

# Unit 5: Personal Wellness

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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Students will be able to identify different types of medical care, determine the severity of an illness or injury, discuss sexual responsibility and the dangers of drug and alcohol abuse.

## Transfer

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Students will be able to independently use their learning to...

- identify the types of doctors they need to utilize on a regular basis.
- list their personal health history.
- identify patient responsibilities and resources.
- identify common signs of sickness and injury.
- identify common treatment options for illness and injuries.
- compare and contrast prescription medicines to over the counter (OTC) medications
- read a medicine label.
- understand dosage instructions and determine dosage timing.
- identify and list common signs, symptoms and solutions for sexually transmitted diseases.
- identify and list teen pregnancy options and the consequences of intercourse before marriage.
- practice refusal skills.
- compare and contrast prescription medicines and recreational drugs.
- identify a variety of recreational drugs by class.
- discuss the dangers of drug and alcohol abuse to the body.
- identify a true medical emergency including emergency preparation, getting help and aiding in an emergency situation.

-What kinds of long term, independent accomplishments are desired?

- Students will utilize the doctor on a regular basis.
- Students will understand and know their health history.
- Students will understand dosage instructions and timing.
- Students will know that drugs and alcohol are not viable coping mechanisms.
- Students will know how to be prepared for an emergency situation and what to do if one occurs.

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For more information, read the following article by Grant Wiggins.

## Meaning

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## Understandings

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Students will understand...

- their own personal health history, what type of doctor is appropriate for various situations, and what their responsibilities are as a patient.
- the signs of illness and injury.
- how illness and injuries are treated.
- the difference between prescription and over the counter medicines.
- how to read and follow instructions on a medicine label.
- how often to give a dosage of medicine based on the recommendations of the label.
- the difference between an illness that requires medical intervention and one that can be reconciled with OTC drugs.
- the difference between an injury that requires medical intervention and one that can be reconciled with OTC drugs.
- the need for sexual responsibility.
- the dangers of alcohol and drug abuse.
- what an emergency situation is.
- how to get help in an emergency situation.

What inferences should they make/grasp/realize?

- All types of medicines and drugs are dangerous and should be handled as such.
- Preventative care is essential to your overall well-being.
- Sexual relations can have long term consequences.
- Calling 911 should only be done in emergency situations where someone needs help from a police officer, EMT or the fire station.

## Essential Questions

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Why is personal wellness important?

How do you take medication safely and effectively?

What are the repercussions of overdosing on a medication?

How do you determine if an illness or injury requires medical intervention?

What constitutes an emergency?

What number do you call in an emergency?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- the types of doctors they should visit on a regular basis.
- common signs of illness.
- common signs of injury.
- treatment options for illness.
- treatment options for injury.
- the difference between prescription meds and OTC meds.
- how to read a medicine label.
- how to follow dosages for medicines.
- the consequences of unprotected sex.
- the dangers of alcohol and drug abuse.
- what to do in a medical emergency.

What facts and basic concepts should students know and be able to recall?

- their health history.
- how to get help in an emergency.
- basic first aid practices for injuries.
- basic treatment options for illnesses.
- the consequences of unprotected sex.
- the dangers of alcohol and drug abuse.

## Students will be skilled at...

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Students will be skilled at...

- identifying the types of doctors they will need to utilize throughout their lifetime, when and how often to see a doctor and determining the severity of an illness or injury.
- handling and using medication appropriately and effectively.
- identifying strategies to protect against sexually transmitted diseases and pregnancy.
- knowing when a true emergency is occurring and what to do if it does.

## Academic Vocabulary

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9	10	11
wellness	weekly	Acquired Immune Deficiency Syndrome (AIDS)
health history	daily	human immunodeficiency virus (HIV)
primary care physician	hourly	sexually transmitted disease
dentist	symptoms	personal health history
gynecologist	swelling	symptoms -diarrhea, fever, flu, headache, nausea, vomiting, aspirin
pediatrician	soreness	pregnancy
specialists (insert types here)	infection	birth control
soreness	scrapes	reproduction
swelling	cuts	sexuality
emergency	burns	child birth
over the counter (OTC)	first aid	sexual responsibility
		fluids
		dehydration

## Learning Goal 5.A

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Students will be able to identify different types of preventative medical care, determine the severity of an illness or injury, discuss sexual responsibility and the dangers of drug and alcohol abuse.

HE.K-12.2.2.4

negotiation skills, and assertiveness in situations that influence health and safety.

SCI.K-12.5.6.1

Demonstrate ability to use a variety of supports for everyday activities as necessary.

Demonstrate the ability to care for personal physical needs.

### **Target 5.A.9**

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- Students will identify the types of doctors they should see on a regular basis

### **Target 5.A.10**

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- Students will determine the amount of times they should be scheduling appropriate appointments with various doctors.

### **Target 5.A.11**

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- Students will create a summation of their personal health history.

### **Target 5.A.12**

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- Students will identify ways in which they can be a responsible patient by providing accurate and complete information about medical complaints, past illnesses, hospitalizations, medications, etc. as well as following treatment plans as recommended by the professional responsible for their care.

### **Learning Goal 5.B**

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Students will identify common signs and symptoms of illnesses and injuries, and discuss treatment options for both.

HE.K-12.2.1.1	Demonstrate safe responsible health behaviors such as using a tissue, eating nutritionally, and washing hands when appropriate.
SCI.K-12.5.6.1	Demonstrate the ability to care for personal physical needs.

### **Target 5.B.9**

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- Students will identify common signs of illness.

### **Target 5.B.10**

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- Students will identify common signs of injuries.

### **Target 5.B.11**

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- Students will identify treatment options for a variety of illnesses.

### **Target 5.B.12**

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- Student will identify treatment options for a variety of injuries.

### **Learning Goal 5.C**

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Students will understand the concept of reading a medicine label, taking medications, and making healthy medical decisions on their own behalf.

HE.K-12.2.1.1	Demonstrate safe responsible health behaviors such as using a tissue, eating nutritionally, and washing hands when appropriate.
HE.K-12.2.1.2	Identify potentially dangerous or threatening activities or situations.
HE.K-12.2.2.3	Demonstrate effective communication skills, decision-making skills, refusal skills, negotiation skills, and assertiveness in situations that influence health and safety.
HE.K-12.2.3.1	Identify the purpose and appropriate use of personal medication.
HE.K-12.2.3.2	Know that the use of alcohol, tobacco and other drugs can be dangerous.
HE.K-12.2.4.2	Demonstrate behaviors necessary for safe and healthy relationships.
HE.K-12.2.4.3	Indicate knowledge of behaviors to prevent unintended pregnancy.

HE.K-12.2.4.4

Demonstrate behaviors that reduce or eliminate one's risk of contracting HIV or a sexually transmitted disease.

### **Target 5.C.9**

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- Students will compare and contrast prescription medication and over the counter (OTC) drugs.

### **Target 5.C.10**

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- Students will identify the various components of a medicine label and determine the amount and frequency of dosage.

### **Target 5.C.11**

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- Students will identify and discuss ways in which they can make responsible sexual decisions and identify possible consequences of intercourse.

### **Target 5.C.12**

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- Students will identify the dangers of the abuse of drugs and alcohol.

### **Learning Goal 5.D**

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Students will be able to contribute in a helpful way during an emergency.

HE.K-12.2.1.2

Identify potentially dangerous or threatening activities or situations.

HE.K-12.2.1.3

Identify and use emergency procedures when appropriate.

### **Target 5.D.9**

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- Students will identify when a true emergency is occurring.

### **Target 5.D.10**

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- Students will identify ways in which they can get help in an emergency situation.

### **Target 5.D.11**

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- Students will determine at what point their assistance is no longer required in an emergency.

## Target 5.D.12

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- Students will determine essential information and equipment necessary to keep on hand in case of an emergency or in the case of a zombie apocalypse.

## Summative Assessment

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Link to summative assesment guidelines and tools: <http://www.edudemic.com/summative-and-formative-assessments/>

<https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/summativeassess.html>

- End of semester exam
- end of unit or chapter tests
- essay or report
- oral examination
- participation in lecture, discussion or group work
- performance task with rubric or checklist
- presentation
- projects
- structured observations

## 21st Century Life and Careers

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CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP3

Attend to personal health and financial well-being.

CRP.K-12.CRP3.1

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.



CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

## **Formative Assessment and Performance Opportunities**

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Link to formative assessment guidelines and tools: <http://www.edudemic.com/summative-and-formative-assessments/>

<https://www.nwea.org/blog/2016/take-three-55-digital-tools-and-apps-for-formative-assessment-success/>

[https://docs.google.com/presentation/d/1nzhdnyMQmio5INT75ITB45rHyLISHEEHZIHTWJRqLmQ/pub?start=false&loop=false&delayms=3000#slide=id.gb49e70aa\\_370](https://docs.google.com/presentation/d/1nzhdnyMQmio5INT75ITB45rHyLISHEEHZIHTWJRqLmQ/pub?start=false&loop=false&delayms=3000#slide=id.gb49e70aa_370)

- do now
- exit ticket
- graphic organizer
- group project
- independent project
- questioning/discussion
- quiz
- role play
- simulation
- task analysis
- task rubric
- teacher observation
- think-pair-share
- visual representations
- work product

## **Differentiation/Enrichment**

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- 1:1 instruction
- community based instruction
- cueing / prompting
- reinforcement activities
- role playing / simulation
- small group instruction
- visual supports

## **Unit Resources**

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- board games
- Book: AIDS and Other STD's
- Book: Alcohol and Other Drugs
- Book: Applying Life Skills
- Book: Family Living and Sex Education
- Book: How to Get Well When You are Sick or Hurt
- Book: Sex Education Activities
- instructional video
- online and interactive activities