

Stage 1 – Desired Results

Related standard(s):

- 2.1.6.A.1
- 2.1.6.A.2
- 2.1.6.A.3
- 2.1.6.B.1
- 2.1.6.B.2
- 2.1.6.B.3
- 2.1.6.B.4
- 2.1.6.C.1
- 2.1.6.C.2
- 2.1.6.C.3
- 2.1.6.D.1
- 2.1.6.D.2
- 2.1.6.D.3
- 2.1.6.D.4
- 2.1.6.E.1
- 2.1.6.E.2
- 2.1.6.E.3

Transfer

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

- Support a healthy, active lifestyle.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- Health choices and behaviors have a profound impact on personal, family, community, and global wellness.
- Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.
- Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.
- Food choices and eating patterns are developed at a young age, persist throughout one’s lifetime, and may impact one’s long-term health.
- It may be difficult to change unhealthy eating patterns that are rooted in family traditions, religious beliefs, or culture.
- Peers and the media also have a significant impact on food choices and the availability of healthy options.
- Making healthy eating choices is an important part of achieving and sustaining wellness.

Essential Questions (EQs)

Students will keep considering...

- How do personal health choices impact our own health as well as the health of others?
- How can a personal commitment to wellness influence the health of others?
- How does this commitment reduce ones’ risk for diseases, health conditions, and injuries that may impact the quality or duration of one’s life?
- Why is it so difficult to educate people about risky behaviors? Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?
- How are food choices influenced by culture and tradition?
- What role does family, peers, and the media have on food choices now and throughout life?

Grade Level Benchmarks

Knowledge

Students will know...

- Staying healthy is a lifelong process that includes all dimensions of wellness.
- Eating patterns are influenced by a variety of factors.
- The early detection and treatment of diseases and health conditions impact one’s health.
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
- Applying first-aid procedures can minimize injury and save lives.
- Social and emotional development impacts all components of wellness.
- 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.
- Stress management skills impact an individual’s ability to cope with different types of emotional situations.

Skills

Students will be able to...

- Explain how health data can be used to assess and improve each dimension of personal wellness.
- Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
- Determine factors that influence food choices and eating patterns.
- Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- Compare and contrast nutritional information on similar food products in order to make informed choices.

		<p>Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</p> <p>Determine the impact of public health strategies in preventing diseases and health conditions.</p> <p>Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</p> <p>Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p> <p>Explain what to do if abuse is suspected or occurs.</p> <p>Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</p> <p>Assess when to use basic first-aid procedures.</p> <p>Examine how personal assets and protective factors support healthy social and emotional development.</p> <p>Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</p>
--	--	--

Stage 1 – Desired Results

Related standard(s):
 2.2.6.A.1
 2.2.6.A.2
 2.2.6.B.1
 2.2.6.B.2
 2.2.6.B.3
 2.2.6.B.4
 2.2.6.C.1
 2.2.6.C.2
 2.2.6.C.3
 2.2.6.D.1
 2.2.6.D.2
 2.2.6.E.1
 2.2.6.E.2

Transfer	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none"> Use personal and interpersonal skills to support a healthy, active lifestyle. 	
Meaning	
Enduring Understandings (EUs)	Essential Questions (EQs)
<i>Students will understand that...</i>	<i>Students will keep considering...</i>
<ul style="list-style-type: none"> Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of diseases and health conditions contributes to one’s health and helps reduce healthcare costs. 	<ul style="list-style-type: none"> Why is it so difficult for some people to access healthcare? How do you know when you need help? What’s more important: prevention or cure?
Grade Level Benchmarks	
Knowledge	Skills
<i>Students will know...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"> Effective communication may be a determining factor in the outcome of health- and safety-related situations. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. Every health-related decision has short- and long-term consequences and affects the ability to reach health goals. Personal core ethical values impact the behavior of oneself and others. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence. Participation in social and health- or service-organization initiatives have a positive social impact. Health literacy includes the ability to compare and evaluate health resources. Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems. Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective. 	<ul style="list-style-type: none"> Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. Use effective decision-making strategies. Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. Determine how conflicting interests may influence one’s decisions. Apply personal health data and information to support achievement of one’s short- and long-term health goals. Explain how character and core ethical values can be useful in addressing challenging situations. Predict situations that may challenge an individual’s core ethical values. Develop ways to proactively include peers with disabilities at home, at school, and in community activities. Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. Develop a position about a health issue in order to inform peers. Determine the validity and reliability of different types of health resources. Distinguish health issues that warrant support from trusted adults or health professionals.

Stage 1 - Desired Results

Related standard(s):

- 2.3.6.A.1
- 2.3.6.A.2
- 2.3.6.B.1
- 2.3.6.B.2
- 2.3.6.B.3
- 2.3.6.B.4
- 2.3.6.B.5
- 2.3.6.B.6
- 2.3.6.B.7
- 2.3.6.C.1
- 2.3.6.C.2
- 2.3.6.C.3
- 2.3.6.C.4

Transfer

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

- Use knowledge of alcohol, tobacco, other drugs, and medicines, to support a healthy, active lifestyle.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.

Essential Questions (EQs)

Students will keep considering...

- Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?

Grade Level Benchmarks

Knowledge

Students will know...

- There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
- Substance abuse is caused by a variety of factors.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

Skills

Students will be able to...

- Explain the system of drug classification and why it is useful in preventing substance abuse.
- Relate tobacco use and the incidence of disease.
- Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
- Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
- Summarize the signs and symptoms of inhalant abuse.
- Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
- Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- Explain how wellness is affected during the stages of drug dependency/addiction.
- Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
- Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

Stage 1 – Desired Results

Related standard(s):
 2.4.6.A.1
 2.4.6.A.2
 2.4.6.A.3
 2.4.6.A.4
 2.4.6.A.5
 2.4.6.B.1
 2.4.6.B.2
 2.4.6.B.3
 2.4.6.B.4
 2.4.6.C.1
 2.4.6.C.2
 2.4.6.C.3
 2.4.6.C.4

Transfer	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none"> Use knowledge of physical, emotional, and social aspects of human relationships and sexuality to support a healthy, active lifestyle. 	
Meaning	
Enduring Understandings (EUs)	Essential Questions (EQs)
<i>Students will understand that...</i>	<i>Students will keep considering...</i>
<ul style="list-style-type: none"> Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones. Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles. 	<ul style="list-style-type: none"> How does your family influence the adult you will become? How do you develop and sustain relationships over time? Why is it so hard to have healthy relationships?
Grade Level Benchmarks	
Knowledge	Skills
<i>Students will know...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"> Healthy relationships require a mutual commitment. Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates. Responsible actions regarding sexual behavior impact the health of oneself and others. Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother. Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood. 	<ul style="list-style-type: none"> Compare and contrast how families may change over time. Analyze the characteristics of healthy friendships and other relationships. Examine the types of relationships adolescents may experience. Demonstrate successful resolution of a problem(s) among friends and in other relationships. Compare and contrast the role of dating and dating behaviors in adolescence. Compare growth patterns of males and females during adolescence. Summarize strategies to remain abstinent and resist pressures to become sexually active. Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy. Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior. Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy. Identify the signs and symptoms of pregnancy. Identify prenatal practices that support a healthy pregnancy. Predict challenges that may be faced by adolescent parents and their families.