



Course Name:
Health and Honors Health

Course Description

This course is required for all students in LTHS. It is designed to provide a basis from which students can make informed decisions regarding their own health and safety and the health and safety of their current and future families and communities. This course is designed to provide learning experiences and a body of knowledge that will help to enhance and improve the physical, mental, emotional, and social well-being of each student. It will cover the major areas of self-esteem; mental health; stress management; nutrition; establishing relationships; conflict resolution and violence prevention; control of infectious, degenerative, and chronic disease; human growth and development from conception through death; consumer health issues; sexuality education; and all areas of addictive behavior and substance abuse.

By definition **Health Education** is described as consciously constructed opportunities for learning involving some form of communication designed to improve *health literacy*, including improving knowledge, and developing life skills which are conducive to individual and community health. The basis of this course will be the development of skills through research, presentation, and debate of current controversial issues in health and society. This course material allows for greater thought, reflection, learning, and participation. *Participation* in class discussions and activities will be paramount to the format of learning that we will embrace.

Course Goals

Big Ideas / Enduring Understandings: What will students understand because of this course? (Declarative statements – curriculum generalizations and recurring ideas). Generally, there should be 3 – 4 Enduring Understandings per semester for a one-year course.

EX: Communities grow and change throughout time by the cultural and religious contributions of people who live there.

1. Understand principles of health promotion and prevention and treatment of illness and injury.

Essential Questions: Key questions to focus the learning, probe for deeper meaning, set the stage for further questioning, foster critical thinking and problem solving; Open-ended, purposeful, invite exploration. Essential Questions support and explore the Enduring Understandings. There should be at least 2 – 3 Essential Questions for each Enduring Understanding.

EX: How do people's beliefs impact the communities in which they live?

a. How do social and economic health problems affect individuals and society?
b. What are some strategies for managing contagious, chronic, and degenerative illnesses?

	c. What can I do in my everyday life to help achieve and maintain lifetime health and fitness?
2. Understand human body systems and factors that influence growth and development.	a. How can the body systems function, be maintained, and improved? b. How can the changes in our physical health and body functions affect our life? c. What can I do in my everyday life to help achieve and maintain lifetime health and fitness?
3. Promote and enhance health and well-being through the use of effective communication and decision-making	a. What are some ways to formulate a plan to achieve individual health goals? b. How do decision making skills affect the achievement of individual health goals? c. What can I do in my everyday life to help achieve and maintain lifetime health and fitness?
4. Understand that the environment can affect health.	a. How do environmental conditions affect health on a large scale? b. How do individuals, communities, and states prevent health threatening environmental problems?

Course Units

Unit 1 (List the title of the unit and Indicate the Enduring Understanding and Essential Question(s) addressed in each unit)	Student Learning Goals and Skills (List learning goals / skills students will know and be able to do as a result of the instruction.)	Learning Standards
<ul style="list-style-type: none"> Introduction to Health and Wellness - This unit explains the concept of wellness, and major influences on lifetime health. It also explains the role of self-esteem in achieving wellness. <p>Essential Question: What can I do in my everyday life to help achieve and maintain lifetime health and fitness?</p>	<p>The student will be able to</p> <ul style="list-style-type: none"> Identify risk factors Evaluate Health Products, Services, and Information. Identify the steps in the Decision Making Model and Goal Setting Action plan. Identify and contrast Self-esteem, Stress, and Resilience. Understand how personality develops Learn how to express their emotions in a healthy manner. Evaluate the multiple dimensions of health by reviewing the relationship between physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. 	PE 22.A PE 22.A.4b PE 22 B.4 PE 23.A.4 23.B.4 PE 24.B.4 24.C.4
Assessments / Products	Resources	Time Frame

<ul style="list-style-type: none"> • Homework • Unit Test • Projects: • Quizzes • Semester Exam 	Text, Prentice Hall Health http://kidshealth.org https://teenhealthandwellness.com Sam Burns Ted Talk-Quality of Life Personality Test	10 days
Unit 2 (List the title of the unit and Indicate the Enduring Understanding and Essential Question(s) addressed in each unit)	Student Learning Goals and Skills (List learning goals / skills students will know and be able to do as a result of the instruction.)	Learning Standards
Mental and Social Health Essential Question: What can I do in my everyday life to help achieve and maintain lifetime health and fitness?	The student will <ul style="list-style-type: none"> • Identify and contrast Self-esteem, Stress, and Resilience. • Identify methods of Depression and Suicide prevention • Identify and practice conflict resolution skills, steps of mediation, refusal skills, communication and listening skills, and family change situations. • Identify aspects of family dysfunction and components of health of relationship and methods of improving both. • Identify risk factors, consequences, and effective methods for reducing violence. 	PE 22 A, 22B, 22C, 22D, 23A, 23.B, 23D, 24A, 24B, 24C
Assessments / Products	Resources	Time Frame
<ul style="list-style-type: none"> • Homework • Unit Test • Projects • Quizzes • Semester Exam 	Text, Prentice Hall Health http://kidshealth.org https://teenhealthandwellness.com The Bully Project Video Intervention Eating Disorders We Video	
Unit 3 (List the title of the unit and Indicate the Enduring Understanding and Essential Question(s) addressed in each unit)	Student Learning Goals and Skills (List learning goals / skills students will know and be able to do as a result of the instruction.)	Learning Standards
Physical Health Essential Question: What can I do in my everyday life to help achieve and maintain lifetime health and fitness?	The student will <ul style="list-style-type: none"> • Access and evaluate reliable health information. • Identify information about major chronic diseases. • Identify procedures to prevent the spread of infectious disease. • Identify methods of obtaining immunity to infectious disease. • Identify how diseases emerge and how to best prepare for a pandemic. • Explain basic procedures in injury prevention and emergency care including CPR and AED • Explain immediate and long-term effects of health habits on the body systems 	22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D, 24A, 24B, 24C

	<ul style="list-style-type: none"> Describe changes in physical health and body functions at various stages of the life cycle. Explain how body system functions can be maintained and improved (e.g., exercise/fitness, nutrition, safety). Identify the effects of tobacco and vaping. Develop refusal and coping skills to help reduce the risk for abuse. 	
Assessments / Products	Resources	Time Frame
<ul style="list-style-type: none"> Homework Unit Test Projects Quizzes Semester Exam 	Text, Prentice Hall Health http://kidshealth.org https://teenhealthandwellness.com Fed Up Movie Intervention Tobacco	
Unit 4 (List the title of the unit and Indicate the Enduring Understanding and Essential Question(s) addressed in each unit)	Student Learning Goals and Skills (List learning goals / skills students will know and be able to do as a result of the instruction.)	Learning Standards
Sexual Education Essential Question: What can I do in my everyday life to help achieve and maintain lifetime health and fitness?	The student will: <ul style="list-style-type: none"> Describe what consent is and what is a healthy relationship. List and identify sexual development: major parts of the male and female reproductive system and learn to recognize and seek treatment for problems in these systems. Understand differences in gender identity and expression, and sexual orientation and identity. Describe the process of pregnancy, prenatal development, prenatal care, and birth. List current available methods of effective and safe family planning, including review of Illinois Safe Haven Law and Erin's Law. Name refusal skills to reinforce the decision of remaining abstinent. List common STD's, including HIV and Aids, and identify the methods of prevention, treatment, and complications of each. Describe how to effectively handle situations concerning sexual harassment, sexual abuse, and rape. Recognize and understand the responsibilities of being a parent. Recognize the dangers of cyberbullying, sexting and sextortion. 	22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D, 24A, 24B, 24C
Assessments / Products	Resources	Time Frame
Homework <ul style="list-style-type: none"> Unit Test Projects Quizzes Semester Exam 	Text, Prentice Hall Health http://kidshealth.org https://teenhealthandwellness.com Guest Speaker: IMPACT sexual risk avoidance education. Guest Speaker: Dating Violence	

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Unit 5 (List the title of the unit and Indicate the Enduring Understanding and Essential Question(s) addressed in each unit)	Student Learning Goals and Skills (List learning goals / skills students will know and be able to do as a result of the instruction.)	<u>Learning Standards</u>
Drugs and Alcohol Essential Question: What can I do in my everyday life to help achieve and maintain lifetime health and fitness?	The student will <ul style="list-style-type: none"> • Describe effects of major categories of both legal and illegal drugs including steroids, alcohol and tobacco. • List steps for developing refusal and coping skills for leading a drug free lifestyle. • Explain how decision making affects the achievement of individual health goals. • Understand factors that affect blood alcohol concentration. • Identify ways intoxication can lead to death. • Understand treatment options for people who abuse alcohol or drugs. 	22.A, 22 B. 23.A.,23.B. 24.C.
Assessments / Products	Resources	Time Frame
<ul style="list-style-type: none"> • Homework • Unit Test • Projects • Quizzes • Semester Exam 	Text, Prentice Hall Health http://kidshealth.org https://teenhealthandwellness.com Guest Speaker: Drug Prevention. Intervention- Tim	