

Comprehensive Health 10th Grade

Content Area: **Health**
Course(s): **Comprehensive Health, OTP Health**
Time Period: **year**
Length: **40 weeks**
Status: **Published**

Unit Overview

The study of wellness allows the student to understand the different types of health and how they relate to total wellness. Without an understanding of wellness, the students will not have the ability to make good choices for a healthy productive life. Students will be familiarized with the signs of anxiety and depression. Students will be able to identify resources for help for depression. This unit will also cover the study of nutrition and fitness and its effects on the quality of life that are essential for a student's lifelong wellness. In this unit, the students will recognize how drugs, tobacco, and alcohol use and abuse has an effect on the body. This unit will also focus on the study of communicable and non-communicable diseases and its effects on the body's immune system.

Transfer

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

- make responsible decisions about their mind and bodies to eliminate the chance of health risks in their future.
- promote a more physically active lifestyle that will become an important part of their life.
- be encouraged to make healthier choices when selecting meals and snacks to get the most nutrition out of the food they eat.
- make smart, responsible decisions when in situations where there is alcohol, tobacco, and drugs.
- understand the effects of drugs, tobacco, and alcohol use and abuse on oneself as well as their family.
- understand what communicable diseases are and steps to preventing them.
- understand what non-communicable diseases are and steps to preventing them.

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

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand...

- the role lifestyle factors play in maintaining an individual's wellness.
- the importance to balance all three sides of the health triangle to maintain total wellness.
- different ways to handle conflict
- the relationship between depression and suicide is essential in preventing suicide.
- reliable personal and professional resources are available to assist in the treatment of depression.
- that good physical health has a direct impact on their mental and social health.
- how good physical health helps in disease prevention.
- drugs, tobacco, and alcohol has an effect on one's quality of life
- pressures that exist in a social setting can determine an individual's decision to use drugs, tobacco, and alcohol.
- ways to live a drug, tobacco, and alcohol free lifestyle.
- developing an understanding of communicable and non-communicable diseases allows for the ability to prevent, treat, and control the transmission of these diseases.
- ways to improve their physical fitness level for a healthy productive life.
- how good nutrition has a impact on disease prevention.
- the importance of consuming all of the essential nutrients on a daily basis.
- using technology can help regulate and maintain healthy eating habits.

Essential Questions

Students will keep considering...

- What is physical, social, and mental health?
- What constitutes total wellness?
- How can an individual assess their own wellness needs?
- How do risk factors affect components in health?
- What is stress and how can an individual deal with stress?
- What are the warning signs of teen depression?
- What are the resources available to assist teens who are depressed?
- How does fitness relate to wellness?
- How does good physical health relate to a higher quality of life?
- How to start implementing a fitness program into their schedule?
- What is nutrition?
- What constitutes a healthy diet?
- What is my nutritional plan?
- How do I maintain a healthy weight throughout my life?
- What measures do I need to take to continue with a healthy diet?
- What constitutes a drug?
- What are the short and long-term effects of drug, tobacco, and alcohol use on the body?
- What constitutes a communicable disease?
- What is the difference between a virus and bacteria?
- What constitutes a virus?
- How does the immune system work?
- How can communicable diseases be prevented?
- What constitutes a non-communicable disease?
- How can non-communicable diseases be prevented?
- What are some disabilities?
- What are the specific conditions of some disabilities?
- What are appropriate ways to communicate sensitively with people with disabilities?

- What are some ways to support and encourage others to sensitively communicate?

Application of Knowledge and Skill

Students will know...

Students will know...

- What is Health and Wellness
- What is the health continuum and its importance to total wellness
- What are lifestyle factors and how they affect one's health
- The three parts of the health triangle and how they are related
- Physical Health- Personal care and healthy behaviors
- Social Health- Skills for healthy relationships, family relationships, peer relationships/ bullying
- Mental Health- personality types, stress, stressors, coping techniques
- The stressors in teen life
- Coping skills for good mental health
- Depression warning signs
- Resources for assistance
- the five components of health-related fitness: Cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition
- the definition of nutrition and nutrients
- the influences on their current food choices
- the six basic nutrients and the roles they play in an individual's overall health
- the immediate and long term benefits of good nutrition
- how to make smart choices for each of the food groups

- how to use and follow the guidelines of myplate.gov that promotes healthy eating for life
- how to read and assess food labels
- the dangers of using tobacco in any form
- the risks and rights of nonsmokers
- strategies for quitting tobacco use and ideas for advocating for smoke free environments
- the risks alcohol poses to all three aspects of the health triangle
- useful strategies for refusing alcohol
- how to use medicines safely and how to avoid the use of illegal drugs
- the harmful effects of marijuana, inhalants, steroids, and psychoactive drugs
- the harmful physical, mental/emotional, social, and legal consequences of drug use
- what communicable diseases are
- means of transmission
- how the risk of infection can be reduced
- how the immune system works
- common communicable diseases
- symptoms, causes, treatments, and prevention of common non-communicable diseases
- a few of the more common disabilities that result from physical and mental impairment
- the importance of eliminating barriers that hinder individuals with disabilities

Students will be skilled at...

Students will be skilled at...

- understanding the interdependency of the three components of total wellness
- being cognizant of the factors which will influence their health, happiness, and longevity
- defining mental health

- demonstrating their knowledge of stress and the skills that are involved in the process of coping with stress
- identifying and classifying stressors and the necessary coping strategies
- recognizing and identifying signs of depression
- identifying the components of health-related fitness
- define applicable vocabulary
- identifying the 6 basic nutrients and identify their roles in the body
- identifying smart choices from each of the food groups
- understanding how to read food labels to make healthier food choices
- understanding the importance of balancing good nutrition and physical activity for a higher quality of life
- evaluating the effects of drugs, tobacco, and alcohol use and abuse on the body.
- defining substance abuse and recognize the health risks involved.
- recognizing the differences between illegal and legal drugs.
- identifying and assessing community health services for getting help with the prevention and treatment of drugs addiction and abuse.
- describing the differences between communicable and non-communicable diseases.
- recognizing the differences between bacteria and viruses
- identifying common communicable diseases
- recognizing the importance of early detection and warning signs that prompt individuals of all ages to seek health care
- identifying and recognizing the challenges of individuals with disabilities

Academic Vocabulary

Health

Wellness

Physical Health

Mental/Emotional Health

Social Health

Prevention

Risk Behaviors

Cumulative Risk

Health Continuum

Lifestyle factors

Chronic Disease

Influences of health

Abstinence

Conflict resolution

Stress

Stressor

Perception

Chronic Stress

Stress Management Skills

Anxiety

Depression

Physical Activity

Physical Fitness

Exercise

Sedentary

Cardiovascular disease

Warm-up

Workout

Cool-down

Nutrition

Nutrients

Calories

Hunger

Appetite

Carbohydrates

Proteins

Fats

Vitamins

Minerals

Water

Fiber

Cholesterol

Whole Grains

Portion size

Junk food

Empty calories

MyPlate

Tobacco

Additive drug

Nicotine

Smokeless tobacco

Alcohol abuse

Intoxication

Blood alcohol concentration

Binge drinking

Alcohol poisoning

Alcoholism

Alcoholic

Fetal alcohol syndrome

Drugs

Side effects

Medicines

Substance abuse

Illegal drugs

Overdoes

Addiction

Marijuana

Communicable disease

Viruses

Bacteria

Immune system

Vaccine

Non-communicable disease

Cardiovascular disease

Cancer

Allergy

Diabetes

Disability

Americans with Disabilities Act

Learning Goal 1

- Become cognizant of the factors which will influence overall health, happiness, and longevity throughout one's lifespan.

HPE.2.1.12.A.1

Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

HPE.2.1.12.A.2

Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

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| HPE.2.1.12.A.CS1 | Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly. |
| HPE.2.2.12.E.1 | Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation. |
| HPE.2.2.12.E.2 | Determine the effect of accessibility and affordability of healthcare on family, community, and global health. |
| HPE.2.2.12.E.CS1 | Potential solutions to health issues are dependent on health literacy and available resources. |

Target 1

- Students will be able to identify the four dimensions of health and how they impact one another.

Target 2

- Students will be able to identify how different lifestyle factors affect their health and well-being.

Target 3

- Students will be able to explain the importance of caring for their personal health throughout their lifetime.

Target 4

- Students will be able to explain the short and long term consequences of good and poor decision making .

Target 5

- Students will be able to identify the basics of health insurance/programs in the United States.

Learning Goal 2

- Students will be able to identify how to positively cope with various life situations that that may effect their mental/emotional health.

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| HPE.2.1.12.C.3 | Determine the emotional, social, and financial impact of mental illness on the family, community, and state. |
| HPE.2.1.12.E.1 | Predict the short- and long-term consequences of unresolved conflicts. |
| HPE.2.1.12.E.2 | Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis. |
| HPE.2.1.12.E.4 | Develop a personal stress management plan to improve/maintain wellness. |

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| HPE.2.1.12.E.CS1 | Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. |
| HPE.2.1.12.E.CS2 | Stress management skills impact an individual's ability to cope with different types of emotional situations. |

Target 1

- Students will be able to identify positive ways to handle conflict with family, friends, and peers.

Target 2

- Students will be able to understand how stress effects the body and identify various coping mechanisms for managing one's stress.

Target 3

- Students will be able to develop a personal wellness plan as well as identify where to go for help if they should experience mental health concerns.

Learning Goal 3

- Develop a fitness and nutrition plan to increase wellness.

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| HPE.2.1.12.B.1 | Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. |
| HPE.2.1.12.B.2 | Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries. |
| HPE.2.1.12.B.3 | Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health. |
| HPE.2.1.12.B.CS1 | Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness. |
| HPE.2.6.12.A.1 | Compare the short- and long-term impact on wellness associated with physical inactivity. |
| HPE.2.6.12.A.2 | Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (FITT and additional training principles) |
| HPE.2.6.12.A.3 | Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition. |
| HPE.2.6.12.A.4 | Compare and contrast the impact of health-related fitness components as a measure of fitness and health. |
| HPE.2.6.12.A.CS1 | Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. |

Target 1

- Students will be able to make a fitness plan and identify the importance of fitness to their lifetime health.

Target 2

- Students will be able to explain the importance of balancing fitness and nutrition for their overall health.

Target 3

- Students will be able to make a basic eating plan and identify the importance of eating a balanced diet, which includes eating in moderation given the variety of food choices available.

Learning Goal 4

- Understand the consequences of risky behaviors and drug abuse and explain how to reduce the chance of communicable and non-communicable disease.

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| HPE.2.3.12.B.1 | Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries. |
| HPE.2.3.12.B.CS1 | There are immediate and long-term consequences of risky behavior associated with substance abuse. |
| HPE.2.3.12.C.1 | Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death. |
| HPE.2.3.12.C.2 | Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free. |
| HPE.2.3.12.C.CS1 | The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others. |

Target 1

- Students will be able to understand the effects of drug and alcohol abuse as well as the risks associated with their use.

Target 2

- Students will be able to identify communicable and non-communicable diseases as well as symptoms of each.

Summative Assessment

* Notebooks

- * Quizzes
- * Tests
- * Projects
- * Benchmark

21st Century Life and Careers

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |

Formative Assessment and Performance Opportunities

- * Teacher observation
- * Class participation
- * Discussions
- * Homework
- * Notebook

Differentiation/Enrichment

- * Modifications as per IEP/ 504 plans
- * Google classroom resources (powerpoint, guided notes)
- * Small group activities
- * Reteaching opportunities in textbook

- * Directed reading
- * Inclusion strategies in textbook
- * Motivating activities in textbook

Unit Resources

Glencoe Health: Ninth Edition

Powerpoints

Topic related videos

Related internet resources

Topic Related Worksheets

- Glencoe Health: Ninth Edition
- Powerpoints
- Related internet resources
- Topic related videos
- Topic Related Worksheets