

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

HEALTH II

GRADES 11-12

Date of Board Approval: December 21, 2017

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	Health II	SUBJECT:	Health	GRADE LEVEL:	11-12
COURSE LENGTH:	Year	DURATION:	50 Minutes	FREQUENCY:	1 day/week
PREREQUISITES:	Not Applicable	CREDIT:	.2	LEVEL:	Not Applicable

Course Description/Objectives: Health II continues to focus on behavior and personal choice as a major factor in overall wellness and disease prevention. It further refines students' understanding of nutrition and weight management through regular exercise, meal planning, calculating calories consumed and expended, and the toxic impact of sugar. This course also focuses on how unhealthy relationships and substance abuse impact individuals, families and communities. Mental health, domestic violence, sexual assault and the opioid epidemic are examined. Connections are made between substance abuse and unhealthy relationships. Health II encourages real-world discussions of issues that impact adolescents entering adulthood.

Text: Not Applicable

Curriculum Writing Committee: Justin Kretzing Jason Moyer Brian Waiter

COURSE TIMELINE

Unit #1: Promoting Safe and Healthy Relationships

5 days

- Abusive personalities
- Abusive relationships
- Sexual violence on college campuses
- Domestic violence: power and control

Unit #2: Nutrition and Weight Management

7 days

- Nutrients
- Toxic impact of sugar
- Influences of media
- Reading food labels
- Menu planning
- Exercise and weight management
- Poverty and food choice

Unit #3: Disease Prevention

15 days

- Cardiovascular disease
- Cancer
- Diabetes
- Stroke
- Obesity
- Cholesterol
- Stress
- Influenza
- Vector borne
- Sexually transmitted diseases
- Contraceptives

Unit #4: Substance Use and Abuse

4 days

- Alcohol abuse
- Opioid epidemic
- Marijuana health risks

Unit #5: Responding to Health Emergencies

5 days

- Cardiopulmonary resuscitation (CPR) techniques
- Automated External Defibrillator (AED)
- Treatment of injuries

TOTAL 36 days

KNOW, UNDERSTAND, DO

COURSE:	Health II	TIME FRAME:	5 days
UNIT #1:	Promoting Safe and Healthy Relationships	GRADE:	11-12

STANDARDS:

PA Academic Standards for Health, Safety, and Physical Education

10.3.12C

- Analyze the impact of violence on the victim and surrounding community.

KNOW, UNDERSTAND, DO

COURSE:	Health II	TIME FRAME:	5 days
UNIT #1:	Promoting Safe and Healthy Relationships	GRADE:	11-12

UNDERSTANDINGS

Safe, healthy, non-abusive, and non-violent relationships promote well being. Everyone deserves to have safe and healthy relationships.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify abusive behaviors and personalities: perfectionism, mood swings, accepting responsibility, and jealousy.
- Identify early warning signs of abusive relationships: power and control, emotional manipulation such as, do you feel free, how your partner speaks to you, and do you feel safe.
- Identify ways to get out of an abusive relationship: confide in someone you trust, cut off your abuser, strengthen your support network.
- Identify early warning signs of domestic violence: power and control, coercion and threats, isolation, emotional abuse, economic abuse, the use of children, and intimidation.
- Define a healthy, sexual relationship as having three components: mutual respect, lack of coercion and explicit consent.
- Define sexual assault as sexual contact or behavior that occurs without the explicit consent of the recipient.

DO

- Analyze behaviors to determine why they are abusive.
- Create a plan to get out of an abusive relationship.
- Research the impact of domestic violence on individuals, families and community.

KNOW, UNDERSTAND, DO

COURSE:	Health II	TIME FRAME:	5 days
UNIT #1:	Promoting Safe and Healthy Relationships	GRADE:	11-12

UNDERSTANDINGS

Safe, healthy, non-abusive, and non-violent relationships promote well being. Everyone deserves to have safe and healthy relationships.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Understand that sexual assault and sexual harassment are never the victim's fault.
- Define sexual harassment in a workplace, or other professional or social situation, as unwanted sexual advances, obscene remarks and/or offensive comments.
- Explain the long-term impact of a criminal conviction for sexual assault.

DO

- Discuss individual strategies for reducing sexual assault and sexual harassment.
- Discuss why colleges, universities and workplaces have seen an increase in reported sexual assaults and sexual harassment.

KNOW, UNDERSTAND, DO

COURSE:	Health II	TIME FRAME:	7 days
UNIT #2:	Nutrition and Weight Management	GRADE:	11-12

STANDARDS:

PA Academic Standards for Health, Safety, and Physical Education

10.1.12C

- Analyze factors that impact nutritional choices of adults.

10.2.12C

- Compare and contrast the positive and negative effects of the media on adult personal health and safety.

KNOW, UNDERSTAND, DO

COURSE:	Health II	TIME FRAME:	7 days
UNIT #2:	Nutrition and Weight Management	GRADE:	11-12

UNDERSTANDINGS

An individual's health is greatly impacted by food choice, food literacy, and physical activity.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Read and interpret food labels to promote healthy food choices and weight management: daily value, calories, serving size.
- Discuss the toxic impact of sugar: disease, obesity, addiction.
- Recognize the impact of the media on food choices: advertising.
- Identify healthy amounts of nutrients: proteins, carbohydrates, antioxidants.
- Recognize the importance of healthy menu planning: moderation, variety, nutrient dense.
- Recognize the relationship between exercise and healthy weight: calories in versus calories out.
- Identify the relationship between poverty and food choice: availability, transportation, cost, education, food deserts.

DO

- Analyze information on food labels and its impact on health.
- Establish the role media plays in our food choices.
- Construct daily menus that incorporate healthy amounts of nutrients dense foods: fiber, unsaturated fats, and antioxidants.
- Analyze how exercise impacts caloric expenditure.
- Calculate calories in versus calories out.
- Establish the role that personal choice has on health maintenance and disease prevention.

KNOW, UNDERSTAND, DO

COURSE:	Health II	TIME FRAME:	15 days
UNIT #3:	Disease Prevention	GRADE:	11-12

STANDARDS:

PA Academic Standards for Health, Safety, and Physical Education

10.1.12E

- Identify and analyze factors that influence the prevention and control of health problems.

KNOW, UNDERSTAND, DO

COURSE:	Health II	TIME FRAME:	15 days
UNIT #3:	Disease Prevention	GRADE:	11-12

UNDERSTANDINGS

Disease prevention is directly related to one's social, physical, mental, and economic well being.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify lifestyle factors that cause cardiovascular disease: diet, genetics, sedentary lifestyle, weight management, and stress.
- Identify lifestyle factors that cause cancer: diet, genetics, sedentary lifestyle, and environment.
- Identify the causes of diabetes.
- Identify the risk factors associated with strokes: cholesterol, stress, obesity, sugars, tobacco, alcohol, and high blood pressure.
- Discuss the link between obesity and disease: weight management, mental health, impact on ability to exercise and daily routine.
- Discuss the function of cholesterol: high density lipoprotein (HDL) and low density lipoprotein (LDL).
- Recognize the impact of stress on disease: high blood pressure, high stress hormone, increased aging, DNA damage.
- Explain the impact vectors have on the spread of disease: ticks, mosquitoes, Lyme disease, West Nile virus.
- Discuss the prevalence of sexually transmitted diseases (STDs).
- Explain why abstinence is the only 100% safe way of preventing STDs and unwanted pregnancy.
- Identify the types of contraceptives: condom, fertility based awareness, hormonal based, cost of pregnancy.

DO

- Interpret how your choices impact cardiovascular disease, diabetes, stroke, stress, and cancer.
- Interpret how genetics impact cardiovascular disease, diabetes, stroke, stress, and cancer.
- Interpret how the environment impacts cardiovascular disease, diabetes, stroke, stress, and cancer.
- Analyze the correlation between obesity and cardiovascular disease, diabetes, stroke, and cancer.
- Compare and contrast HDL and LDL cholesterol as it relates to function, food sources, and impact on the body.
- Construct a plan to minimize to risk of contracting a vector borne disease: Lyme disease, West Nile virus.
- Analyze the impact of sexually transmitted diseases on physical, mental, and social well being: infertility, stigma, depression, and economic impact.
- Develop a plan to reduce the risk of contracting a sexually transmitted disease and unwanted pregnancy.
- Analyze the cost of raising a child for the first year of life.

KNOW, UNDERSTAND, DO

COURSE:	Health II	TIME FRAME:	4 days
UNIT #4:	Substance Use and Abuse	GRADE:	11-12

STANDARDS:

PA Academic Standards for Health, Safety, and Physical Education

10.1.12D

- Evaluate issues relating to the use/non-use of drugs.

10.1.12E

- Identify and analyze factors that influence the prevention and control of health problems.

KNOW, UNDERSTAND, DO

COURSE:	Health II	TIME FRAME:	4 days
UNIT #4:	Substance Use and Abuse	GRADE:	11-12

UNDERSTANDINGS

Current and future personal wellness is greatly impacted by the use and misuse of substances.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify the impact of alcohol use on health and safety: alcohol related disease, depression, addiction, and alcohol related accidents.
- Recognize the risks involved with the use and abuse of opioid drugs: addiction, overdose, impact on individuals, families and communities.
- Recognize the risks involved with the use and abuse of marijuana: impact of legalization, higher THC and addiction, link to depression, medical versus recreational.

DO

- Analyze the impact of alcohol abuse on the individual, families, and society.
- Analyze the impact of opioid addiction on the individual, families, and society.
- Theorize the impact of legalization of marijuana on the individual, families, and society.

KNOW, UNDERSTAND, DO

COURSE:	Health II	TIME FRAME:	5 days
UNIT #5:	Responding to Health Emergencies	GRADE:	11-12

STANDARDS:

PA Academic Standards for Health, Safety, and Physical Education

- 10.1.12B** • Evaluate factors that impact the body systems and apply protective preventive strategies.
- 10.1.12E** • Identify and analyze factors that influence the prevention and control of health problems.
- 10.3.12B** • Analyze and apply strategies for the management of injuries.

KNOW, UNDERSTAND, DO

COURSE:	Health II	TIME FRAME:	5 days
UNIT #5:	Responding to Health Emergencies	GRADE:	11-12

UNDERSTANDINGS

Proper CPR and first aid techniques greatly impact survival rates.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Demonstrate CPR and first aid techniques.

KNOW

- Recall proper techniques required for CPR skills: Check, call, care, hands only chest compressions, abdominal thrusts, locate automated external defibrillator.
- Explain proper use of an automated external defibrillator (AED): power, pads, plugs.
- Explain the importance of knowing basic CPR and first aid skills.
- Recognize treatment options necessary for injuries that require first aid: bleeding injuries, burns, fractures, dislocations, poisoning.

DO

- Demonstrate proper CPR techniques.
- Analyze an emergency situation and demonstrate the proper response.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)