accident prevention and safety and the ability to apply appropriate emergency treatment.**
- 2. Knowledge of and the appreciation for the impact they can have on community, consumer, and environmental health.**
- 3. Knowledge and understanding of family life education.**
- 4. The skills necessary to develop positive mental and emotional health, including the ability to cope with stress.**
- 5. Knowledge and understanding of nutrition and proper food habits.**
- 6. Positive behaviors that will promote their personal health.**
- 7. Knowledge of diseases and health enhancing habits which allow them to protect themselves from disease.**
- 8. Information that will enable them to make wise personal decisions concerning substance use and abuse.**

## Course Timelines

<b><u>Unit</u></b>	<b><u>Unit Name</u></b>	<b><u>Days</u></b>
<b>Unit 1</b>	<b>Wellness A Way of Live</b>	<b>6</b>
<b>Unit 2</b>	<b>Managing Stress</b>	<b>6</b>
<b>Unit 3</b>	<b>Tobacco</b>	<b>6</b>
<b>Unit 4</b>	<b>Alcohol</b>	<b>7</b>
<b>Unit 5</b>	<b>Drugs</b>	<b>7</b>
<b>Unit 6</b>	<b>Healthy Relationships</b>	<b>4</b>
<b>Unit 7</b>	<b>Sexuality</b>	<b>9</b>

# Wellness Unit

## **Goals**

1. The students will be able to identify today's health concepts.
2. The students will be able to explain how to make healthy choices.
3. The students will be able to explain and identify accepting responsibility.
4. The students will be able to understand how to be a responsible consumer.
5. The students will be able to understand how to recognize the signs of quackery

## **Outcomes**

*Students will be able to*

### Health Today

- Define Health and Wellness.
- Identify major factors that determine health.
- Explain why life expectancy has increased since 1900.

### Making Healthy Choices

- Explain what is meant by risky behavior and give examples.
- Use the Wellness Continuum to describe health and risk behaviors.
- Outline the steps in the decision making model.

### Accepting Responsibility

- Identify the three main factors that are important in changing behavior.
- Explain how self-concept affects well being.
- Student will construct a "Whom Am I" project in class using the self concept definition defined in class.
- Discuss how values shape behavior.

### Your Role As A Consumer

- Define consumer health.
- Identify factors that influence consumer decisions.
- Describe advertising techniques.
- Define fraud and quackery.
- Describe basic consumer rights.

## **Assessments**

- Students are given points based on participation in a group activity to identify the steps in the decision making model.
- Each student will hand in a notebook with the wellness objectives met in class. The notebook is graded on neatness, organization, accuracy and meeting deadlines.

- The students are given points based on the construction of a collage representing six health aspects of their life.
- The students will be given a written quiz on the terms, concepts, and steps involved in wellness.

## **Materials**

- ✓ Textbook
- ✓ Three Ring Notebook
- ✓ Loose Leaf Paper
- ✓ Pencil/Pen
- ✓ Construction Paper
- ✓ Glue
- ✓ Scissors
- ✓ Tape
- ✓ Old Magazines
- ✓ Magic Markers
- ✓ Special Materials From Home
- ✓ Bomb Shelter Activity
- ✓ Worksheet – Self-Management & Understanding Wellness
- ✓ Educational Video – “On The Edge”

# Managing Stress Unit

## Goals

1. The students will be able to explain how stress and stressors effect their life positively or negatively.
2. The students will be able to understand different types of stress and how it's related to their life.
3. The students will be able to incorporate strategies to cope with stress in their daily life.
4. The students will be able to define the specific emotional needs of human beings
5. The students will be able to appreciate the importance of love and self-esteem in healthy emotional development.
6. The students will be able to become aware of some warning signs of mental problems.

## Outcomes

*Students will be able to*

### Stress and Stressors

- Define the terms stress and stressor.
- Describe the three stages of Physiological Stress response.
- Explain the difference between distress and eustress.
- Describe what is meant by a strong personality.

### Stress And Its Effects On You

- Explain how stress and psychosomatic illness may be related.
- Describe Type A behavior, Type B behavior, depression and personalization.
- Identify the common warning signs of potential suicide.
- Students will be given the opportunity to identify warning signs of suicide during a role playing situation.
- Identify community mental health resources for someone who is depressed or having thoughts of suicide.

### Handling Stress In Your Life

- Describe several strategies for managing or reducing stress.
- Recognize personal reactions to stress.
- List effects of time management techniques.
- Explain why positive thinking and laughter can defuse stress.

## Assessments

- The students will be given a 25 point written quiz on the terms, concepts, and strategies involved in coping with stress.
- Each student will hand in a notebook complete with stress worksheets and notes pertaining to stress. The notebook will be based on 25 points.

- The students will be given points based on how well they can identify positive and negative listening skills during a role playing situation.

## **Materials**

- ✓ Textbook
- ✓ Three Ring Notebook
- ✓ Loose Leaf Paper
- ✓ Pencil/Pen
- ✓ Worksheet – Self-Management
- ✓ Worksheet – Vocabulary Crossword Puzzle
- ✓ Current Health Issue
- ✓ Educational Video – “Self Esteem”
- ✓ Educational Video – “Who Will Cry For Me”
- ✓ Educational Video – “Every Thing to Live For” Part I & II

# Tobacco Unit

## **Goals**

1. The students will be able to identify how tobacco relates to the quality of life in people.
2. The students will be able to identify and analyze how tobacco effects the body.
3. The students will be able to describe tobacco's long term risks.
4. The students will be able to identify the process of quitting tobacco.
5. The students will be able become aware of the rights of nonsmokers.
6. The students will be able realize that cigarettes contain more than 1,200 toxic chemicals.

## **Outcomes**

*Students will be able to*

### Tobacco and People

- Identify health problems associated with tobacco use.
- Identify the major factors leading to tobacco use.
- Describe the stages of developing nicotine addiction.

### Tobacco Effects On The Body

- Identify the harmful substance in tobacco smoke.
- Analyze the risks of smoking nicotine cigarettes, pipes, and cigars and the risks of using smokeless tobacco.

### Tobacco's Long Term Risks

- Identify the long-term health risks associated with tobacco use.
- Describe the effects of tobacco smoke on non-smokers.
- Students will construct a "Anti-Smoking" ad that point out the effects of tobacco use.
- Distinguish between mainstream and sidestream smoke.

### Quitting Tobacco Use

- Identify the physical and psychological benefits of quitting tobacco.
- Describe the process of withdrawal from dependency on tobacco.
- List techniques that help people quit tobacco use.

## **Assessments**

- Each student will hand in a notebook with the tobacco objectives met in class. The notebook is worth 25 points and is graded on neatness, organization and accuracy.
- The students will be given a written quiz worth 25 points on the terms, concepts, and behaviors associated with tobacco.

- The students will be graded on the construction of an anti-smoking ad worth 10 points.

## **Materials**

- ✓ Textbook
- ✓ Three Ring Notebook
- ✓ Loose Leaf Paper
- ✓ Pencil/Pen
- ✓ Tobacco Examples – Snuff, Leaf Tobacco, Cigars, Cigarettes,
- ✓ “The Mechanical Smoker”
- ✓ Model of Diseased Lung
- ✓ “Mr. Gross Mouth”
- ✓ Photographs of Lung Disease
- ✓ Worksheet – Reading Warning Labels On Tobacco Products
- ✓ Worksheet – Vocabulary Crossword Puzzle
- ✓ Blood Pressure Cuff
- ✓ Construction Paper
- ✓ Glue
- ✓ Scissors
- ✓ Tape
- ✓ Old Magazines
- ✓ Magic Markers
- ✓ Educational Video – “Smokeless Tobacco”
- ✓ Educational Video – “The Coaches Final Lesson”

# Alcohol Unit

## Goals

1. The students will be able to understand why alcohol use can develop into a problem.
2. The students will be able to understand alcohol's immediate effects.
3. The students will be able to explain and describe alcohol's long-term effects.
4. The students will be able to explain the social impact alcohol has on society.
5. The students will be able to describe steps involved in making responsible choices dealing with alcohol.
6. The students will be able to list the factors that determine degrees of intoxication.
7. The students will be able to understand the nature of alcohol and the differences in the alcohol content of various beverages.

## Outcomes

*Students will be able to*

### Alcohol The Problem Drink

- Discuss the psychoactive effects of alcohol on the mind and body.
- Describe factors that influence young people to drink.
- Describe drinking patterns of American adults.
- Describe the characteristics of problem drinking.
- Define alcoholism.
- Identify alcohol and drug abuse as the primary health problem among teenagers.
- Determine the reasons that people use alcohol.
- Describe various techniques to avoid alcohol abuse.

### Alcohol's Immediate Effects

- Describe the effects of alcohol intoxication.
- Explain the risk of drinking a large amount of alcohol in a short period of time.
- Describe the immediate consequences of combining alcohol with other drugs.
- In small groups the students will develop a list of guidelines for students to use when planning a party.

### Alcohol's Long-Term Effects

- Describe the long-term effects of alcohol abuse on the body and mind.
- Explain the effects of alcohol use during pregnancy.
- Describe methods of recovery from alcohol addiction.

### Alcohol and Society

- Describe the impact of alcohol abuse on society.

- Discuss the effects of alcohol abuse on driving.
- Recommend ways to address social problems created by alcohol abuse.

### **Making Responsible Choices**

- Identify reasons that teenagers should choose not to drink.
- Discuss ways to deal with situations in which there is temptation or pressure to drink.
- Describe techniques to avoid riding with intoxicated drivers.
- Identify sources of help for teenagers who are experiencing a problem related to alcohol abuse.

## **Assessments**

- Each student will hand in a notebook with the alcohol objectives met in class. The notebook is graded on neatness, organization, and accuracy. The notebook will be based on 25 points.
- The students will be given a written quiz on the terms, concepts, and choices dealing with alcohol. The quiz will be based on 35 points.
- In small groups the students will be given 10 points for developing a list of guidelines for students when planning a party.

## **Materials**

- ✓ Textbook
- ✓ Three Ring Notebook
- ✓ Loose Leaf Paper
- ✓ Pencil/Pen
- ✓ Worksheet – What’s Your View
- ✓ Worksheet – Myths and Misconceptions
- ✓ Worksheet - Vocabulary
- ✓ Alcohol Chart – How Alcohol Effects You
- ✓ Current Health Reading
- ✓ Educational Video – “Fetal Alcohol Syndrome and Other Drug Use During Pregnancy”
- ✓ Educational Video – Straight Talk About Drunk Driving
- ✓ A Drunk Driving Letter From Parents Who Lost Their Child To A Drunk Driver.

# Drugs Unit

## Goals

1. The students will be able to understand and describe what drug abuse is.
2. The students will be able to classify commonly abused drugs.
3. The students will be able to identify strategies in preventing drug abuse.
4. The students will be able to realize the legal implications of drug use and abuse.
5. The students will be able to appreciate the special risks involved in using illegally manufactured and distributed drugs.

## Outcomes

*Students will be able to*

### What is Drug Abuse

- Define Drug Abuse.
- List reasons why people abuse drugs.
- Identify and describe factors related to drug dependence.
- Explain the function of alcohol and tobacco as gateway drugs.
- Identify the dangers of drug abuse.

### Commonly Abused Drugs

- Classify examples of psychoactive drugs as stimulants, depressants, narcotics, or hallucinogens.
- Describe the physical and psychological effects of the four major categories of psychoactive drugs and of cannabis, inhalants, designer drugs.
- Identify examples of commonly abused drugs and describe their major risks and harmful effects.

### Preventing Drug Abuse

- Identify strategies for avoiding drugs.
- Recognize signs of drug abuse.
- Describe ways to get help for someone who abused drugs.
- The students will be given the opportunity to listen and ask questions to a recovering drug addict turned counselor.

## Assessments

- Each student will hand in a notebook with the drug objectives met in class. The notebook will be graded on neatness, organization and accuracy. The notebook is based on 25 points.
- The students will be given a written quiz on the terms, concepts and choices dealing with drugs. The quiz will be based on 25 points.

- In small groups the students will come up with five questions to ask the drug speaker. This group activity will be based on 5 points

## **Materials**

- ✓ Textbook
- ✓ Three Ring Notebook
- ✓ Loose Leaf Paper
- ✓ Pencil/Pen
- ✓ Worksheet Personal Questionnaire
- ✓ Worksheet – Magic Square
- ✓ Current Health Reading
- ✓ Educational Video – “Face Of Addiction”
- ✓ Educational Video – “Heroin The New High School High”
- ✓ Educational Video – “Nightmare On Drug Street”
- ✓ Interactive laser Disc – “Drugs and Substance Abuse”

# Healthy Relationships Unit

## Goals

1. The students will be able to understand the importance of acceptance and cooperation in building healthy relationships.
2. The students will be able to discuss and describe the meaning of dating and marriage.
3. The students will be able to explain the importance of major lives choices.
4. The students will be able to appreciate the value of adolescent friendships in the maturing process.
5. The students will be able to examine some common “wrong “ motives for getting married.
6. The students will be able to compare “right” and “wrong reasons for having children.
7. The students will be able recognize problems associate with divorce.

## Outcomes

*Students will be able to*

### Acceptance and Cooperation

- Discuss how relationships contribute to the four dimensions of health.
- Identify and describe different types of relationships.
- Identify and describe characteristics of healthy relationships.

### Dating and Marriage

- Distinguish between infatuation and strong attachments.
- Describe responsible behavior in dating relationships.
- Identify and describe types of harassment.
- Discuss the problem associated with unwanted pregnancy among teenagers.
- Describe characteristics of a healthy marriage.
- Discuss ways to reduce the risk of harassment and of teenage pregnancy.

### Life Choices

- Explain the importance of the decision to marry and the decision to have children.
- Discuss the additional responsibilities of single parenthood.
- Discuss pressures associated with the choice to remain single.

## Assessments

- Each student will hand in a notebook with the healthy relationships objectives met in class. The notebook is graded on neatness, organization, and accuracy. The notebook will be based on 25 points.

- The students will be given a written quiz on the terms, concepts and choices associated with healthy relationships.

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## **Materials**

- ✓ Textbook
- ✓ Three Ring Notebook
- ✓ Loose Leaf Paper
- ✓ Pencil/Pen
- ✓ Worksheet - Vocabulary
- ✓ Educational Video – “Sexual Harassment”
- ✓ Educational Video – “Sex, Lies & ...The Truth”

# Sexuality Unit

## Goals

1. The students will be able to describe behaviors dealing with the STD Epidemic in America.
2. The students will be able to describe common sexually transmitted diseases.
3. The students will be able to identify and define the different types of contraception.
4. The students will be able to describe HIV & AIDS.
5. The students will be able to understand the process of conception
6. The students will be able to identify the general reasons for and methods of preventing pregnancy.

## Outcomes

*Students will be able to*

### The STD Epidemic

- Define sexually transmitted diseases.
- Explain why STD's are considered an epidemic in the United States.
- Analyze why the incidence of STD's is on the rise.
- Describe behaviors that can be practiced to prevent STD's.

### Commonly Sexually Transmitted Diseases

- Describe the short and long-term effects of STD's.
- Describe the symptoms and treatment of five common STD's.

### Contraception

- Describe the pros for abstinence.
- Define abstinence.
- Outline the differences between the various types of birth control on the market.
- The students will be able to put the correct steps involved in using a condom in the proper order.

### HIV Infection and AIDS

- Distinguish between the acronyms HIV and AIDS.
- Explain how the HIV virus is transmitted.
- Trace the progression of HIV infection.
- Describe the diagnosis and treatment of HIV infection.
- Explain how to eliminate or reduce the risk of STD and AIDS

### Prevention and Treatment and STD's and AIDS

- Explain the importance of personal responsibility in preventing the spread of STD's and AIDS.
- Identify the relationships between substance abuse and STD's.

## **Assessments**

- Each student will hand in a notebook with the STD/contraceptive objectives met in class. The notebook is graded on neatness, organization, and accuracy. The notebook will be based on 25 points.
- The students will be given a written quiz on the terms, concepts, and behaviors associated with sexuality.
- The students will be given 10 cards with the proper steps in condom use and asked to put them in the right sequence. This will be based on 10 points.

## **Materials**

- ✓ Textbook
- ✓ Three Ring Notebook
- ✓ Loose Leaf Paper
- ✓ Pencil/Pen
- ✓ News Paper Article
- ✓ Handout – Contraception
- ✓ Handout – STD's
- ✓ Worksheet - Vocabulary
- ✓ Contraception Examples – Condom, Birth Control Pill, Female Condom, IUD, Contraceptive Jelly, Diaphragm.
- ✓ CD Player
- ✓ Meatloaf CD – “Love By The Dashboard Light”
- ✓ Educational Video – What You Don't Know Can Kill - You Aids/STD's
- ✓ Educational Video – “It Takes Two”

**D.C. EVEREST AREA SCHOOL DISTRICT  
Curriculum Framework**

**Grade level: 10**  
**Course Title: Health**  
**Department: Health**

<p><b>WI Model Academic Standards for Health Education</b></p> <ul style="list-style-type: none"> <li>A. Health Promotion &amp; Disease Prevention</li> <li>B. Healthy Behaviors</li> <li>C. Goal Setting and Decision Making</li> <li>D. Information and Services</li> <li>E. Culture, Media &amp; Technology</li> <li>F. Communication</li> <li>G. Advocacy</li> </ul>	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li><b>I. Understand personal wellness and health</b></li> <li><b>II. Help students conceptualize decision making</b></li> </ul>	<p align="center">Assessments</p> <ul style="list-style-type: none"> <li><b>-Test/Quizzes</b></li> <li><b>-Rubrics</b></li> <li><b>-Binder Checks</b></li> <li><b>-Journal Entries</b></li> </ul>		
<p align="center"><b>District</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p align="center">Content Topics_____</p> <ul style="list-style-type: none"> <li>Health Continuum</li> <li>Risk Behaviors</li> <li>Accepting Responsibility</li> <li>Stressors</li> <li>Stress Response</li> <li>Psychosomatic Illnesses</li> <li>Stress Strategies</li> <li>Bio Feedback</li> <li>LongTerm/ShortTerm</li> <li>Effects On Tobacco</li> <li>Second Hand Smoke</li> <li>Tobacco Factors</li> <li>Alcohol/Drug LongTerm/Short Term Effects</li> <li>Impact On Society</li> <li>Acceptance/Cooperation</li> <li>Dating/Marriage</li> <li>Choices</li> <li>Epidemics</li> <li>Common STI</li> <li>Contraception</li> <li>Prevention</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p align="center">_____Key Skills</p> <ul style="list-style-type: none"> <li>Decision Making</li> <li>Communication</li> <li>Listening</li> <li>Watching</li> <li>Creative Thinking</li> <li>Team Work</li> <li>Analysis</li> <li>Cooperation</li> <li>Compromise</li> <li>Creative Thinking</li> </ul> </td> </tr> </table>	<p align="center">Content Topics_____</p> <ul style="list-style-type: none"> <li>Health Continuum</li> <li>Risk Behaviors</li> <li>Accepting Responsibility</li> <li>Stressors</li> <li>Stress Response</li> <li>Psychosomatic Illnesses</li> <li>Stress Strategies</li> <li>Bio Feedback</li> <li>LongTerm/ShortTerm</li> <li>Effects On Tobacco</li> <li>Second Hand Smoke</li> <li>Tobacco Factors</li> <li>Alcohol/Drug LongTerm/Short Term Effects</li> <li>Impact On Society</li> <li>Acceptance/Cooperation</li> <li>Dating/Marriage</li> <li>Choices</li> <li>Epidemics</li> <li>Common STI</li> <li>Contraception</li> <li>Prevention</li> </ul>	<p align="center">_____Key Skills</p> <ul style="list-style-type: none"> <li>Decision Making</li> <li>Communication</li> <li>Listening</li> <li>Watching</li> <li>Creative Thinking</li> <li>Team Work</li> <li>Analysis</li> <li>Cooperation</li> <li>Compromise</li> <li>Creative Thinking</li> </ul>	<p>Essential Questions</p> <ul style="list-style-type: none"> <li>I. Why is the mastery of the wellness triangle essential to your state of overall health?</li> <li>II. How does the decision making model apply to you?</li> <li>III. How does substance abuse affect your total health/wellness?</li> <li>IV. What does a stress management program look like for you?</li> <li>V. How does forming healthy relationships contribute to your health/Wellness?</li> <li>VI. How can being sexually active influence your health/wellness?</li> <li>VII. How will you use lessons learned in health class outside of school?</li> </ul>	<p align="center">Resources &amp; Equipment needed</p> <ul style="list-style-type: none"> <li><b>-Glencoe Health Textbook</b></li> <li><b>-Smart board &amp; Software</b></li> <li><b>-Computer</b></li> <li><b>-In Focus Projector</b></li> <li><b>-PowerPoint Software</b></li> <li><b>-Various Wellness/Health Posters, Models, Flip Charts &amp; Displays</b></li> </ul>
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