

**Wilson Area School District
Planned Course Guide**

Title of planned course: Health and Wellness

Subject Area: Health

Grade Level: 9

Course Description: Understanding health and wellness as it relates to the different aspects of an individual's life.

Time/Credit for this Course: 5 days per week, 40 minutes, 1 semester

Curriculum Writing Committee: Mr. DeReinzi and Mr. Reider

Curriculum Map

Week 1: Understanding Health and Wellness

Week 1 and 2: Body Systems

Week 3: Physical Fitness

Week 4: Career Development

Week 5: Tobacco

Week 6: Alcohol

Week 7: Medications and Drugs

Week 7 and 8: Sexually Transmitted Infections

Week 9: Infectious Disease / Non-communicable Disease

Week 10: Career Development

Week 11: Achieving Mental and Emotional Health / Stress

Week 12 and 13: Mental Illness and Disorders

Week 14: Responding to Conflict, Violence and Abuse

Week 15 and 16: Human Development, Reproduction, Pregnancy and Prevention

Week 17: Nutrition

Week 18: Career Development

Wilson Area School District Planned Course Materials

Course Title: Health and Wellness

Textbook: Comprehensive Health

Teacher Resources:

- Comprehensive Health Textbook
- Community Agencies and Organizations
- Discovery Education Website
- Internet/Websites
- The Weller Education Center
- Teacher Acquired Materials
- Teacher Developed Materials
- Unit Specific DVD's
- Project Rubrics

Curriculum Scope & Sequence

Planned Course: Health and Wellness

Unit: Understanding Health and Wellness

Time frame: 3 class periods

State Standards: 10.1

Anchor(s) or adopted anchor: 10.1 A, B, E

Essential content/objectives: At end of the unit, students will be able to:

- Define wellness and understand and analyze the 4 main aspects of wellbeing
- Explain the status of health as it relates to a continuum
- Differentiate between disease and disorder
- Evaluate the 4 main causes of disease and how they impact wellness
- Determine the credibility of sources offering health related information
- Evaluate the importance of lifelong learning as it relates to health and wellness
- Use the decision making model to develop a plan to achieve long and short term goals for wellness
- Learn refusal skills to stand up to peer pressure
- Identify sources of social support pertaining to wellbeing
- Assess the importance of prevention and health maintenance

Core Activities: Students will complete/participate in the following:

- Discussion
- Analyze a situation in which they need to make important decisions
- Research the main influences of health

Extensions:

- Use of internet for additional information regarding intro to health and wellness

Remediation:

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

Instructional Methods:

- Lecture
- Discussion
- Questions and Answers
- Textbook work

Materials & Resources:

- Textbook
- Internet
- Teacher Instruction
- Notebooks

Assessments:

- Class Participation
- Worksheets
- Quiz

Curriculum Scope & Sequence

Planned Course: Health and Wellness

Unit: Physical Fitness

Time frame: 5 class periods

State Standards: 10.1-5

Anchor(s) or adopted anchor: 10.1 A- E; 10.2 D, E; 10.3 D; 10.4 A-F; 10.5 A-F

Essential content/objectives: At end of the unit, students will be able to:

- Summarize how physical activity can lower risks for disease and effect bone and muscle strength
- Identify ways in which physical activity helps control weight and improve sleep
- Recognize how physical activity can improve academic performance
- Differentiate between exercise and physical activity
- Summarize strategies for improving your fitness
- Summarize the different components of fitness
- Recognize how cardiorespiratory fitness is achieved
- Determine and monitor desired target heart rates
- List guidelines for developing a strength training plan
- Explain how endurance is measured
- Apply safe stretching techniques
- Develop a personal fitness plan
- Apply safe and proper weightlifting techniques
- Apply guidelines to prevent injuries from physical activity
- Summarize common fitness concerns for women

Core Activities: Students will complete/participate in the following:

- Health and Wellness IQ Quiz
- Notebook notes
- Research
- Calculating heart rates
- Develop a fitness plan
- Step test(for heart rate testing)

Extensions:

- Use of internet for additional information regarding physical fitness
- Fitness Apps
- Fitness bands/watches

Remediation:

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

Instructional Methods:

- Lecture
- Discussion
- Questions and Answers
- Textbook work
- Exercise testing
- Demonstrations

Materials & Resources

- Textbook
- Notebooks
- Internet
- Chromebooks
- PowerPoint
- Smartphones
- Fitness watches

Assessments:

- Class participation
- Note taking
- Self assessments
- Quiz / Test

Curriculum Scope & Sequence

Planned Course: Health and Wellness

Unit: Tobacco, Alcohol, Medications and Drugs

Time frame: 12 class periods

State Standards: 10.1-3

Anchor(s) or adopted anchor: 10.1 D; 10.2 B-E; 10.3 A

Essential content/objectives: At end of the unit, students will be able to:

- Identify various forms of tobacco and the addictive substance in tobacco products
- Assess the hazardous effects nicotine has on the cardiovascular and respiratory systems
- Describe harmful substances in tobacco products and smoke that result in serious illness and disease
- Analyze the impact of second hand smoke on individuals
- Analyze the development of addiction according to the stages of substance abuse
- Assess how identity development may relate to the decision to use tobacco
- Explain how attitudes about tobacco use from friends and parents influence rates of tobacco use
- Evaluate the role of the media in encouraging tobacco use
- Assess the difficulty of quitting tobacco use
- Summarize strategies used to quit tobacco use
- Outline effective strategies to prevent and discourage tobacco use
- Analyze the Government's role in preventing tobacco use and encouraging quitting
- Utilize refusal, literacy, and critical thinking skills to resist tobacco
- Explain how alcohol is distributed throughout the body
- Analyze the effects of alcohol on the brain
- Assess how blood alcohol concentration accumulates in the blood stream
- Relate the consumption of alcohol to hangover symptoms
- Identify 5 factors that influence an individual's BAC level
- Assess the role alcohol plays in violence and fatal accidents
- Determine the severe consequences of binge drinking and identify signs of alcohol poisoning
- Relate alcohol use to long term health consequences
- Explain the risks of underage drinking
- Identify the health benefits of moderate alcohol use in adults
- Recognize alcoholism as a disease and identify of it
- Explain the roles of biology and genetics in the of alcoholism
- Assess the influence of an individual's environment in the formation of attitudes and beliefs about alcohol
- Evaluate the importance of alcohol prevention strategies
- Recognize healthy and unhealthy ways of supporting who has a problem with alcohol
- Identify the main reasons people use medications
- Differentiate between over the counter and prescription medications
- Describe different ways to take medications
- Summarize common health risks associated with taking medications

- List safe strategies for using medications
- Name common types of drugs and their common side effects
- Summarize the impact of drugs on the brain
- Describe negative consequences people who abuse drugs often experience
- Distinguish between physical and psychological addiction
- Describe risk factors for drug abuse and addiction
- Identify strategies for refusing drugs
- Summarize how drug abuse impacts families, friends and society
- Describe ways to prevent and treat drug abuse and addiction
- Determine how to help someone who is addicted to drugs

Core Activities: Students will complete/participate in the following:

- Health and Wellness IQ Quiz
- Notebook notes
- Research
- Create an anti-drug commercial/ad
- Analyzing medicine container labels
- Personal profile: Are you at risk?
- Debate over legalization of marijuana

Extensions:

- Use of internet for additional information regarding drug, alcohol and tobacco
- Advertisements
- www.addictioncenter.com

Remediation:

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

Instructional Methods:

- Lecture
- Discussion
- Questions and Answers
- Textbook work

Materials & Resources

- Textbook
- Notebooks
- Internet
- Chromebooks
- PowerPoint
- Video
- Materials for projects

Assessments:

- Class participation
- Note taking
- Self assessments
- Quiz / Test

Curriculum Scope & Sequence

Planned Course: Health and Wellness

Unit: Sexually Transmitted Infections (STI's) / HIV & AIDS

Time frame: 4 class periods

State Standards: 10.1, 2

Anchor(s) or adopted anchor: 10.1 A, E; 10.2 B

Essential content/objectives: At end of the unit, students will be able to:

- Explain how people can contract STI's
- Describe what happens when a person contracts STI
- List 3 critical components for effective treatment of STI's
- Identify the most effective way to prevent STI's
- Determine resources available for people dealing with STI's
- Identify 6 common STI's
- Describe the signs and symptoms of STI's
- Explain ways in which STI's are diagnosed and treated
- Differentiate between HIV and AIDS
- Explain how HIV is transmitted
- List signs and symptoms of HIV/AIDS
- Explain how HIV/AIDS is diagnosed
- Describe treatment methods for HIV/AIDS

Core Activities: Students will complete/participate in the following:

- Health and Wellness IQ Quiz
- Notebook notes
- Research
- Personal Profile: Can you avoid risky situations?
- Agree or disagree statements(pre/post test)
- HIV/AIDS: Fact or Fiction

Extensions:

- Use of internet for additional information regarding intro to STI's and HIV/AIDS
- Research most recent statistics regarding HIV/AIDS
- Write a dialogue demonstrating refusal skills of being pressured into sexual activity

Remediation:

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

Instructional Methods:

- Lecture
- Discussion
- Questions and Answers
- Textbook work

Materials & Resources

- Textbook
- Notebooks
- Internet
- Chromebooks
- PowerPoint

Assessments:

- Class participation
- Note taking
- Self assessments
- Quiz / Test
- Pre & Post testing

Curriculum Scope & Sequence

Planned Course: Health and Wellness

Unit: Infectious Disease and Non-Communicable Disease

Time frame: 4 class periods

State Standards: 10.1-2

Anchor(s) or adopted anchor: 10.1 A, E; 10.2 D, E

Essential content/objectives: At end of the unit, students will be able to:

- Differentiate between infectious and non-communicable disease
- Compare signs with symptoms for detecting the presence of disease
- Understand how infections affect the body
- Summarize the stages of infection in the body
- Compare the various microorganisms that can infect the body
- Differentiate between methods of disease transmission
- Explain the various patterns of infectious disease occurrence
- Practice effective methods of infectious disease prevention
- Compare treatments for bacterial and viral infections
- Explain how the immune system protects the body
- Identify the key components for each line of defense
- Summarize each components role in fighting infection
- Understand how the immune systems memory works
- Explain homeostasis and how disease disrupts the body's internal balance
- Assess environmental factors, heredity and lifestyle choices as risk factors for developing non communicable diseases
- Analyze characteristics of and diagnosis methods for non communicable disease
- Explain how a healthy network of blood vessels function in the body
- Describe 4 diseases related to blood vessels
- Differentiate between major diseases of the heart
- Consider the risk factors and preventive measures for developing heart disease
- Describe the development of cancer in the body, including the formation of benign tumors and malignant tumors
- Analyze how risk factors related to genetics, environment, lifestyle choices and infections contribute to the development of cancer
- Identify common signs and symptoms of cancer
- Assess common forms of cancer in the United States and risk factors linked to each form
- Describe available cancer treatments
- Define diabetes mellitus (DM) and explain how it is characterized
- Differentiate between Type 1 and Type 2 Diabetes
- Analyze how allergies develop and the body's reaction to them
- Describe how asthma impacts the respiratory system
- Explain osteoarthritis, rheumatoid arthritis and gout as different forms of arthritis

Core Activities: Students will complete/participate in the following:

- Health and Wellness IQ Quiz
- Notebook notes
- Personal Profile: What's your risk of infection?
- Personal profile: Are you at risk for heart disease?
- Case study: Do influenza vaccines cause the flu?
- Promoting resistance to infection
- Warm-up activity: Cancer signs and symptoms / Recognize
- Research
- Complete Direct Transmission Chart

Extensions:

- Use of internet for additional information regarding infectious disease and non-communicable disease
- Recognizing signs and symptoms of various forms of cancers
- Current news on vaccinations and trends or statistics
- Interview a health organization professional working in the related field of study

Remediation:

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

Instructional Methods:

- Lecture
- Discussion
- Questions and Answers
- Textbook work
- Internet
- Chromebooks
- PowerPoint

Materials & Resources

- Textbook
- Notebooks
- Internet
- Chromebooks
- PowerPoint
- Chart worksheet

Assessments:

- Class participation
- Note taking
- Self assessments
- Quiz / Test

Curriculum Scope & Sequence

Planned Course: Health and Wellness

Unit: Mental and Emotional Wellness

Time frame: 19 class periods

State Standards: 10.2-5

Anchor(s) or adopted anchor: 10.2 C, D; 10.3 A, C; 10.4 F; 10.5 B

Essential content/objectives: At end of the unit, students will be able to:

- Define the terms mental illness and mental disorder
- Describe types of anxiety disorders
- Differentiate between depression and major depression
- Identify other types of mental illnesses and disorders
- Recognize symptoms for different types of mental illnesses and disorders
- Describe biological factors that may cause mental illness and disorders
- Identify traumatic life experiences that may trigger a mental illness or disorder
- Describe psychological factors that may cause mental illness or disorder
- Identify risk factors associated with suicide
- Describe how suicide impacts other people in the victim's life
- Recognize signs that someone may be at risk of suicide
- Describe how to help someone who is thinking about attempting suicide
- Summarize barriers to seeking treatment for mental illnesses and disorders
- Describe treatments for mental health illness and disorder
- Identify how medications are used to help treat mental illness and disorders
- Recognize how to help a loved one who has a mental illness or disorder
- Differentiate between the different types of stress
- Understand that stress can be caused by positive or negative events
- Describe how perception influences stress
- Recognize sources of stress for teenagers
- Understand how the body reacts to stress
- Explain the stages of the body's response to stress
- Summarize how stress affects different body systems
- Describe the link between stress and illness
- Summarize how stress affects cognitive ability
- Recognize how stress contributes to emotional problems
- Understand behavioral problems caused by stress
- Recall stages for reducing or avoiding stress
- Describe how to create a time management plan
- Understand when you should seek professional help for stress
- Summarize the benefits of stress

Core Activities: Students will complete/participate in the following:

- Health and Wellness IQ
- Tally your emotions
- Personal Profile: How Resilient Are You?
- Thinking Critically
- Case study
- Stressor rubric sheet
- Personal Profile: How Much Stress Are You Feeling?
- Health in the media: Can Social Media Cause Stress?
- Empathy Exercise
- Personal Profile: How Much Anxiety Are You Feeling?
- Myths vs Facts on suicide
- Exploring mental health careers

Extensions:

- Use of internet for additional information regarding mental health
- Stressor testing
- Create a time management strategy(manually, smartphone, internet, etc.

Remediation:

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

Instructional Methods:

- Lecture
- Discussion
- Questions and Answers
- Textbook work
- Journal writing

Materials & Resources

- Textbook
- Notebooks
- Internet
- Chromebooks
- PowerPoint
- Worksheets
- Videos

Assessments:

- Class participation
- Note taking
- Pre & Post testing
- Self assessments
- Quiz / Test

Curriculum Scope & Sequence

Planned Course: Health and Wellness

Unit: School Violence, Abuse, and Conflict Resolution

Time frame: 5 class periods

State Standards: 10.2-5

Anchor(s) or adopted anchor: 10.2 C, D;10.3 A, C; 10.4 F; 10.5 B

Essential content/objectives: At end of the unit, students will be able to:

- Describe factors that cause conflict
- Describe consequences of conflict
- Summarize strategies for resolving conflict
- List risk factors for violent behavior
- Describe different types of violence
- Practice methods of violence prevention
- Describe domestic violence
- List forms of elder abuse
- Identify types of child abuse
- Summarize consequences of child abuse
- Describe types of sexual violence
- Identify consequences of sexual violence
- Define rape
- Describe steps for treatment after a sexual assault
- Recognize behaviors that are types of sexual harassment

Core Activities: Students will complete/participate in the following:

- Health and Wellness IQ Quiz
- Notebook notes
- Personal Profile: How well do you communicate?
- Tone, Volume, Cadence, Posture role play
- Peer pressure reflections paper
- Similarities and Differences of relationship Venn diagram (relative, peer/friend, significant other, stranger)
- Use of media to discuss relationships (movies, TV, news, etc.)
- Conflict Comic Strip – design/draw conflict comic
- Prevention of harassment, violent, or abusive acts
- Research

Extensions:

- Use of internet for additional information regarding conflicts dealing with violence and abuse
- Research violence in the media and effects on ages and genders
- Research in-school and community sources to help deal with violence/abuse/conflict issues

Remediation:

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

Instructional Methods:

- Lecture
- Discussion
- Questions and Answers
- Worksheets and outlines
- Venn diagram and Comic Strip worksheets
- Chromebooks for researching media and current news
- Internet
- Textbook work
- PowerPoint

Materials & Resources

- Textbook
- Notebooks
- Internet
- Chromebooks
- PowerPoint

Assessments:

- Class participation
- Note taking
- Self assessments
- Quiz / Test

Curriculum Scope & Sequence

Planned Course: Health and Wellness

Unit: Human Growth and Development

Time frame: 12 class periods

State Standards: 10.1, 2, 4

Anchor(s) or adopted anchor: 10.1 A, B; 10.2 D; 10.4 C

Essential content/objectives: At end of the unit, students will be able to:

- Distinguish between asexual reproduction and sexual reproduction
- Describe 2 types of cell division
- Summarize the process of fertilization
- Explain how children inherit their parents traits
- Explain the role of chromosomes in gender determination
- List the female organs of reproduction
- Explain the functions of female organs of reproduction
- List the male organs of reproduction
- Explain the functions of male organs of reproduction
- Describe the process of cleavage
- Describe the process of implantation of a zygote
- Explain the functions of the placenta and umbilical cord
- Describe the stages of embryonic development
- Discuss the stages of fetal development
- Explain how pregnancy is confirmed and measured
- Describe a pregnant woman's typical doctor
- Identify special dietary concerns of pregnant women
- Describe substance that may harm the developing fetus
- Discuss types of complications that can affect a pregnancy
- Identify health risks for pregnant teens and their babies
- Identify disorders of the female reproductive system
- Discuss different types of cancer that affect female reproductive organs
- Identify infections and inflammatory conditions of the male reproductive system
- Discuss different types of cancers that affect male reproductive organs
- Discuss family planning
- Explain the challenges of teen parenthood
- Identify the benefits of continuous abstinence
- Recognize pregnancy prevention facts and myths
- Identify factors to consider when choosing a birth control method
- Explain how barrier methods are used to prevent pregnancy
- Understand how to use male and female condom
- Describe various methods of contraception
- Identify hormonal birth control methods
- Explain the use of oral contraceptives
- Describe 2 types of intrauterine devices

- Evaluate the use of emergency contraception
- Describe the fertility awareness method (FAM)
- Identify natural methods for tracking an ovulation cycle
- Explain why the withdrawal method is ineffective
- Summarize reasons for choosing or avoiding sterilization
- Determine what options are available when contraception fails

Core Activities: Students will complete/participate in the following:

- Health and Wellness IQ Quiz
- Notebook notes
- Personal Profile: Are you protecting your family?
- Personal Profile: What do you know about parenthood?
- Venn diagram – similarities & differences of genders
- Myths & Facts about reproductive systems
- Research what may cause infertility and ways to prevent infertility

Extensions:

- Use of internet for additional information regarding reproduction, human growth and development
- Importance of self screening and office visits for cancers
- Community resources (Planned Parenthood, fertility clinic, OB/GYN)
- Research dietary and physical demands during pregnancy
- Child birthing choices/options

Remediation:

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

Instructional Methods:

- Lecture
- Discussion
- Questions and Answers
- Textbook work

Materials & Resources

- Textbook
- Notebooks
- Internet
- Chromebooks
- PowerPoint

Assessments:

- Class participation
- Note taking
- Self assessments
- Quiz / Test

Curriculum Scope & Sequence

Planned Course: Health and Wellness

Unit: Body Systems

Time frame: 6 class periods

State Standards: 10.3, 10.5

Anchor(s) or adopted anchor: 10.3 A, B; 10.5 A, B, C, D, E

Essential content/objectives: At end of the unit, students will be able to:

- Understand what the building blocks of the body are(cells)
- Define homeostasis
- Explain what the nervous system consists of
- Describe the function of the nervous system
- List the different sections of the brain and what each section is responsible for
- Describe the function of the cardiovascular system
- Label a diagram of the heart
- Explain the function of the respiratory system
- Understand what diffusion is
- Label the structures of the respiratory system
- Describe the function of the skeletal system
- List and describe the main joints in the human body
- Label the main bones of the skeletal system
- List the 3 main types of muscles
- Explain how muscles provide movement
- Label a diagram of the muscular system
- Explain the main function of the digestive system
- Label the main structures of the digestive system
- List the 4 layers of the gastrointestinal tract
- Explain what structures the urinary tract consists of
- Describe what the kidneys do
- Describe the main function of the urinary system
- Explain the main function of the endocrine system
- List the different parts of the endocrine system
- Label a diagram of the endocrine system
- Describe the function of the lymphatic system
- Define what lymph is
- Explain how the lymphatic system protects the body from illness

Core Activities: Students will complete/participate in the following:

- Labeling diagrams of all systems
- Analyzing the functions of all system
- Game participation

Extensions:

- Use of internet for additional information regarding body systems
- Internet anatomy gaming

Remediation:

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

Instructional Methods:

- Lecture
- Discussion
- Questions and Answers
- Textbook work
- Bio-digital Human App
- Demonstration

Materials & Resources

- Textbook
- Notebooks
- Internet
- Chromebooks
- PowerPoint

Assessments:

- Class participation
- Note taking
- Quiz / Test

Curriculum Scope & Sequence

Planned Course: Health and Wellness

Unit: Nutrition

Time frame: 5 class periods

State Standards: 10.1, 2, 4

Anchor(s) or adopted anchor: 10.1 B, C, E; 10.2 B, C, E; 10.4 D

Essential content/objectives: At end of the unit, students will be able to:

- Identify and understand the 6 types of nutrients and their roles in the body
- Identify sources of each nutrient
- Evaluate the importance of water and recognize the conditions under which the body supply of water needs to increase
- Interpret the key concepts from the dietary guidelines for Americans.
- Summarize recommendations from the myplate food guidance system
- Analyze the hazards of poor nutrition
- Analyze a nutrition facts label to identify the nutritional value of a food product
- Describe how the order of ingredients is determined on a label
- Understand the use of claims on food labels
- Describe the consequences of unsafe food handling
- Differentiate between the different types of food borne illnesses
- Recognize steps to prevent food borne illnesses
- Distinguish between food intolerances and food allergies

Core Activities: Students will complete/participate in the following:

- Health and Wellness IQ Quiz
- Notebook notes
- Research
- Create a food log
- Create a healthy eating plan
- Assess whether they are at risk of poor nutrition
- Analyzing food labels

Extensions:

- Use of internet for additional information regarding nutrition
- Choosemyplate.gov
- Myplate app

Remediation:

- Retest
- Teacher/peer tutoring
- Modifications and time restraints

Instructional Methods:

- Lecture
- Discussion
- Questions and Answers
- Textbook work
- Self Assessment

Materials & Resources

- Textbook
- Notebooks
- Internet
- Chromebooks
- PowerPoint

Assessments:

- Class participation
- Note taking
- Self assessments
- Quiz / Test

Curriculum Scope & Sequence

Planned Course: Health and Wellness

Unit: Career Development

Time frame: 15 class periods - spread throughout the Semester

State Standards: 13.1.11, 13.2.11, 13.3.11, 13.4.11

Essential content/objectives: At end of the unit, students will be able to:

- Describe 3-5 careers that interest them based on results from Career Cruising
- Describe their preferred learning style based on a Learning Style Inventory and how this can aid them in other classes
- Determine possible careers based on a variety of criteria and determine a plan on how to obtain such a career
- Revise and describe their career plan from Intermediate School
- Develop a career implementation plan to use through high school.

Core Activities: Students will complete/participate in the following:

- Career Cruising Matchmaker and My Skills
- Career Cruising Learning Style Inventory
- Career Cruising Career Selector Results
- Research Potential career interests and Save to “My Plan” in Career Cruising
- Develop a Career Implementation Plan

Extensions:

- Advanced Topics of Career Cruising
- pacareerzone.org

Remediation:

- Small group instruction and tutoring

Instructional Methods:

- Lecture
- Discussion
- Questions and Answers
- Career Cruising software
- Self Assessment

Materials & Resources

- Internet
- Chromebooks
- PowerPoint
- Career Cruising software

Assessments:

- Class participation
- Self assessments
- Project completion