Course Introduction-Making Healthy Decisions (Chapter 1 – 1 class period)

By the end of this course introduction students will be able to:

- Describe two factors that can be used to evaluate overall health
- List three aspects of overall health
- Explain how the choices people make can affect their positions on the health continuum (9-12.H.1.1.1) (9-12.H.5.1.7)
- Identify at least three factors that influence a person’s health (9-12.H.6.1.1)
- Describe three strategies you can use to evaluate risk factors (9-12.H.6.1.1)
- Describe the broad goals of Healthy People 2020
- Identify three steps you can take to meet personal health goals; and implement these strategies to create and monitor a personal health goal (9-12.H.6.1.3)
- Describe how to evaluate health products, services, and information for validity; and then access valid and reliable health information, products, and services (9-12.H.3.1.1) (9-12.H.3.1.3) (9-12.H.3.1.4) (9-12.H.3.1.2)
- Evaluate what advertising does and does not do for a consumer
- Explain how a person can avoid health fraud
- Identify you rights as a consumer
- Analyze how public health policies and government regulations can influence health promotion and disease promotion related to consumerism (9-12.H.2.1.6)
Unit 1 Mental & Emotional Wellness (Q1)
By the end of this unit students will be able to:

Personality, Self-Esteem, and Emotions

- Name five traits that are used to define personality
- Identify two factors that determine how your personality develops
- Describe what happens to personality over a lifetime
- Compare the effects of high and low self-esteem
- Describe the changes in self-esteem that can occur as people age
- Identify at least five ways to achieve and maintain high self-esteem
- Explain why it is important to recognize your emotions
- Distinguish helpful from harmful coping strategies

Managing Stress

- Describe what causes a person to experience stress
- Identify four general types of stressors
- List in order, the three stages of the body’s response to stress
- Identify four types of early warning signs of stress
- Describe the relationship between stress and illness
- Explain how individuals can have different responses to the same stress.
- Describe two ways that personality affects stress
- Identify the key factor in resilience
- Identify and practice at least three ways to control stress, reduce tension, and change the way you think about stressors (9-12.H.7.1.2)
- Explain why building resilience is important
- Describe the value of seeking support from others when you are under stress

Mental Disorders and Suicide

- Explain how mental disorders are recognized
- Identify four causes of mental disorders
- Describe five types of anxiety disorders and four other types of mental disorders
- Identify health risks associated with anorexia
- Explain the relationships between bulimia and dieting
- List the main health risks of binge eating disorder
- Explain why it is important to identify and treat clinical depression; and determine when professional health services may be required for this or other mental disorders (9-12.H.3.1.5)
- Explain why individuals might deliberately injure themselves
• Describe one major risk factor for suicide; and discuss what they can do to help themselves, or someone who is contemplating suicide (9-12.H.4.1.4) (9-12 H.1.1.5)
• List reasons that might prevent a person from seeking help for a mental disorder
• Identify four types of mental health professionals
• Describe three general types of treatments for mental disorders

Unit 7 Preventing Disease (Q1)
By the end of this unit students will be able to:

Infectious Diseases
• Identify at least two causes of infectious diseases
• Describe four ways pathogens are spread
• Identify at least two of the body's physical and/or chemical defenses to infectious disease
• Describe the inflammatory response
• Explain how the immune system works
• Explain the difference between bacterial and viral diseases
• Describe at least three signs that one should seek medical care
• Explain the difference between communicable and non-communicable diseases; and provide two examples of each type of disease

Chronic Disease and Disabilities
• Explain why at least three different types of CVD occur; including hypertension, stroke, and arteriosclerosis or atherosclerosis
• Describe at least two ways that cardiovascular disease is detected and treated
• Identify at least three risk factors for CVD which are preventable and three that are not
• Explain at least three things that can be done to reduce their risk of CVD (9-12.H.1.1.5)
• Explain how genetics and family history can affect the risk for CVD (9-12.H.1.1.4)
• Analyze the potential severity of health problems that result from engaging in unhealthy behaviors (9-12.H.1.1.8)
• Describe how cancer impacts the body
• List at least three types of cancer and explain at least one thing that can be done to prevent each type
• Describe the difference between Type I and Type II diabetes
• Describe how allergies and asthma impact the body
• Explain what arthritis is and how it can impact a person’s quality of life
• Define what a disability is and how the rights of people with disabilities are protected
Unit 8 Community Health & Safety (CPR & FIRST AID) (Q1)
Students will be able to:

- Analyze the relationship between access to health care and health status (9-12.H.1.1.6)
- Determine the accessibility of health information, products, and services and then access valid and reliable health information, products, and services (9-12.H.3.1.2, 9-12.H.3.1.3)
- Evaluate how the school and community can affect personal health practice and behaviors (9-12.H.2.1.3)
- Identify at least three healthcare providers who work together to care for patients
- Describe at least two types of healthcare facilities and explain the financial benefits of using one over another (e.g. instacare services vs emergency room)
- Compare different options for paying for healthcare
- Describe at least two things to consider when choosing healthcare providers
- Identify at least three different kinds of communities to which they belong
- Describe how communities affect personal health
- Examine two keys to building a sense of community
- Identify three steps to getting more involved in your community
- Describe five factors that can help one prevent unintentional injuries
- Identify unintentional injuries that commonly occur at home
- Summarize two ways to stay safe in natural disasters
- Explain how to protect yourself from crime
- Describe how occupational injuries and illnesses can be prevented
- Summarize the four basic guidelines for recreational safety
- Identify the skills one needs to be a safe driver
- Explain what a Good Samaritan Law is and how it protects first aid responders
- Describe and demonstrate the protocol for responding to an emergency situation (9-12.H.7.1.5)
- Demonstrate proper hands only CPR (9-12.H.7.1.5)
- Describe basic first aid skills including recognizing signs of stroke and heart attack

Unit 3 Nutrition (Q1)
By the end of this unit students will be able to:

- Examine barriers that can hinder healthy decision-making related to nutritious eating (9-12.H.5.1.1)
- Formulate an effective long-term personal health plan related to nutritious eating (9-12.H.6.1.4)
- Assess personal health practices and overall health status related to eating habits (9-12.H.6.1.1)
- Analyze the role of individual responsibility in enhancing health related to eating habits (9-12.H.7.1.1)
• Analyze the potential severity of health problems that result from engaging in unhealthy behaviors related to eating habits and the benefits of engaging in healthy eating behaviors (9-12.H.1.1.8) (9-12.H.5.1.7)

• Analyze how school and community; and public health policies and government regulations can influence health promotion and disease promotion related to food (e.g. rules on soda machines in schools) (9-12.H.2.1.6) (9-12.H.2.1.3)

Introduction to Nutrition

• Name the three classes of nutrients that supply the body with energy
• Explain the basic process of how the body obtains energy from food
• Describe the roles that carbohydrates, fats, and proteins play in the body
• Provide a simple one word definition for calories
• Identify the two main classes of vitamins
• List seven minerals a body needs a significant amount of
• Explain at least three reasons why water is important for the body

Making Healthy Food Choices

• Learn how and practice the skill of how to properly analyze a food label (9-12.H.7.1.2) (9-12.H.7.1.4)
• Examine how heredity, activity level, and body composition influence a person’s weight (9-12.H.1.1.3)
• Identify health problems with being over or under weight
• Identify three different ways to calculate body composition and the potential weaknesses of each one
• Summarize healthy strategies for maintaining a healthy weight (losing, gaining, and maintaining) (9-12.H.7.1.2) (9-12.H.7.1.4)
• Identify at least two situations where specialized eating plans might be needed
• Discuss with at least two other students how portion sizes have changed over the years
• Create a list of at least three things they can do to keep manageable portions for themselves (9-12.H.7.1.2) (9-12.H.7.1.4)
• Be able to explain the difference between portions and serving sizes
• Be able to demonstrate at least four visual cues to help with portion control
• Propose and apply at least three healthy eating behaviors to avoid the health problems related to poor eating habits (9-12.H.1.1.5)

Digestion and Excretion

• Describe the three main functions of the digestive system
• Identify six organs of the digestive system and explain their functions
• Explain at least two things that can done to keep the digestive system healthy
• Discuss at least three things that can lead to foodborne illness and four things that they can do to prevent foodborne illness
• Identify the organs of excretion and their functions
• Explain how the kidneys remove wastes from the blood and produce urine
• Describe at least two things that can do to keep the excretory system healthy

Unit 4- Physical Fitness (Q1/2 – as time permits)
By the end of this unit students will be able to:

• Describe at least two ways physical health impacts emotional, intellectual, and/or social health (9-12.H.1.1.2)
• Analyze the role of individual responsibility in enhancing health related to physical fitness (9-12.H.7.1.1)
• Assess personal health practices and overall health status related to physical fitness (9-12.H.6.1.1) (9-12.H.5.1.7)
• Compare and contrast the benefits of and barriers to practicing an active lifestyle (9-12.H.1.1.7)
• Propose at least two things that can be done related to physical fitness to reduce health problems (9-12.H.1.1.5)
• Discuss at least two strategies for defending the healthy choice when making decisions related to physical fitness (9-12.H.5.1.6) (9-12.H.8.1.2)
• Analyze how school and community; and public health policies and government regulations can influence health promotion and disease promotion related to physical fitness (e.g. physical education requirements in schools) (9-12.H.2.1.6) (9-12.H.2.1.3)

Skeletal System

• Identify the five main roles of the skeletal system
• Describe the functions of bones and joints
• Explain at least two things one can do to keep their skeletal system healthy

Muscular System

• Describe the functions of the three types of muscles
• Explain at least two things one can do to keep their muscular system healthy
• Create an activity plan that includes a proper warm-up, activity plan and cool-down

Nervous System

• Explain the functions of the nervous system and the role of neurons
• Describe the roles of the central nervous system and the peripheral nervous system
• Identify at least one way to keep the nervous system healthy
Cardiovascular System

- Describe the three main functions of the cardiovascular system
- Trace the pathway of blood through the heart
- Identify three types of blood vessels and the four components of blood
- Explain at least three benefits exercise has on the cardiovascular system

Respiratory System

- List two main functions of the respiratory system
- Describe how air travels through the respiratory system
- Identify at least two things to keep the respiratory system healthy

Exercise and Lifelong Fitness

- Explain the importance of physical activity (9-12.H.7.1.3)
- Define the five components of health related fitness
- Describe five types of physical activity
- Understand what FITT means and list out an exercise plan that includes all components of the FITT principle and includes the components of cardiovascular endurance, strength training and flexibility. (9-12.H.6.1.2) (9-12.H.7.1.2) (9-12.H.7.1.4)
- Implement effective strategies and monitor progress in achieving a personal health goal (9-12.H.6.1.3)
- Describe the three phases of exercise
- List five safety considerations related to physical activity
- Evaluate the risks of using substances to enhance performance (9-12.H.5.1.2)
- Identify ways to avoid overtraining and prevent sports-related injuries
- Describe the overarching concept of the physical activity pyramid
- Recognize the current recommendations for physical activity
- Recognize the benefits of exercise on the brain, cardiovascular system and muscular system
- List at least two different activities that fulfill recommendations for cardiovascular endurance, strength training and flexibility
- Analyze the emotional, physical, and financial benefits of an active lifestyle (9-12.H.5.1.7)

Personal Care

- List the functions of teeth and gums
- Describe at least two ways to prevent teeth and gum problems
- Identify the functions of the skin
- Describe at least two ways to keep the skin healthy
- Identify at least two ways to keep the eyes and ear healthy
• Explain the importance of personal hygiene and self-care (9-12.H.7.1.3)

Unit 2 Social Health (Q2)
By the end of this unit students will be able to:

Family Relationships

• Explain why healthy family relationships are important
• Identify three main factors that have changed the form of families
• Summarize at least five forms of families that exist today
• Summarize the division of responsibility within a family
• List some causes of stress in families
• Describe three types of abuse that can happen in families
• Explain what problems runaways are likely to have
• List five characteristics of healthy families
• Describe four skills families need to stay healthy
• Identify places where families can go for help with their problems
• Analyze how family and culture influence health beliefs and behaviors (9-12.H.2.1.1)

Building Healthy Relationships

• Describe and use four skills that contribute to effective communication, and can help prevent, manage, or resolve conflicts without harming self or others (9-12.H.4.1.1) (9-12.H.4.1.3) (9-12.H.7.1.2)
• Explain how cooperation and compromise help build healthy relationships; and justify when individual or collaborative decision making is appropriate (9-12. H.5.1.3)
• Explain the importance of having friends
• Distinguish at least three different types of friendships
• Describe at least three problems that occur in friendships
• List at least three things you can learn about a person by dating
• Describe the cycle of violence
• Explain why emotional intimacy is important in close relationships

Preventing Violence

• Describe the three costs related to violence
• Identify five risk factors for violence
• Explain the relationship between harassment and the use of weapons at school
• Describe effective ways to reduce bullying, hazing, sexual harassment, and hate violence in schools
• Explain how anger and a desire for revenge can lead to fights
• Describe the role that friends and bystanders play in fights
• Explain the relationship between a need for control and violence
• Describe two general approaches for resolving conflicts
• Explain why safety should be a person’s first concern in any conflict
• Summarize how to confront a person wisely
• Identify ways to help others avoid fighting

Unit 5 Substance Abuse (Q2)
By the end of this unit students will be able to:

• Analyze the potential severity of health problems that result from engaging in unhealthy behaviors related to substance use (9-12.H.1.1.8)
• Generate alternatives to the offer to accept peer pressure to use tobacco, alcohol or other substances health-related issues or problems (9-12.H.5.1.4) (9-12.H.7.1.4) (9-12.H.8.1.2)
• Describe and demonstrate at least five different type of refusal skills and demonstrate refusal, negotiation, and collaboration skills to avoid substance use (9-12.H.4.1.2) (9-12 H.7.1.4)
• Analyze how peers influence health beliefs and behaviors related to substance use (9-12.H.2.1.2)
• Predict the potential short-term and long-term impact of each alternative on self and others related to substance use (9-12.H.5.1.5)
• Defend the healthy choice when making decisions related to substance use (9-12.H.5.1.6) (9-12.H.8.1.2)
• Use resources from home, school, and community that provide valid health information related to substance use (9-12.H.3.1.4)
• Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g. using drugs to fit in) (9-12.H.2.1.5)
• Analyze how public health policies and government regulations can influence health promotion and disease promotion related to substance use (9-12.H.2.1.6)

Alcohol
• Describe how alcohol acts as a depressant in the body
• Identify three major factors that influence underage drinking
• Explain how different types of drinks contain different alcohol and explain why this is important to understand
• Explain what a zero-tolerance policy means in relation to alcohol
• Summarize the effects of intoxication on the body systems
• List four factors that affect blood alcohol concentration
• Identify the symptoms of blood alcohol poisoning and explain what should be done if these symptoms are recognized
• Identify five serious physical effects of long-term alcohol abuse
• List the first step in recovery from alcoholism
Describe three stages of alcoholism

Tobacco
- Describe at least three types of tobacco products and the dangers of each one
- Explain how nicotine affects the body
- Identify two other dangerous substances in tobacco smoke
- Describe the risk of long-term tobacco use
- Identify the long-term risks of exposure to second hand smoke
- Explain how smoking by a pregnant woman can affect her baby
- Understand the challenges of quitting smoking and the benefits of quitting smoking
- Analyze how the use of cigarette products impact the environment (9-12 H.1.1.3)

Other Drugs & Substance Abuse
- Define drug abuse and distinguish it from both appropriate use and misuse
- Describe how psychoactive drugs affect the brain
- Summarize at least three risks of drug abuse
- Recognize the between over-the-counter drugs, prescription drugs, and illegal drugs
- Evaluate how family, friends, and personal factors can influence an individual’s decisions about drugs
- Discuss at least three things that one could do to help a friend or family member who is struggling with substance abuse
- Compare the effects of depressants, stimulants, and hallucinogens on the body
- Describe the effects of marijuana
- Name three things one can do to remain drug free
- Identify at least three resources for help for people who abuse drugs

Unit 6 Human Development (Q2)
State Core Objectives Covered - Students will be able to:
- Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks related to sexual activity (9-12.H.4.1.2) (9-12 H.7.1.4)

Reproduction and Hereditary
- Describe the general roles of the endocrine system
- Identify the glands of the endocrine system
- Describe three functions of the male reproductive system
- Identify five ways to keep the male reproductive system healthy
- Describe three main functions of the female reproductive system
- Summarize the stages of the menstrual cycle
- Identify five ways to keep the female reproductive system healthy
• Explain how genetic information passes from one generation to the next
• Identify the causes of genetic disorders
• Compare the role of genes, environment, and behavior in affection a person’s risk for
disease (9-12 H.1.1.4)

Pregnancy, Birth and Childhood

• Summarize the events that occur during the first week after fertilization
• Describe the structures that protect and nourish the embryo and fetus
• Identify four behaviors that are essential for a healthy pregnancy
• Explain the importance of prenatal care throughout pregnancy
• Identify the three stages of the birth process
• Describe four complicating factors that may arise at birth
• Describe the changes that children undergo during early childhood
• Identify key areas of development that occur during middle and late childhood

Adolescence and Adulthood

• List three main categories of physical change that occur during adolescence
• Describe three mental changes that adolescents experience
• Summarize the emotional changes of adolescence
• Identify the responsibilities that adolescents have to themselves and others
• Summarize the changes that people undergo during adulthood
• List three keys to a successful marriage
• Analyze how decisions made in youth can affect the aging process
• List the five stages of dying that some people experience
• Summarize healthy strategies for coping with a dying loved one and coping after a death

Sexually Transmitted Infections (STIs) and Aids

• Identify at least two risky behaviors associated with the current epidemic of sexually
transmitted infections
• Describe at least two behaviors that can help prevent the spread of sexually transmitted
infections
• Understand the difference between bacterial and viral STIs
• Explain what an asymptomatic stage of a disease means
• Explain the difference between HIV and AIDS
• Describe four ways that HIV is passed from person to person
• Explain at least three behaviors that can prevent the spreading of HIV