



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## High School Topics Health Curriculum

**Course Description:** Through the study of nutrition, fitness, exercise, stress management, disease prevention, substance abuse prevention, and understanding the body systems will enable students to make lifelong healthy decisions. Content learned in this course will provide foundational knowledge applicable to each student's individual success setting short-term and long-term healthy living goals.

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
6 Class Periods	General Health	Topic 1: Life Management Skills Topic 2: Digital Lifestyle Topic 3: Safety and Health of Others
9 Class Periods	Body Systems	Topic 1: Digestive System Topic 2: Skeletal System Topic 3: Nervous System Topic 4: Cardio-respiratory System Topic 5: Muscular System Topic 6: Sensory System Topic 7: Endocrine System Topic 8: Urinary/Excretory System Topic 9: Lymphatic/Immune System
6 Class Periods	Nutrition	Topic 1: Importance of Nutrients Topic 2: Food Labels Topic 3: Nutrition and Fitness Design

5 Class Periods	Drugs and Alcohol	Topic 1: Effects of Alcohol Topic 2: Refusal Skills Topic 3: Commonly Used Drugs
9 Class Periods	Reproductive Growth and Development	Topic 1: Contraceptive Methods Topic 2: Personal Safety
5 Class Periods	Preventative Health	Topic 1: Preventative Care

*\*This document contains the entire High School Health curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the High School Topics Health class.*

# Curriculum Revision Tracking

## 5<sup>th</sup> Round of Revisions: May 9, 2019

- Unit 5:
  - Modified Experience 3 to comply with BOE Policy IGAEB—Teaching About Human Sexuality, including additional information that defines “consent”.

## 4<sup>th</sup> Round of Revisions: September 25, 2018

- Unit 5:
  - Change Topic 2 from “Sexually Transmitted Infections” to “Personal Safety”
  - Experience 3 added to comply with the revised Missouri Statute 170.015.9 requiring that all students be taught about “sexual harassment, sexual violence, and consent.”

## 3<sup>rd</sup> Round of Revisions: February 8, 2018

All Units:

- Updated ISTE Standards
- Updated Teaching Tolerance Standards

## 2<sup>nd</sup> Round of Revisions: May 25, 2017

- Unit 6:
  - Experiences 2 and 3 have been added to comply with the revised Missouri Statute requiring that all students receive 30 minutes of CPR instruction and Heimlich Maneuver training.

## Revisions: November 12, 2015

- Unit 1:
  - Change Topic 2 from “Health Triangle” to “Digital Lifestyle”.
  - Delete Topic 3, “Social Media”, and move “Social Media Influence” Engaging Experience from Topic 3 to Topic 2, “Digital Lifestyle”.
  - Add Essential Experience to Topic 2, “Digital Lifestyle”, called “Sexual Predators and Appropriate Use of Electronic Communication Methods”. (This experience was added to address regulations outlined in HB 501.)
- Unit 2:
  - Change Topic 4 name from “Cardiovascular” to “Cardio-respiratory”.
- All Units:
  - Added 21<sup>st</sup> Century Assessment icon to experiences and scenarios that aligned with appropriate ISTE standards.
  - Added Professional Studies icon to experiences and scenarios that aligned with Park Hill Professional Studies guidelines.

# Unit 1: General Health

**Subject:** HS Health

**Grade:** 10-12

**Name of Unit:** General Health

**Length of Unit:** 6 days

**Overview of Unit:** The students will understand what encompasses General Health. Which includes life management, social media, social concern, and safety of others.

## Priority Standards for unit:

- Create a plan using life management skills to address personal and social concerns that are a part of daily living (e.g. learning to manage time and stress, setting goals, dealing with conflicts, working collaboratively)
- Evaluate the role the media can play in influencing young adults' self-concept by idealizing body image and elite performance levels of famous people
- Cite evidence that supports the rights of both individuals and the communities have when making social health decisions. Describe patterns of physical, social, mental/emotional health that promote healthy long term relationships (e.g. dating, work environment, friendship, and marriage)
- Apply practices that preserve and enhances the safety and health of others (e.g. conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision-making, assertive behavior, resisting peer pressure, asset development)

## Supporting Standards for unit:

- Define global warming and its effects on the health of individuals worldwide. Compare present environmental health problems to past environmental health problems and develop strategies to reduce or correct these problems for the future. (e.g. destruction of the ozone layer, asbestos, second-hand smoke, nuclear disasters, carpooling)
- Develop a list of attributes needed to live effectively with others.
- Describe the effects of positive lifestyles behaviors on the occurrence of disease (e.g. sunscreen, physical activity, diet, sleep, and stress management)
- Conduct research to answer questions regarding epidemiological studies and cite evidence about the management and prevention of communicable and noncommunicable disease (e.g. local health department statistics, youth risk behavior survey (YRBS), Centers for disease control (CDC), National Institute of Health (NIH)). Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g. ethnic, cultural and family histories)

- Compare ways that individuals, communities, state, and federal government can cooperate to promote environmental health (e.g. recycling, adopt-a-highway programs, river clean-up, land preservation, community beautification, advocacy)
- Compare and contrast constructive versus destructive defense mechanisms as a means for handling one’s emotions. Predict how the dynamics of relationships with family, groups, and community change as the individual matures.
- Develop a list of intervention skills that can be used to prevent violence and describe when and how to use these skills.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom’s Taxonomy Levels</b>	<b>Webb’s DOK</b>
life management skills	create	Create	2
personal and social concerns	address	understand	3
media influence	evaluate	evaluate	3
mental, social, physical	describe	understand	2
practices	apply	apply	3
safety and health of others	preserve	analyze	1
safety and health of others	enhance	evaluate	3

**Essential Questions:**

1. Why is it important to know the difference between the relationships of mental/physical/social impact on an individual’s life?
2. How does someone manage stress?
3. Why is goal setting important?

**Enduring Understanding/Big Ideas:**

1. Understand the difference between mental/physical/social impacts on a person’s individual life.
2. Have an understanding how to manage stress.
3. Understand how to set goals and why they are important.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
investigate treatment analyze evaluate assess create describe apply advocacy	work environment conflict resolution peer mediation adult or professional consultation stress management goal setting decision-making assertive behavior peer pressure asset development asbestos second-hand smoke nuclear disasters carpooling sunscreen physical activity diet stress management ethnic recycling adopt-a-highway programs community beautification

# Topic 1: Life Management Skills

## **Engaging Experience 1**

**Title:** Life Analysis

**Suggested Length of Time:** 1 day

### **Standards Addressed**

#### *Priority:*

- Create a plan using life management skills to address personal and social concerns that are a part of daily living.

#### *Supporting:*

- Develop a list of attributes needed to live effectively with others.
- Compare and contrast constructive versus destructive defense mechanisms as a means for handling one's emotions. Predict how the dynamics of relationships with family, groups, and community change as the individual matures.
- Describe the effects of positive lifestyles behaviors on the occurrence of disease (e.g. sunscreen, physical activity, diet, sleep, and stress management)

**Detailed Description/Instructions:** Students will create a list of daily activities. After the list is created the students will prioritize the importance of each activity. From there the students will create a plan how to become more or less dependent on adults.

**Bloom's Levels:** Create

**Webb's DOK:** 2

## Topic 2: Digital Lifestyle

### **Engaging Experience 1**

**Title:** Social Media Influence

**Suggested Length of Time:** 1 day

#### **Standards Addressed**

##### *Priority:*

- Evaluate the role the media can play in influencing young adults' self-concept by idealizing body image and elite performance levels of famous people.

##### *Supporting:*

- Develop a list of attributes needed to live effectively with others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical

**Detailed Description/Instructions:** Students will evaluate how all social media influences young adults body image. Students will then create a compare and contrast board between all social media outlets.

**Bloom's Levels:** evaluate

**Webb's DOK:** 3

### **Engaging Experience 2**

**Title:** Sexual Predators and Appropriate Use of Electronic Communication Methods

**Suggested Length of Time:** 1 day

#### **Standards Addressed**

##### *Priority:*

- Apply practices that preserve and enhances the safety and health of others (e.g. conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision-making, assertive behavior, resisting peer pressure, asset development)

##### *Supporting:*

- Develop a list of intervention skills that can be used to prevent violence and describe when and how to use these skills.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical

**Detailed Description/Instructions:** Students will listen to a guest speaker (example: Student Resource Officer) share information on the:

- Dangers of sexual predators, including online predators when using electronic communications such as internet, cell phones, text messages, chat rooms, email, and instant messaging programs.



- How to behave responsibly and remain safe on the internet and the importance of having open communication with responsible adults.
- Reporting any appropriate situation, activity, or abuse to a responsible adult
- Depending on intent and content, when to contact local law enforcement, the Federal Bureau of Investigation, or the National Center for Missing and Exploited Children's CyberTipline
- Consequences, both personal and legal, of inappropriate text messaging, even among friends

**Bloom's Levels:** evaluate

**Webb's DOK:** 3

### **Engaging Experience 3**

**Title:** Relationship Triangle

**Suggested Length of Time:** 2 days

#### **Standards Addressed**

*Priority:*

- Describe patterns of physical, social, mental/emotional health that promote healthy long-term relationships.

*Supporting:*

- Describe a list of attributes needed to live effectively with others.
- Develop a list of intervention skills that can be used to prevent violence and describe when and how to use these skills.

**Detailed Description/Instructions:** The students will create a triangle and describe each category and how it directly affects long term relationships.

**Bloom's Levels:** describe and address

**Webb's DOK:** 2/3

## Topic 4: Safety and Health of Others

### **Engaging Experience 1**

**Title:** Public Safety/Health Concerns

**Suggested Length of Time:** 1 day

### **Standards Addressed**

*Priority:*

- Apply practices that preserve and enhances the safety and health of others.

*Supporting:*

- Compare ways that individuals, communities state and federal government can cooperate to promote environmental health (e.g. recycling, adopt-a-highway programs, river clean-up, land preservation, community beautification, advocacy).
- Define global warming and its effects on the health of individuals worldwide. Compare present environmental health problems to past environmental health problems and develop strategies to reduce or correct these problems for the future. (e.g. destruction of the ozone layer, asbestos, second-hand smoke, nuclear disasters, carpooling)
- Conduct research to answer questions regarding epidemiological studies and cite evidence about the management and prevention of communicable and non-communicable disease (e.g., local health department statistics, youth risk behavior survey (YRBS), Centers for disease control (CDC), National Institute of Health (NIH)). Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g. ethnic, cultural and family histories)
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

**Detailed Description/Instructions:** Scenarios will be created for the students to either act out or elaborate on paper explaining how to help keep people safe. Students will analyze and evaluate the outcomes of the scenarios.

**Bloom's Levels:** analyze/evaluate

**Webb's DOK:** 1/3

## Engaging Scenario

Situation: The students will deck 100 note cards and stack them as high as they can.

Challenge: The student will stand in front of the class and have to analyze/collaborate how to successful stack the note cards.

Specific Role: Student will have to naturally create their roles as the exercise progresses.

Audience: Classroom full of students

Product: note cards

**TOPICS MODIFICATION:** Students will be faced with scenarios relating to social media, relationships with others, and other general health topics. They will discuss solutions as a class or role play for the large group.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Life Management skills	Life Analysis	Students will create a list of daily activities. After the list is created the students will prioritize the importance of each activity. From there the students will create a plan how to become more or less dependent on Adults.	1 day
Digital Lifestyle	Social Media Influence	Students will evaluate how all social media influences young adults body image. Students will then create a compare and contrast board between all social media outlets.	1 day
Digital Lifestyle	Sexual Predators and the Use of Electronic Communication Methods	Students will listen to a guest speaker (example: Student Resource Officer) share information on the dangers of sexual predators, how to behave responsibly and remain safe on the internet, the importance of having open communication with responsible adults, reporting situations to the proper responsible adults, and both the legal and personal consequences of inappropriate text messaging.	1 day
Digital Lifestyle	Relationship triangle	The students will create a triangle and describe each category and how it directly affects long term relationships.	2 days
Safety and Health of Others	Public Safety/Health Concerns	Scenarios will be created for the students to either act out or elaborate on paper explaining how to help keep people safe. Students will analyze and evaluate the outcomes of the scenarios.	1 day

## Unit 2: Body Systems

**Subject:** Health

**Grade:** 10-12

**Name of Unit:** Body Systems

**Length of Unit:** 9 days

**Overview of Unit:** The goal of this unit is for the students to understand the main parts and job of all 10 body systems.

**Priority Standards for unit:**

- list the most common disorders, describe how to treat them and prevention techniques to maintain a healthy digestive system (e.g. ulcers, irritable bowel syndrome, Crohn disease, diarrhea, constipation, gallstones, colon cancer)
- investigate disorders, their treatment, and prevention techniques to maintain a healthy skeletal system (e.g. osteoporosis, arthritis, sprain, scoliosis)
- investigate disorders, their treatment, and prevention techniques to maintain a healthy nervous system (e.g. mental disorders, spinal cord injuries, cerebral palsy, meningitis, chemical imbalances, hives, shingles, multiple sclerosis, Parkinson's epilepsy)
- investigate disorders, their treatments, and prevention techniques to maintain a healthy cardio-respiratory system (e.g. high blood pressure, anemia hemophilia, sickle cell, asthma, allergies, bronchitis, pneumonia)
- investigate disorders, their treatment, and prevention techniques to maintain a healthy muscular system (e.g. muscular dystrophy, muscle cramps, tendonitis, muscle strains)
- investigate disorders, their treatments, and prevention techniques to maintain a healthy sensory system (e.g. hearing loss, glaucoma, near and far-sightedness, halitosis, numbness, tingling)
- investigate disorders, their treatments, and prevention techniques to maintain a healthy endocrine system (e.g. thyroid cancer, type II diabetes, chemical imbalances)
- investigate disorders, their treatment, and prevention techniques to maintain a healthy urinary/excretory system (e.g. kidney stones, urinary tract infections, nephritis)
- investigate disorders, their treatments, and prevention techniques to maintain a healthy lymphatic/immune system (e.g. common cold, influenza, tonsillitis, strep throat)

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
common disorders	List	understand	1
treatment of digestive system	describe	understand	1
prevention of digestive system	describe	understand	1
disorders of skeletal system	investigate	analyze	2
of skeletal system	treatment	evaluate	3

of skeletal system	prevention	evaluate	3
disorders of nervous system	investigate	analyze	2
of nervous system	treatment	evaluate	3
of nervous system	prevention	evaluate	3
disorders of Cardiovascular system	Investigate	analyze	2
of cardiovascular system	treatment	evaluate	3
of cardiovascular system	prevention	evaluate	3
disorders of the muscular system	investigate	analyze	2
of muscular system	treatment	evaluate	3
of muscular system	prevention	evaluate	3
disorders of sensory system	investigate	analyze	2
of sensory system	treatment	evaluate	3
of sensory system	prevention	evaluate	3
disorders of the endocrine system	investigate	analyze	2
of endocrine system	treatment	evaluate	3
of endocrine system	prevention	evaluate	3
disorders of urinary/excretory system	investigate	analyze	2
of urinary/excretory system	prevention	evaluate	3
of urinary/excretory system	treatment	evaluate	3
disorders of lymphatic/immune	investigate	analyze	2
of lymphatic/immune system	prevention	evaluate	3
of lymphatic/immune system	treatment	evaluate	3

**Essential Questions:**

1. Why is it important to know the function and main part of each body system?
2. How do you treat and prevent specific disorders of each body system?

**Enduring Understanding/Big Ideas:**

1. Having an understanding of the main parts and functions of each body system will allow me to know how to treat/prevent common disorders.
2. Using specific treatment/prevention methods that are aligned to each common disorder of each individual body system.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
<p>investigate treatment analyze evaluate assess</p>	<p>prevention techniques ulcers irritable bowel syndrome Crohn’s disease diarrhea constipation gallstones colon cancer osteoporosis arthritis sprain scoliosis mental disorders spinal cord injuries cerebral palsy meningitis chemical imbalances hives shingles multiple sclerosis Parkinson’s epilepsy high blood pressure anemia hemophilia sickle cell asthma allergies bronchitis pneumonia muscular dystrophy muscle cramps tendonitis muscle strains hearing loss glaucoma near and far-sightedness halitosis numbness</p>

	tingling thyroid cancer type II diabetes chemical imbalance kidney stones urinary tract infection nephritis common cold influenza, tonsillitis strep throat
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# Topic 1: Digestive System

## **Engaging Experience 1**

**Title:** Prevention/Treatment/disorders matrix

**Suggested Length of Time:** 1-2 days

### **Standards Addressed**

*Priority:*

- Investigate disorders, their treatment, and prevention techniques to maintain a healthy digestive system

**Detailed Description/Instructions:** During this experience the students will use this matrix graph to review all the digestive system material that has been covered. As the students learn the digestive system material they will apply it to the treatment/prevention/disorder matrix.

**Bloom's Levels:** Understand/analyze/evaluate

**Webb's DOK:** 1/2/3

## Topic 2: Skeletal System

### **Engaging Experience 1**

**Title:** Prevention/Treatment/disorders matrix

**Suggested Length of Time:** 1-2 days

### **Standards Addressed**

*Priority:*

- Investigate disorders, their treatment, and prevention techniques to maintain a healthy skeletal system

**Detailed Description/Instructions:** During this experience the students will use this matrix graph to review all the skeletal system material that has been covered. As the students learn the skeletal system material they will apply it to the treatment/prevention/disorder matrix.

**Bloom's Levels:** Understand/analyze/evaluate

**Webb's DOK:** 1/2/3

## Topic 3: Nervous System

### **Engaging Experience 1**

**Title:** Prevention/Treatment/disorders matrix

**Suggested Length of Time:** 1-2 days

### **Standards Addressed**

*Priority:*

- Investigate disorders, their treatment, and prevention techniques to maintain a healthy nervous system

**Detailed Description/Instructions:** During this experience the students will use this matrix graph to review all the nervous system material that has been covered. As the students learn the nervous system material they will apply it to the treatment/prevention/disorder matrix.

**Bloom's Levels:** Understand/analyze/evaluate

**Webb's DOK:** 1/2/3

## Topic 4: Cardio-respiratory System

### **Engaging Experience 1**

**Title:** Prevention/Treatment/disorders matrix

**Suggested Length of Time:** 1-2 days

### **Standards Addressed**

*Priority:*

- Investigate disorders, their treatment, and prevention techniques to maintain a healthy cardiovascular system

**Detailed Description/Instructions:** During this experience the students will use this matrix graph to review all the lymphatic/immune system material that has been covered. As the students learn the lymphatic/immune system material they will apply it to the treatment/prevention/disorder matrix.

**Bloom's Levels:** Understand/analyze/evaluate

**Webb's DOK:** 1/2/3

## Topic 5: Muscular System

### **Engaging Experience 1**

**Title:** Prevention/Treatment/disorders matrix

**Suggested Length of Time:** 1/2 class period

### **Standards Addressed**

*Priority:*

- Investigate disorders, their treatment, and prevention techniques to maintain a healthy muscular system

**Detailed Description/Instructions:** During this experience the students will use this matrix graph to review all the muscular system material that has been covered. As the students learn the muscular system material they will apply it to the treatment/prevention/disorder matrix.

**Bloom's Levels:** Understand/analyze/evaluate

**Webb's DOK:** 1/2/3

## Topic 6: Sensory System

### **Engaging Experience 1**

**Title:** Prevention/Treatment/disorders matrix

**Suggested Length of Time:** 1/2 class period

### **Standards Addressed**

#### *Supporting:*

- Investigate disorders, their treatment, and prevention techniques to maintain a healthy sensory system

**Detailed Description/Instructions:** During this experience the students will use this matrix graph to review all the sensory system material that has been covered. As the students learn the sensory system material they will apply it to the treatment/prevention/disorder matrix.

**Bloom's Levels:** Understand/analyze/evaluate

**Webb's DOK:** 1/2/3

## Topic 7: Endocrine System

### **Engaging Experience 1**

**Title:** Prevention/Treatment/disorders matrix

**Suggested Length of Time:** ½ class period

### **Standards Addressed**

*Priority:*

- Investigate disorders, their treatment, and prevention techniques to maintain a healthy endocrine system

**Detailed Description/Instructions:** During this experience the students will use this matrix graph to review all the endocrine system material that has been covered. As the students learn the endocrine system material they will apply it to the treatment/prevention/disorder matrix.

**Bloom's Levels:** Understand/analyze/evaluate

**Webb's DOK:** 1/2/3

## Topic 8: Urinary/Excretory System

### **Engaging Experience 1**

**Title:** Prevention/Treatment/disorders matrix

**Suggested Length of Time:** ½ class period

### **Standards Addressed**

#### *Supporting:*

- Investigate disorders, their treatment, and prevention techniques to maintain a healthy urinary/excretory system

**Detailed Description/Instructions:** During this experience the students will use this matrix graph to review all the urinary/excretory system material that has been covered. As the students learn the urinary/excretory system material they will apply it to the treatment/prevention/disorder matrix.

**Bloom's Levels:** Understand/analyze/evaluate

**Webb's DOK:** 1/2/3



## Topic 9: Lymphatic/Immune System

### **Engaging Experience 1**

**Title:** Prevention/Treatment/disorders matrix

**Suggested Length of Time:** ½ class period

### **Standards Addressed**

#### *Supporting:*

- Investigate disorders, their treatment, and prevention techniques to maintain a healthy lymphatic/immune system

**Detailed Description/Instructions:** During this experience the students will use this matrix graph to review all the lymphatic/immune system material that has been covered. As the students learn the lymphatic/immune system material they will apply it to the treatment/prevention/disorder matrix.

**Bloom's Levels:** Understand/analyze/evaluate

**Webb's DOK:** 1/2/3

## Engaging Scenario

**Situation:** The student will walk up to the teacher holding a box full of disorders that affect each body system.

**Challenge:** The student will stand in front of the class and have to analyze/investigate the disease. The student will state what the treatment and how to prevent the specific disorder.

**Specific Role:** Student will have to have an understanding of each possible disorder.

**Audience:** Classroom full of students

**Product:** note cards and box

**TOPICS MODIFICATION:** Have students work in groups on 1 or 2 assigned disorders. Have each group analyze/investigate the disease. The groups will share with the larger class the treatment for the disorder as well as how to prevent it.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Nervous System	Prevention/Treatment/ Disorders Matrix	During this experience the students will use this matrix graph to review all the digestive system material that has been covered. As the students learn the digestive system material they will apply it to the treatment/prevention/disorder matrix.	1 day
Skeletal System	Prevention/Treatment/ Disorders matrix	During this experience the students will use this matrix graph to review all the skeletal system material that has been covered. As the students learn the skeletal system material they will apply it to the treatment/prevention/disorder matrix.	1 day
Nervous System	Prevention/Treatment/ Disorders matrix	During this experience the students will use this matrix graph to review all the nervous system material that has been covered. As the students learn the nervous system material they will apply it to the treatment/prevention/disorder matrix.	1 day
Cardio-respiratory System	Prevention/Treatment/ Disorders matrix	During this experience the students will use this matrix graph to review all the cardiovascular system material that has been covered. As the students learn the cardiovascular system material they will apply it to the treatment/prevention/disorder matrix.	1 day
Muscular System	Prevention/Treatment/ Disorders matrix	During this experience the students will use this matrix graph to review all the muscular system material that has been covered. As the students learn the muscular system material they will apply it to the treatment/prevention/disorder matrix.	1 day

Sensory System	Prevention/Treatment/ Disorders matrix	During this experience the students will use this matrix graph to review all the sensory system material that has been covered. As the students learn the sensory system material they will apply it to the treatment/prevention/disorder matrix.	1 day
Endocrine System	Prevention/Treatment/ Disorders matrix	During this experience the students will use this matrix graph to review all the endocrine system material that has been covered. As the students learn the endocrine system material they will apply it to the treatment/prevention/disorder matrix.	1 day
Urinary/ Excretory System	Prevention/Treatment/ Disorders matrix	During this experience the students will use this matrix graph to review all the urinary/excretory system material that has been covered. As the students learn the urinary/excretory system material they will apply it to the treatment/prevention/disorder matrix.	1 day
Lymphatic/ Immune System	Prevention/Treatment/ Disorders matrix	During this experience the students will use this matrix graph to review all the lymphatic/immune system material that has been covered. As the students learn the lymphatic/immune system material they will apply it to the treatment/prevention/disorder matrix.	1 day

\*The Prevention/Treatment/Disorders matrix is one experience that is used throughout this unit to help students understand disorders as well as their prevention and treatment. While the time above states “1 day”, it is only identifying the length of time it would take to complete the matrix in one setting. Pacing for this unit should include 6 days of instruction and completion of the engaging experience, 1-2 days for the Engaging Scenario, and one for a summative assessment.

## Unit 3: Nutrition

**Subject:** Health

**Grade:** 10-12

**Name of Unit:** Nutrition

**Length of Unit:** 4 days

**Overview of Unit:** Inform students of the positive impact nutrition and exercise can have on the human body.

### Priority Standards for unit:

- Design a nutritional plan and fitness program based on the relationship between food intake and activity level with regard to weight management and healthy living (e.g. caloric intake, calorie expenditure, weight gain, weight maintenance, and safe weight loss)
- Assess key nutrients and their specific functions and influences on body processes (e.g. disease prevention)
- Assess how nutritional needs change throughout the life cycle
- Apply concepts using food labels to meet the dietary needs of individuals for a healthy lifestyle (e.g., diabetes, lactose intolerance, food allergies)

### Supporting Standards for unit:

- Analyze factors (e.g., time cost, accessibility) and benefits (physical and psychological) related to regular participation in physical activity
- Analyze present fitness levels to create a personal fitness plan which meets current and future needs necessary for the maintenance or total fitness
- Prove how a well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain disease.
- Investigate and analyze the factors that influence dietary choices (e.g., lifestyle, ethnicity, family, media, and advertising)
- Analyze food choices and discuss how it should be used to develop a proper diet.
- Discuss cause and effect relationships that influence a safe food supply (e.g., regulatory agencies, food handling and production, food storage techniques, pesticides, additives, bioterrorism)
- Provide clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
a nutritional plan and fitness program based on the relationship between food intake and activity level with regard to weight management and healthy living.	Design	Create	3
key nutrients and their specific functions and influences on body processes.	Assess	Evaluate	3
how nutritional needs change throughout the life cycle	Assess	Evaluate	2
concepts using food labels to meet the dietary needs of individuals for a healthy lifestyle	Apply	Apply	2

**Essential Questions:**

- 1) How can proper nutrition and exercise play an important role in an individual's mental and physical health?
- 2) Why is a healthy diet important in disease prevention and maintenance?
- 3) How can an understanding of food labels help an individual make healthy choices in their everyday eating and cooking?

**Enduring Understanding/Big Ideas:**

- 1) Proper nutrition and exercise can provide an individual with the nutrients and energy they need to keep all body systems healthy and help them achieve sufficient sleep at night. An individual's mental and physical performance is dependent upon the nutrients given to the body through the food eaten.
- 2) A healthy diet can help prevent temporary and chronic diseases by supplying the body with the necessary nutrients needed to keep each body system healthy.
- 3) By understanding how to read and interpret food labels, and individual can compare and contrast different brands and options in order to make the healthiest choices possible at the grocery store or while out to eat.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
management maintenance concepts intolerance production advertising expenditure allergies dehydration	food labels pesticides additives calories diabetes lactose intolerance obesity anorexia metabolism nutrients fiber carbohydrates proteins fats unsaturated fats saturated fats cholesterol amino acids anemia

## Topic 1: Importance of Nutrients

### **Engaging Experience 1**

**Title:** Kindergarten Teachers

**Suggested Length of Time:** 2 days

### **Standards Addressed**

*Priority:*

- Assess key nutrients and their specific functions and influences on body processes.

*Supporting:*

- Prove how a well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain disease
- Provide clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Analyze food choices and discuss how it should be used to develop a proper diet.

**Detailed Description/Instructions:** Using their knowledge on the importance of each of the 6 main nutrients, the students will work in pairs to create a simple lesson to teach a class of kindergartners about nutrition.

**Bloom's Levels:** Apply

**Webb's DOK:** 3



## Topic 2: Food Labels

### **Engaging Experience 1**

**Title:** Compare and Contrast

**Suggested Length of Time:** 1 day

### **Standards Addressed**

#### *Priority:*

- Apply concepts using food labels to meet the dietary needs of individuals for a healthy lifestyle.

#### *Supporting:*

- Prove how a well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain disease.
- Analyze food choices and discuss how it should be used to develop a proper diet.

**Detailed Description/Instructions:** Given a variety of food labels, the students will compare and contrast the pros and cons of each food label to create the healthiest meal possible.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Topic 3: Nutrition and Fitness Design

### **Engaging Experience 1**

**Title:** Health Experts

**Suggested Length of Time:** 1 day

### **Standards Addressed**

#### *Priority:*

- Design a nutritional plan and fitness program based on the relationship between food intake and activity level with regard to weight management and healthy living.

#### *Supporting:*

- Analyze present fitness levels to create a personal fitness plan which meets current and future needs necessary for the maintenance of total fitness.
- Analyze food choices and discuss how it should be used to develop a proper diet
- Investigate and analyze the factors that influence dietary choices.
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

**Detailed Description/Instructions:** The students will evaluate their own fitness and nutrition needs and create 2-3 health goals based on the knowledge they have gained from the previous topics regarding nutrition and the impact of fitness on overall health.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 3

## Engaging Scenario

Acting as health experts, the students will be working with a specific client. In pairs, the students will be given a client's profile to evaluate an individual's health goals and needs to create a 2-week nutrition and fitness plan for them to follow.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Importance of Nutrients	Kindergarten Teachers	The students will work in small groups to create a simple lesson to teach an audience of kindergartners the importance of fats, carbohydrates, proteins, vitamins, minerals, and water.	2 days
Food Labels	Compare and Contrast	Given a variety of food labels, the students will compare and contrast the pros and cons of each food label to create the healthiest meal possible.	1 day
Nutrition and Fitness Design	Health Experts	The students will evaluate their own fitness and nutrition needs and create 2-3 health goals based on the knowledge they have gained from the previous topics regarding nutrition and the impact of fitness on overall health.	1 day

## Unit 4: Drugs and Alcohol

**Subject:** High School Health

**Grade:** 10-12

**Name of Unit:** Drugs and Alcohol

**Length of Unit:** 8 days

**Overview of Unit:** Provide students with information regarding the negative impacts and long-term effects of commonly used drugs, tobacco, and alcohol.

### Priority Standards for unit:

- Evaluate the short and long-term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society
  - Review healthy alternatives to substance use and investigate effective strategies to promote individual, family, and community health.
  - Assess the risk of chemical dependency in and locate available help if alcohol, tobacco, and other substance use becomes a problem.
  - Evaluate personal risks for chemical dependency based upon personal, family, and environmental factors.

### Supporting Standards for unit:

- Show the steps used in the problem-solving model to examine system functions and disease formation encountered in daily living situations (e.g., lead poisoning, second-hand smoke).
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- **ISTE - INNOVATIVE DESIGNER.4:** Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
the short and long term effects of alcohol, tobacco, and other substances on the body	Evaluate	Evaluate	4
conclusions on the impact of these substances on personal, social, and economic threats to society	Draw	Understand	2
healthy alternatives to substance use and investigate effective strategies to promote individual, family, and community health	Review	Remember	1
the risk of chemical dependency and locate available help if alcohol, tobacco, and other substance use becomes a problem	Assess	Analyze	2
personal risks for chemical dependency based upon personal, family, and environmental factors	Evaluate	Evaluate	3
the steps used in the problem solving model to examine system functions and disease formation encountered in daily living situation	Show	Understand	1

**Essential Questions:**

- 1) How does the knowledge and awareness of drug and alcohol abuse positively impact an individual's general health and longevity?
- 2) In knowing the short and long term effects of alcohol, tobacco, and other substances, how can one use this information to reduce the threats of these substances on their personal, social, and emotional health?
- 3) How can a better understanding of drugs and alcohol prepare an individual to make healthy decisions regarding recreational activity?
- 4) How can the problem solving model provide guidance in making healthy decisions to avoiding the problems associated with drugs and alcohol?

**Enduring Understanding/Big Ideas:**

- 1) A strong knowledge and awareness of drug and alcohol abuse allows individuals to make healthy choices regarding their general health and longevity.
- 2) By understanding the information and risks associated with short and long term effects of drugs and alcohol, individuals can make the decision to abstain from drug and alcohol consumption in order to protect their personal, social, and emotional health.
- 3) By understanding the negative impact of drugs and alcohol, an individual can make healthier alternative choices in their personal and social environments.
- 4) The problem solving model provides guidance for individuals considering drug and alcohol use by evaluating options and helping them find a positive conclusion.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
coordination reaction conclusions investigate alternatives longevity dependence	alcohol tobacco chemical dependency second-hand smoke alcoholism tolerance addiction withdrawal blood alcohol concentration depressant intoxication snuff nicotine stimulants tar mainstream smoke carcinogens

# Topic 1: Effects of Alcohol

## **Engaging Experience 1**

**Title:** How Alcohol affects the body

**Suggested Length of Time:** 1 day

### **Standards Addressed**

#### *Priority:*

- Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body and draw conclusions on the impact of these substances on personal, social, and economic threats to society.

#### *Supporting:*

- Show the steps used in the problem solving model to examine system functions and disease formation encountered in daily living situations
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

**Detailed Description/Instructions:** Using technology, the students will work in small groups to create a presentation to present the negative effects of alcohol on an assigned body system.

**Bloom's Levels:** Apply

**Webb's DOK:** 3



## Topic 2: Refusal Skills

### **Engaging Experience 1**

**Title:** Saying No

**Suggested Length of Time:** 1 day

### **Standards Addressed**

#### *Priority:*

- Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body and draw conclusions on the impact of these substances on personal, social, and economic threats to society.

#### *Supporting:*

- Show the steps used in the problem solving model to examine system functions and disease formation encountered in daily living situations
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

**Detailed Description/Instructions:** The students will be given a situation regarding peer pressure to drink or do drugs. Working in small groups, the students will creatively display different ways to say no to drugs and alcohol. The presentations can be done live, or pre-recorded for the class to view.

**Bloom's Levels:** Understand

**Webb's DOK:** 3

## Topic 3: Commonly Used Drugs

### **Engaging Experience 1**

**Title:** Drug awareness

**Suggested Length of Time:** 1 day

### **Standards Addressed**

*Priority:*

- Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body and draw conclusions on the impact of these substances on personal, social, and economic threats to society.

*Supporting:*

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

**Detailed Description/Instructions:** The students will compare and contrast the side effects and long term effects of commonly used drugs.

**Bloom's Levels:** Understand

**Webb's DOK:** 3

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The administration is brainstorming an upcoming Anti-Drug and Alcohol abuse week for the student body. Our class has been asked to create anti-drug and alcohol campaign visuals to display around the school and community. The students will work in small groups to create creative and catchy anti-drug slogans and develop flyers and/or posters for the school and local community school partners. The posters should focus on promoting alternative activities to help the student body abstain from underage drinking and drug abuse. Each group will be asked to give a 2-3-minute presentation of their slogan and flyer/poster to the administration. The administration will vote on the best slogan to be used as the lead campaign slogan for the Anti-Drug and Alcohol week and school-wide assembly.

**TOPICS MODIFICATION:** Students will work in groups to make posters and flyers to be given to Middle Schools and Elementary Schools.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Alcohol effects on the body	Alcohol and the Body	The students will create presentations displaying the negative effects of alcohol on each of the body systems.	1 day
Refusal Skills	Saying No	The students will be given a situation regarding peer pressure to drink or do drugs. Working in small groups, the students will creatively display different ways to say no to drugs and alcohol. The presentations can be done live, or pre-recorded for the class to view.	1 day
Commonly Abused Drugs	Drug Awareness	The students will compare and contrast the side effects and long term effects of commonly used drugs.	1 day

## Unit 5: Reproductive Growth and Development

**Subject:** Health

**Grade:** 10-12

**Name of Unit:** Reproductive Growth and Development

**Length of Unit:** 11 days

**Overview of Unit:** Students will study the male and female reproductive systems to gain a better understanding of the risks and consequences related to sexual activity and diseases, as well as the benefits behind choosing abstinence.

**Priority Standards for unit:**

- Recognize normal vs. abnormal conditions of the reproductive system
- Explain how the following affect the functioning of the reproductive system: ovarian cysts, HPV/cervical cancer, premenstrual syndrome, infertility, ovarian cancer, testicular cancer, and prostate cancer.
- Discuss the importance of the routine physical examinations and tests (e.g.; pap smears, mammograms, prostate examination) to reduce the risks of problems related to cancer and other chronic diseases.
- Evaluate the progression of reliability of various contraceptive methods from most reliable to least reliable (e.g., abstinence, barrier methods, oral methods, surgical methods, injectable methods, implants)

**Supporting Standards for unit:**

- Compare signs and symptoms of common sexually transmitted infections.
  - Explain how sexually transmitted infections can affect an individual's physical, social, mental/emotional, intellectual, professional, and economic well-being (e.g., HIV/AIDS sterility, Kaposi Sarcoma, pneumonia, PCP, stress, oral thrush, yeast infections)
  - Formulate and support an interpretation regarding the reoccurrence of resistant strains of pathogens (e.g., strep, herpes, mononucleosis, gonorrhea, Chlamydia, HIV, Staph Infection)
  - Use the scientific process of laboratory investigation to test hypothesis on pathogen transmission (e.g., hand sanitizers, germ glow, disinfectants)
  - Describe and analyze methods that can be effective in preventing societal problems affective teens (e.g., rape, assault, homicide, and other personal safety risks, gangs)
  - Analyze and evaluate how teen pregnancy and parenting can impact personal, family and societal perspectives, (e.g., dropout, low self-esteem, abandonment, and economics)
  - Investigate and analyze the cause and effect relationship between obtaining prenatal care and the health of the mother and baby. (e.g., nutrition, alcohol and tobacco consumption, physical activity, age, other drug use) and its effects on the unborn child (e.g., leg deformities, retardation, learning disabilities, addiction, low birth weight.
- \*Follow district curriculum policy when addressing methods of contraception.*

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
abnormal conditions of the reproductive system	Recognize	Remember	1
how ovarian cysts affect the functioning of the reproductive system.	Explain	Understand	2
how HPV/cervical cancer affect the function of the reproductive system	Explain	Understand	2
how premenstrual syndrome affects the reproductive system	Explain	Understand	2
how infertility affects the reproductive system	Explain	Understand	2
how ovarian cancer affects the reproductive system	Explain	Understand	2
how testicular cancer affects the reproductive system	Explain	Understand	2
how prostate system affects the reproductive system	Explain	Understand	2
the importance of routine physical examinations and tests to reduce the risks of problems related to cancer and other chronic diseases	Discuss	Understand	2
the progression of reliability of various contraceptive methods from most reliable to least reliable	Evaluate	Evaluate	3

### **Essential Questions:**

- 1) How does the knowledge of contraceptive methods positively impact an individual's reproductive health?
- 2) How can an understanding of sexually transmitted infections prepare an individual to make healthy decisions regarding sexual activity?
- 3) How can routine physical examinations and tests reduce future risks and problems associated with reproductive organs and sexual activity?

### **Enduring Understanding/Big Ideas:**

- 1) A strong knowledge of contraceptive methods allows individuals to make healthy choices regarding their reproductive health.

- 2) By understanding the information and risks associated with sexually transmitted infections, individuals can make the decision to abstain from sexual activity or choose a form of contraception.
- 3) Routine physical examinations and tests can reduce the negative impacts of sexual transmitted infections, and proactively monitor reproductive health concerns.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
abnormal condition routine examination chronic economic interpretation recurrence resistant societal analyze formulate investigate progression	reproductive ovarian cysts reproductive HPV/cervical cancer premenstrual syndrome infertility ovarian cancer testicular cancer prostate cancer pap smears mammograms rape assault barrier methods yeast infections HIV/AIDS sterility Kaposi Sarcoma Oral Thrush Chlamydia Gonorrhea Syphilis

# Topic 1: Contraceptive Methods

## **Engaging Experience 1**

**Title:** Compare and Contrast

**Suggested Length of Time:** 2 days

### **Standards Addressed**

#### *Priority:*

- Evaluate the progression of reliability of various contraceptive methods from most reliable to least reliable (e.g., abstinence, barrier methods, oral methods, surgical methods, injectable methods, implants)

#### *Supporting:*

- Describe and analyze methods that can be effective in preventing societal problems affective teens (e.g., rape, assault, homicide, and other personal safety risks, gangs)
- Compare and contrast treatments of the same topic in several primary and secondary sources.

**Detailed Description/Instructions:** Students will describe, compare, and contrast the contraceptive methods taught in class using a variety of graphic organizers.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 3

## **Engaging Experience 2**

**Title:** Contraceptive Scenarios

**Suggested Length of Time:** 1 day

#### *Priority:*

- Evaluate the progression of reliability of various contraceptive methods from most reliable to least reliable (e.g., abstinence, barrier methods, oral methods, surgical methods, injectable methods, implants)

#### *Supporting:*

- Describe and analyze methods that can be effective in preventing societal problems affective teens (e.g., rape, assault, homicide, and other personal safety risks, gangs)

**Detailed Description/Instructions:** The students will be given a variety of scenarios regarding sexually active couples. The students will analyze each scenario and identify the most appropriate form of contraception for each couple based on medical needs, personal and financial circumstances.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 3



## Topic 2: Personal Safety

### **Engaging Experience 1**

**Title:** Diagnosis Activity

**Suggested Length of Time:** 1 day

#### **Standards Addressed**

*Priority:*

- Recognize normal vs. abnormal conditions of the reproductive system
- Explain how the following affect the functioning of the reproductive system: ovarian cysts, HPV/cervical cancer, premenstrual syndrome, infertility, ovarian cancer, testicular cancer, and prostate cancer.
- Discuss the importance of the routine physical examinations and tests (e.g.; pap smears, mammograms, prostate examination) to reduce the risks of problems related to cancer and other chronic diseases.

*Supporting:*

- Compare signs and symptoms of common sexually transmitted infections.
- Explain how sexually transmitted infections can affect an individual's physical, social, mental/emotional, intellectual, professional, and economic well-being (e.g., HIV/AIDS sterility, Kaposi Sarcoma, pneumonia, PCP, stress, oral thrush, yeast infections)
- Formulate and support an interpretation regarding the reoccurrence of resistant strains of pathogens (e.g., strep, herpes, mononucleosis, gonorrhea, Chlamydia, HIV, Staph Infection)
- Use the scientific process of laboratory investigation to test hypothesis on pathogen transmission (e.g., hand sanitizers, germ glow, disinfectants)

**Detailed Description/Instructions:** When given a list of symptoms resulting from an unidentified STI, the students will draw and justify conclusions in small groups to identify the unknown STI and present their findings to the class.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 4

### **Engaging Experience 2**

**Title:** Community Awareness

**Suggested Length of Time:** 1 day

*Priority:*

- Recognize normal vs. abnormal conditions of the reproductive system
- Explain how the following affect the functioning of the reproductive system: ovarian cysts, HPV/cervical cancer, premenstrual syndrome, infertility, ovarian cancer, testicular cancer, and prostate cancer.

- Discuss the importance of the routine physical examinations and tests (e.g.; pap smears, mammograms, prostate examination) to reduce the risks of problems related to cancer and other chronic diseases.

*Supporting:*

- Compare signs and symptoms of common sexually transmitted infections.
- Explain how sexually transmitted infections can affect an individual’s physical, social, mental/emotional, intellectual, professional, and economic well-being (e.g., HIV/AIDS sterility, Kaposi Sarcoma, pneumonia, PCP, stress, oral thrush, yeast infections)
- Formulate and support an interpretation regarding the reoccurrence of resistant strains of pathogens (e.g., strep, herpes, mononucleosis, gonorrhea, Chlamydia, HIV, Staph Infection)
- Use the scientific process of laboratory investigation to test hypothesis on pathogen transmission (e.g., hand sanitizers, germ glow, disinfectants)
- Describe and analyze methods that can be effective in preventing societal problems affective teens (e.g., rape, assault, homicide, and other personal safety risks, gangs)

**Detailed Description/Instructions:** The students will draw a STI from a pile and create an informational flyer to inform their community and peers about prevention, causes, symptoms, treatments and negative emotional and physical impacts the STI leaves behind

**Bloom’s Levels:** Create

**Webb’s DOK:** 3

**Engaging Experience 3**

**Title:** Sexual Harassment, Sexual Violence, and Consent

**Suggested Length of Time:** 1 day

*Priority:*

- Describe and analyze methods that can be effective in preventing societal problems affecting teens (e.g., rape, assault, homicide, and other personal safety risks, gangs)

**Detailed Description/Instructions:** According to Missouri Chapter 170.015.9, students will learn the following:

- Consent: a freely given agreement to the conduct at issue by a competent person and that:
  - An expression of lack of consent through words or conduct means there is no consent. (No means no. Also, consent can be withdrawn at any point for any reason.)
  - Lack of verbal or physical resistance does not constitute consent. (If someone doesn’t say “no”, they haven’t said “yes”. Consent is a clear yes. If someone seems unsure, stays silent, does not respond, or says “maybe…” then they aren’t saying yes.)

- Submission resulting from the use of force, threat of force or fear does not constitute consent.
- A current or previous dating, social or sexual relationship between two parties does not by itself constitute consent.
- The manner of dress chosen by a person does not constitute consent.
- Sexual harassment: uninvited and unwelcome verbal or physical behavior of a sexual nature especially by a person in authority toward a subordinate
- Sexual violence: causing or attempting to cause another to engage involuntarily in any sexual act by force, threat of force, duress, or without the other person's consent

**Bloom's Levels:** Understand

**Webb's DOK:** 2

## Engaging Scenario

The students will be given a stance to defend regarding abstinence vs. pre-marital intercourse, based on factual research, medical information, and current statistics regarding sex education. After reading factual articles and discussing the information provided to them, the students will participate in a Socratic seminar, defending the stance assigned to them by the teacher while hearing the other side of the conversation.

**TOPICS MODIFICATION:** Give time for students to research as a group and then have them debate the topic as a group the next class period.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Contraceptive Methods	Compare and Contrast	Students will describe, compare, and contrast the contraceptive methods taught in class.	1 day
Contraceptive Methods	Contraceptive Scenarios	The students will be given a variety of scenarios regarding sexually active couples. The students will analyze each scenario and identify the most appropriate form of contraception for each couple based on medical needs, personal and financial circumstances.	1 day
Personal Safety	Diagnosis Activity	When given a list of symptoms resulting from an unidentified STI, the students will draw and justify conclusions to identify the unknown STI.	1 day
Personal Safety	Community Awareness	The students will draw a STI from a pile and create an informational flyer to inform their community and peers about prevention, causes, symptoms, treatments and negative emotional and physical impacts the STI leaves behind	1 day
Personal Safety	Sexual Harassment, Sexual Violence, and Consent	<p>According to Missouri Chapter 170.015.9, students will learn the following:</p> <ul style="list-style-type: none"> <li>● Consent: a freely given agreement to the conduct at issue by a competent person.</li> <li>● Sexual harassment: uninvited and unwelcome verbal or physical behavior of a sexual nature especially by a person in authority toward a subordinate</li> <li>● Sexual violence: causing or attempting to cause another to engage involuntarily in any sexual act by force, threat of force, duress, or without the other person's consent</li> </ul>	1 day

## Unit 6: Preventative Health

**Subject:** HS Health

**Grade:** 10-12

**Name of Unit:** Preventative Health

**Length of Unit:** 2 days

**Overview of Unit:** The students will understand all preventative health care situations and how they pertain to individual health.

### Priority Standards for unit:

- Discuss the concept of preventative care and its importance in maintaining and improving health.

### Supporting Standards for unit:

- Recognize activity-related conditions (e.g., bleeding, shock, asthma, low blood sugar, diabetes, dehydration) and perform appropriate first aid procedures and practices for each
- Recognize weather-related emergencies (e.g., dehydration, asthma, heat exhaustion, heat stroke, hypothermia, frostbite) and perform appropriate first aid procedures and practices.
- Explain why individuals need to follow label guidelines for all substances (e.g., compatibility of ingested substances)
- Analyze the reliability of health care information, services and products that could affect decision-making (e.g., finding specialists such as CDC, county health departments, extension centers, insurance carriers, clinics, hospitals, OB/GYN, and emergency rooms)
- List the common water-related emergencies and describe prevention and treatment techniques
- Develop a list of individual and/or governmental agencies and explain their responsibility for providing assistance to people for their health needs (e.g., Al-anon for drug abuse or dermatologist for acne).
- Describe the primary and secondary defenses for prevention of disease and discuss how they help to maintain or improve them.
- Identify, from a given list, those situations that are life threatening and perform basic lifesaving maneuvers (e.g., CPR, abdominal thrust, bleeding control, shock, burns, asthma, bee stings, snake bites, poisoning)
- Assess the short and long term effects that performance enhancing aids have on the body process (e.g. liver damage, heart failure, brain aneurysm, anger, “road rage,” acne, violence, memory loss, hepatitis, HIV) and on individuals and society (e.g. body image, obsession with winning, violent behavior, black market/illegal purchases)

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
preventative care and its importance in maintaining and improving health	discuss	understand	1

**Essential Questions:**

1. Why is it important to know preventative care and its importance to maintaining a health?

**Enduring Understanding/Big Ideas:**

1. Have a complete understanding how preventative care can improve an individual's health.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
preventative	bleeding shock asthma low blood sugar diabetes dehydration CPR abdominal thrust bleeding control shock burns asthma bee stings snake bites poisoning

# Topic 1: Preventative Care

## **Engaging Experience 1**

**Title:** Assessing the situation

**Suggested Length of Time:** 2 days

### **Standards Addressed**

#### *Priority:*

- Discuss the concept of preventative care and its importance in maintaining and improving health.

#### *Supporting:*

- Recognize activity-related conditions (e.g., bleeding, shock, asthma, low blood sugar, diabetes, dehydration) and perform appropriate first aid procedures and practices for each
- Recognize weather-related emergencies (e.g., dehydration, asthma, heat exhaustion, heat stroke, hypothermia, frostbite) and perform appropriate first aid procedures and practices.
- Explain why individuals need to follow label guidelines for all substances (e.g., compatibility of ingested substances)
- Analyze the reliability of health care information, services and products that could affect decision-making (e.g., finding specialists such as CDC, county health departments, extension centers, insurance carriers, clinics, hospitals, OB/GYN, and emergency rooms)
- List the common water-related emergencies and describe prevention and treatment techniques
- Develop a list of individual and/or governmental agencies and explain their responsibility for providing assistance to people for their health needs (e.g., Al-anon for drug abuse or dermatologist for acne).
- Describe the primary and secondary defenses for prevention of disease and discuss how they help to maintain or improve them.
- Identify, from a given list, those situations that are life threatening and perform basic lifesaving maneuvers (e.g., CPR, abdominal thrust, bleeding control, shock, burns, asthma, bee stings, snake bites, poisoning)
- Assess the short and long term effects that performance enhancing aids have on the body process (e.g. liver damage, heart failure, brain aneurysm, anger, “road rage,” acne, violence, memory loss, hepatitis, HIV) and on individuals and society (e.g. body image, obsession with winning, violent behavior, black market/illegal purchases)

**Detailed Description/Instructions:** Students will have to enter the classroom and evaluate, assess, and administer help to each situation presented to them.

**Bloom’s Levels:** Understand; **Webb’s DOK:** 1



## **Engaging Experience 2**

**Title:** CPR Instruction

**Suggested Length of Time:** 30 minutes

### **Standards Addressed**

*Priority:*

- Discuss the concept of preventative care and its importance in maintaining and improving health.

*Supporting:*

- Identify, from a given list, those situations that are life threatening and perform basic lifesaving maneuvers (e.g., CPR, abdominal thrust, bleeding control, shock, burns, asthma, bee stings, snake bites, poisoning)

**Detailed Description/Instructions:** Per Revised Missouri Statute §170.310.1 RSMo 2016, students are to receive thirty minutes of cardiopulmonary resuscitation instruction. School nurses could serve as a resource to support instruction in CPR.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## **Engaging Experience 3**

**Title:** Heimlich Maneuver Training

**Suggested Length of Time:** 10 minutes

### **Standards Addressed**

*Priority:*

- Discuss the concept of preventative care and its importance in maintaining and improving health.

*Supporting:*

- Identify, from a given list, those situations that are life threatening and perform basic lifesaving maneuvers (e.g., CPR, abdominal thrust, bleeding control, shock, burns, asthma, bee stings, snake bites, poisoning)

**Detailed Description/Instructions:** Per Missouri Statute §170.310.1 RSMo 2016, students are to receive training in the Heimlich maneuver. School nurses could serve as a resource to support instruction in the Heimlich maneuver.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Engaging Scenario

**Situation:** The student will walk into classroom where teacher has created situations that they will need to assess, evaluate, and administer preventative care.

**Challenge:** The student will have to stand in front of the class and have to assess, evaluate, and administer preventative care with their peers looking on.

**Specific Role:** Student will have to have an understanding of all situations that deal with preventative care.

**Audience:** Classroom full of students

**Product:** For example the kids will walk into a room and get a visual example of a specific accident that has happened. The student will have to use their prior knowledge (notes, homework, and peer reteaching) to help the injuries suffered by their classmate.

**Example:** Steve walks into Mr. Neeser's room and notices that there is a person laying on the floor bleeding from his forehead. Steve will assess the situation, evaluate what needs to be done, and administer the preventative measures needed to protect the victim from further damage.

**TOPICS MODIFICATION:** Class discussion will center on "what to do" scenarios related to weather-related and label restriction situations.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Preventative care	Assessing the situation	Students will have to enter the classroom and evaluate, assess, and administer help to each situation presented to them.	2 days
Preventative care	CPR Instruction	Per Revised Missouri Statute §170.310.1 RSMo 2016, students are to receive thirty minutes of cardiopulmonary resuscitation instruction. School nurses could serve as a resource to support instruction in CPR.	30 min
Preventative care	Heimlich Maneuver Training	Per Missouri Statute §170.310.1 RSMo 2016, students are to receive training in the Heimlich maneuver. School nurses could serve as a resource to support instruction in the Heimlich maneuver.	10 min

## Unit of Study Terminology

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.