

Ware Public Schools

HEALTH CURRICULUM – Grades 8-12

Health Unit 1: Introduction to Health

Grades: 8-12

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Unit 1: Introduction to Health	What is Health?	<ol style="list-style-type: none"> 1. Define health status, describe the factors that affect it 2. Name the 10 areas of health into which health knowledge is organized 3. Describe the importance of health education 4. Relate wellness to total health 5. Explain the difference between risk behaviors and healthful behaviors 6. Explain why it is important to practice life skills 7. List and explain different types of materials you can use to gain health related information 8. Demonstrate the ability to access school and community health services for self and others 	<p>Wellness scale</p> <p>Health triangle</p> <p>Transparencies</p> <p>Discussions</p> <p>"Straight Talk" magazine articles</p> <p>Videos</p> <p>Glencoe Health Text 9th edition</p> <p>Guest speaker</p> <p>Role playing</p> <p>Risk assessment</p>	<ul style="list-style-type: none"> • Teacher will check for students' knowledge of concepts related to health promotion and disease prevention • Teacher will observe students' ability to access valid health information and services • Teacher will observe students' work demonstrating proficiency by showing the ability to use critical and creative thinking skills • Teacher will observe students' ability to demonstrate their level of self awareness • (Test, discussions, activities, 	<p>Physical Health Strand</p> <p>Growth and Development</p> <p>Physical Activity and Fitness</p> <p>Nutrition</p>

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				worksheets, homework, projects)	
	Goal Setting	<ol style="list-style-type: none"> 1. Identify the importance of goal setting 2. Distinguish between short term and long term goals 3. Discuss how setting realistic goals and achieving those goals leads to increase self-esteem 	<p>News report Life line</p> <p>"Straight Talk" magazine articles</p> <p>Glencoe Health Text "The Sporting Mind"</p> <p>Activities</p> <p>Discussions</p> <p>Videos</p> <p>Transparencies</p> <p>Risk assessment</p>	<ul style="list-style-type: none"> • Teacher will observe the students' ability to demonstrate their goal setting skills to enhance health • Teacher will observe the students' ability to advocate for personal, family and community health • (Test, discussions, activities, worksheets, homework, projects) 	
	Decision Making	<ol style="list-style-type: none"> 1. Identify examples of decisions that affect a person's health 2. Describe 3 decision making styles 3. Identify the steps in a responsible decision making model 4. Understand the importance of practicing decision making as it relates to real life situations 5. List and discuss 4 steps a person can take if they make a wrong decision 	<p><u>Glencoe Health Text</u></p> <p>"Straight Talk" magazine articles</p> <p>Videos</p> <p>Transparencies</p> <p>Discussions "The Sporting Mind"</p> <p>Activities</p> <p>Role playing</p> <p>Risk assessment</p>	<ul style="list-style-type: none"> • Teacher will observe the students' ability to demonstrate their decision making skills to enhance health • Teacher will evaluate students' ability to demonstrate problem solving skills • Teacher will observe students' work demonstrating 	

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				proficiency by showing the ability to use critical and creative thinking skills <ul style="list-style-type: none"> • (Test, discussions, activities, worksheets, homework, projects) 	



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	Self-esteem and Wellness	<ol style="list-style-type: none"> 1. Identify reasons why it is important to develop positive self-esteem based on responsible actions, moral code and character 2. Define sex role and sexuality 3. Identify school and community resources that can aid a person in accepting their sexuality 4. Explain how the dietary guidelines and the food guide pyramid enhance nutritional health and improve wellness 5. Demonstrate an understanding of food labels and how they can help you follow dietary guidelines 	Personal shield Glencoe Health Text "Straight Talk" magazine articles Discussions Videos Guest speakers Risk assessment	<ul style="list-style-type: none"> • Teacher will observe students' work demonstrating their ability to practice health enhancing behaviors and reduce health risks • Teacher will observe students' work demonstrating proficiency to utilize coping skills • (Test, discussions, activities, worksheets, homework, projects) 	Mental Health
	Stress Management	<ol style="list-style-type: none"> 1. Identify situations that cause stress 2. Identify stressors in daily life 3. Distinguish between eustress and distress 4. Describe how emotions influence overall health 5. Give examples of positive and negative ways of handling emotions (see anger management/violence) 6. Identify healthy vs. harmful coping skills 7. Compare anorexia and bulimia 8. Identify ways in which the body responds to stress 9. Describe the relationship between personality and stress 	Life change event scale Risk assessment Glencoe Health Text "Straight Talk" magazine articles Discussions Videos Relaxation exercises	<ul style="list-style-type: none"> • Teacher will assess students' ability to practice health enhancing behaviors and reduce health risks • Teacher will observe students' work demonstrating proficiency to utilize coping skills • Teacher will observe students' ability to demonstrate their 	

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		10. Identify ways of managing stress and maintaining health		level of self awareness <ul style="list-style-type: none"> (Test, discussions, activities, worksheets, homework, projects) 	
	Self-esteem and Wellness	<ol style="list-style-type: none"> Identify reasons why it is important to develop positive self-esteem based on responsible actions, moral code and character Define sex role and sexuality Identify school and community resources that can aid a person in accepting their sexuality Explain how the dietary guidelines and the food guide pyramid enhance nutritional health and improve wellness Demonstrate an understanding of food labels and how they can help you follow dietary guidelines 	Personal shield Glencoe Health Text "Straight Talk" magazine articles Discussions Videos Guest speakers Risk assessment	<ul style="list-style-type: none"> Teacher will observe students' work demonstrating their ability to practice health enhancing behaviors and reduce health risks Teacher will observe students' work demonstrating proficiency to utilize coping skills (Test, discussions, activities, worksheets, homework, projects) 	Mental Health

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	Types of Relationships	<ol style="list-style-type: none"> 1. Define the term relationship 2. Compare and contrast the characteristics of a healthful and harmful relationship 3. List and explain 6 different types of families 4. Identify factors that promote a successful marriage 5. Compare and contrast an ideal family with a dysfunctional family 6. Identify types of family violence (physical abuse, sexual abuse, emotional abuse) 7. List causes of dysfunctional families 8. Discuss abandonment and runaways 9. List and explain the stages in a divorce process 10. Identify the various role behaviors in relationships 11. Identify sources of help in the community for families in crisis 12. Define the term friendship and distinguish between different types of friendships 13. Demonstrate the importance of dating for personal growth 14. Identify appropriate dating standards and behaviors 15. Identify guidelines to follow to reduce the risk of date rape 16. Define and identify the difference between positive and negative peer pressure and manipulation 17. Define refusal skills 18. Demonstrate skills needed to resist 	<p>Family charts</p> <p><u>Glencoe Health Text</u></p> <p>"Straight Talk" magazine articles</p> <p>Transparencies</p> <p>Guest speakers</p> <p>Role playing</p> <p>Videos</p> <p>Risk assessment</p> <p>Cycle of violence</p>	<ul style="list-style-type: none"> • Teacher will observe students' ability to demonstrate interpersonal relationship skills • Teacher will observe students' work demonstrating their ability to use interpersonal communication skills to enhance health • Teacher will observe students' ability to demonstrate their feelings of empathy • Teacher will observe students' ability to access valid health information and services • (Test, discussions, activities, worksheets, homework, projects) 	<p>Family Life</p> <p>Interpersonal relationships</p> <p>Violence Prevention</p>

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		negative peer pressure (see sex, drugs, and violence)			
	Communication	<ol style="list-style-type: none"> 1. Describe how the skills of communication, cooperation, and compromise are essential for healthy relationships 2. Demonstrate an understanding of the necessary skills for effective communication 3. Define and demonstrate the skills of active listening, assertiveness, body (nonverbal) language, and I-messages 4. Compare assertive, passive, and aggressive communication styles 	<u>Glencoe Health Text</u> "Straight Talk" magazine articles "The Sporting Mind" activities Videos Transparencies Risk assessment Role playing	<ul style="list-style-type: none"> • Teacher will observe students' work demonstrating their ability to use interpersonal communication skills to enhance health • Teacher will observe students' ability to practice health enhancing behaviors and reduce health risks • Teacher will observe students' work demonstrating their ability to advocate for personal, family and community health • (Test, discussions, activities, worksheets, homework, projects) 	
	Conflict	<ol style="list-style-type: none"> 1. Define conflict 2. Identify different types of conflict (i.e.: interpersonal vs. internal) 3. Define stereotypes, prejudice, discrimination, harassment, hate crimes 4. Recognize warning signs of conflict 5. Demonstrate strategies used to prevent conflict 	<u>Glencoe Health Text</u> "Straight Talk" magazine articles "The Sporting Mind" activities Videos	<ul style="list-style-type: none"> • Teacher will observe students' ability to practice health enhancing behaviors and reduce health risks • Teacher will observe students' 	

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		6. Identify 3 conflict response styles 7. Demonstrate conflict resolution strategies 8. Demonstrate refusal, negotiation, and collaboration skills	Transparencies Risk assessment Guest speakers Role playing	work demonstrating their ability to use interpersonal communication skills to enhance health <ul style="list-style-type: none"> • Teacher will observe students' work demonstrating advocacy for personal, family and community health • Teacher will observe students' work demonstrating proficiency to utilize coping skills and creative thinking • Teacher will observe students' ability to utilize their decision making and problem solving skills • (Test, discussions, activities, worksheets, homework, projects) 	
	Harassment	1. Analyze different forms of harassment (verbal, nonverbal, physical) 2. Discuss various types of harassment	<u>Glencoe Health Text</u> "Straight Talk"	<ul style="list-style-type: none"> • Teacher will observe students' ability to practice 	

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		<p>(race, gender, color, religious creed, national origin, age, sex, sexual orientation, disability)</p> <p>3. Distinguish between appropriate and inappropriate behaviors related to harassment</p> <p>4. Discuss ways to stop harassment (prevention and reporting)</p>	<p>magazine articles</p> <p>Videos</p> <p>Transparencies</p> <p>Guest speakers</p> <p>Risk assessment</p> <p>Role playing</p>	<p>health enhancing behaviors and reduce health risks</p> <ul style="list-style-type: none"> • Teacher will observe students' work demonstrating their ability to use interpersonal communication skills to enhance health • Teacher will observe students' work demonstrating advocacy for personal, family and community health • Teacher will observe students' work demonstrating proficiency to utilize coping skills and creative thinking • Teacher will observe students' ability to utilize their decision making and problem solving skills • (Test, discussions, activities, worksheets, 	

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				homework, projects)	
	Violence	<ol style="list-style-type: none"> 1. Distinguish between violence and conflict 2. Define bullying 3. Recognize signs of bullying 4. Discuss ways to prevent and/or stop bullying 5. Distinguish between myths and facts 6. List and discuss factors affecting violence (availability of weapons, gangs and territoriality, media, and substance abuse) 7. Identify community mediation resources 	<u>Glencoe Health Text</u> "Straight Talk" magazine articles Videos Transparencies Guest speakers Risk assessment Role playing	<ul style="list-style-type: none"> • Teacher will observe students' ability to practice health enhancing behaviors and reduce health risks • Teacher will observe students' work demonstrating their ability to use interpersonal communication skills to enhance health • Teacher will observe students' work demonstrating advocacy for personal, family and community health • Teacher will observe students' work demonstrating proficiency to utilize coping skills and creative thinking • Teacher will observe students' ability to utilize their decision making and 	

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				problem solving skills <ul style="list-style-type: none"> • (Test, discussions, activities, worksheets, homework, projects) 	

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	Tobacco	<ol style="list-style-type: none"> 1. List and discuss reasons that people use tobacco 2. Explain how tobacco use is directly linked to respiratory and circulatory diseases and other health problems (short and long term risks) 3. Discuss the harmful effects that the chemicals in tobacco have on the body (nicotine, tar and carbon monoxide) 4. Describe the health hazards of passive smoke 5. Discuss internal and external influences concerning tobacco use (family, peer pressure, advertising) 6. Describe the various techniques used to sell tobacco products 7. Distinguish myths from facts 8. Define gateway drug 9. Identify tobacco as a gateway drug 10. Demonstrate ways to refuse tobacco products 11. Identify strategies for quitting tobacco use 12. Understand the immediate and long term benefits of quitting 13. Identify community resources to assist in the quitting process 	<p><u>Glencoe Health Text</u></p> <p>"Straight Talk" magazine articles</p> <p>Videos</p> <p>Transparencies</p> <p>Guest speakers</p> <p>Risk assessment</p>	<ul style="list-style-type: none"> • Teacher will observe students' ability to practice health enhancing behaviors and reduce health risks • Teacher will observe students' work demonstrating advocacy for personal, family and community health • Teacher will observe students' ability to utilize their decision making and problem solving skills • Teacher will observe students' ability to access valid health information and services • Teacher will observe students' ability to analyze the influence of culture, media, technology, and other factors on health. 	<p>Tobacco, Alcohol & other Substances</p> <p>Disease Prevention and Controls</p> <p>Community and Public Health</p>

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				<ul style="list-style-type: none"> • Teacher will observe students' ability to utilize decision making skills • (Test, discussions, activities, worksheets, homework, projects) 	
	Alcohol	<ol style="list-style-type: none"> 1. Identify reasons why people use alcohol (family, peer pressure, media) 2. Explain why alcohol is a drug 3. Identify alcohol as a gateway drug 4. Describe alcohol's effects on the body and behavior (short and long term risks) 5. Explain what is meant by blood alcohol concentration 6. Identify the factors that affect the amount of alcohol in a person's blood 7. Identify the relationship between alcohol use and violence, risky sexual behavior, accidents and injury 8. Describe the effects of drinking and driving 9. Distinguish myths from facts 10. Explain the stages of dependency 11. Identify alcoholism as a disease 12. Explain the effect of alcohol on family members (codependency) 13. Describe the various techniques used to sell alcohol 14. Describe fetal alcohol syndrome and its effects 15. Demonstrate the refusal skills for avoiding alcohol use and riding with a drunken driver 16. Identify community resources to help 	<u>Glencoe Health Text</u> "Straight Talk" magazine articles Videos Transparencies Guest speakers Risk assessment	<ul style="list-style-type: none"> • Teacher will observe students' ability to practice health enhancing behaviors and reduce health risks • Teacher will observe students' work demonstrating advocacy for personal, family and community health • Teacher will observe students' ability to utilize their decision making and problem solving skills • Teacher will observe students' ability to access valid health information and services • Teacher will 	

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		alcoholics, their friends and family members		<p>observe students' ability to analyze the influence of culture, media, technology, and other factors on health.</p> <ul style="list-style-type: none"> Teacher will observe students' ability to utilize decision making skills (Test, discussions, activities, worksheets, homework, projects) 	
	Commonly abused Drugs	<ol style="list-style-type: none"> Define the term drugs Differentiate between use, misuse and abuse Explain the difference between legal and illegal drugs Explain the difference between stimulant and depressant drugs Compare the short and long term effects of different drugs (stimulants, depressants, narcotics, hallucinogens, steroids, designer and look-alike drugs) Discuss the link between marijuana use and progression to other, more serious drugs (gateway drug) Explain the physical and psychological short and long term effects of marijuana Identify the relationship of marijuana use and violence, risky sexual behavior, accidents and injury Discuss the ramifications of substance abuse (performance in school, 	<p><u>Glencoe Health Text</u></p> <p>"Straight Talk" magazine articles</p> <p>Videos</p> <p>Transparencies</p> <p>Guest speakers</p> <p>Risk assessment</p>	<ul style="list-style-type: none"> Teacher will observe students' ability to practice health enhancing behaviors and reduce health risks Teacher will observe students' work demonstrating advocacy for personal, family and community health Teacher will observe students' ability to utilize their decision making and problem solving skills 	

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		<p>relationship with peers, family life, society)</p> <p>10. Outline refusal skills to resist peer pressure</p> <p>11. Identify sources of help for substance abusers and their family and friends</p>		<ul style="list-style-type: none"> • Teacher will observe students' ability to access valid health information and services • Teacher will observe students' ability to analyze the influence of culture, media, technology, and other factors on health. • Teacher will observe students' ability to utilize decision making skills • (Test, discussions, activities, worksheets, homework, projects) 	

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	Male and Female Reproductive Systems	<ol style="list-style-type: none"> 1. Identify and explain the functions of the male and female reproductive organs 2. Explain the events that lead to the conception and birth of a child 3. Discuss the risks and responsibilities of teenage parenting 4. Discuss the risks associated with being a baby born to teen parents 5. Identify community resources that can assist prospective teenage parents 	<p><u>Glencoe Health Text</u></p> <p>"Straight Talk" magazine articles</p> <p>Videos</p> <p>Transparencies</p> <p>Guest speakers</p> <p>Risk assessment</p>	<ul style="list-style-type: none"> • Teacher will observe students' ability to practice health enhancing behaviors and reduce health risks • Teacher will observe students' work demonstrating advocacy for personal, family and community health • Teacher will observe students' ability to utilize their decision making and problem solving skills • Teacher will observe students' ability to access valid health information and services • Teacher will observe students' ability to analyze the influence of culture, media, technology, and other factors on health. 	<p>Disease Prevention & Controls</p> <p>Interpersonal Relationships</p> <p>Reproduction and Sexuality</p> <p>Community & Public Health</p>

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				<ul style="list-style-type: none"> • Teacher will observe students' ability to utilize goal setting skills • <input type="checkbox"/> Teacher will observe students' ability to utilize interpersonal relationship and communication skills • (Test, discussions, activities, worksheets, homework, projects) 	
	Sexually Transmitted Diseases, HIV and AIDS	<ol style="list-style-type: none"> 1. Identify behaviors that put a person at risk for contracting HIV and STD's 2. Explain how the spread of sexually transmitted diseases and HIV can be prevented 3. Explain the relative effectiveness of various contraceptive methods 4. Describe the symptoms and treatment of common sexually transmitted diseases (viral and bacterial) 5. Describe the symptoms, mode of transmission, testing, and treatment of HIV infection and AIDS 6. Distinguish myths vs. facts regarding STD and HIV transmission 7. Define abstinence 8. Discuss how only abstinence provides complete protection from pregnancy, HIV and STD's 9. Demonstrate ways to use decision making steps to make decisions about sexual limits 	<p><u>Glencoe Health Text</u></p> <p>"Straight Talk" magazine articles</p> <p>Videos</p> <p>Transparencies</p> <p>Guest speakers</p> <p>Risk assessment</p> <p>Role playing</p>	<ul style="list-style-type: none"> • Teacher will observe students' ability to practice health enhancing behaviors and reduce health risks • Teacher will observe students' work demonstrating advocacy for personal, family and community health • Teacher will observe students' ability to utilize their decision making and problem solving skills • Teacher will 	

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		10. Discuss external and internal influences on setting sexual limits 11. Demonstrate refusal strategies for sexual pressure 12. Discuss the importance of consistent use of contraceptives 13. Demonstrate assertive communication techniques about condom use 14. Identify community resources for contraceptive methods, testing and treatment		observe students' ability to access valid health information and services <ul style="list-style-type: none"> • Teacher will observe students' ability to analyze the influence of culture, media, technology, and other factors on health. • Teacher will observe students' ability to utilize goal setting skills • Teacher will observe students' ability to utilize interpersonal relationship and communication skills • (Test, discussions, activities, worksheets, homework, projects) 	