

Curriculum Framework for Health

School: The Delaware Met

Curricular Tool: DDOE Units/HealthTeacher.com

Grade: 9-12

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Health and Your Wellness Timeline : 10 classes			
<p>Standard 1 –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p>Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 3 – Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p>Standard 7 – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management)</p>	<p>Health is personal power and enhances the quality of life.</p> <p>The environment, lifestyle, family history, peers and other factors impact physical, social, mental and emotional health.</p> <p>Culture, values (e.g., individual, family and community) media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal behavioral choices.</p> <p>Several factors influence the formation, achievement, and evaluation of a long-term personal health plan.</p>	<p>How can you distinguish between controllable risk factors and uncontrollable risk factors?</p> <p>How can the six components of health contribute to a healthy lifestyle?</p> <p>How can good communication around health with the advisor be important?</p> <p>How can we differentiate between passive, assertive, and aggressive communication styles?</p>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> • Teacher Observation • Journal entries • Lesson check up questions • Participation in class discussions <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> • Concept Review worksheets • Section review & quizzes • Unit test • Develop an action plan to achieve a personal goal • Skit • Rubrics • Informational pamphlet

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.</p>			
<p>Unit Two: Healthy Eating for Life (DE Model Unit) Timeline: 5-7 classes</p>			
<p>Standard 1 – Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p>Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p>Standard 7 – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management)</p> <p>Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Health Is Personal Power</p> <p>Health enhances life.</p> <p>Personal actions impact self and others.</p> <p>There are barriers that can hinder healthy decision-making.</p> <p>Several factors influence the formation, achievement, and evaluation of a long-term personal health plan.</p>	<p>What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>What is healthy eating? Does it matter?</p> <p>How can a healthy diet for one person be unhealthy for another?</p> <p>What prevents people from healthy eating?</p> <p>Students will know...</p> <ul style="list-style-type: none"> • The nutritional value of a wide variety of foods. • The effects of environment, habit, culture, and media on food choices. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Use a framework of knowledge to create a healthy eating plan for themselves and another person. • Define ways to encourage healthy eating and weight management for a lifetime. 	<p>Informal:</p> <ul style="list-style-type: none"> • Teacher Observation • Journal • Lesson check up questions • Participation in class discussions • Webquest • Fast food findings • Interpretation of nutrition on food labels • Shopping list <p>Formal Assessment:</p> <ul style="list-style-type: none"> • Concept Review worksheets • Section review & quizzes • Reteaching worksheet • Transfer task • Create eating plan • Rubrics • Food diary and diet analysis • Self assessment and reflection

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		<ul style="list-style-type: none"> • Examine current eating choices. • Explore healthy eating options. • Present and share information with classmates. • Maintain a reflective journal. 	
Unit Three: Fact or Fiction: Alcohol and Tobacco (DE Model Unit) Timeline: 5 -7 classes			
<p>Standard 1 –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p>Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 3 – Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p>Standard 7 – Students will demonstrate the ability to practice</p>	<p>Health is Personal Power</p> <p>Avoiding alcohol and tobacco is achieved through the understanding and application of resistance skills.</p>	<p>What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>How do personal goals, knowledge and values influence alcohol & tobacco use?</p> <p>Students will know...</p> <ul style="list-style-type: none"> • Using alcohol or tobacco will have consequences for themselves and others. • The legal consequences of alcohol and tobacco use. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate resistance, refusal, negotiation, and collaboration skills and conflict resolution strategies to enhance health. • Locate and utilize resources from home, school, and community that provide valid information concerning alcohol and tobacco use. 	<p>Informal:</p> <ul style="list-style-type: none"> • Teacher Observation • Journal • Lesson check up questions • Participation in class discussions • Student self assessment and reflection <p>Formal Assessment:</p> <ul style="list-style-type: none"> • Concept Review worksheets • Section review & quizzes • Reteaching worksheet • Unit test • Transfer task • Informational pamphlet • Rubrics • Powerpoint presentation

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>health-enhancing and avoid or reduce health risks. (self-management)</p> <p>Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.</p>		<ul style="list-style-type: none"> • Access local cessation programs. 	
<p>Unit Four: Diseases and Disorders Timeline: 8-10 classes</p>			
<p>Standard 1 – Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p>Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 3 – Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p>Standard 7 – Students will demonstrate the ability to practice</p>	<p>Functional knowledge of health concepts impacts health behavior.</p> <p>Decision making is a process that impacts health.</p> <p>Goal setting enhances health outcomes.</p> <p>Adopting a healthy lifestyle improves the quality of life.</p>	<p>How can lifestyle lead to disease?</p> <p>What impact does my family have on the spread of diseases?</p> <p>Why can some risk factors for lifestyle diseases can be controlled? Why are some uncontrollable?</p> <p>How do infectious diseases spread? How can they be contained?</p> <p>How can you protect yourself through preventing the spread of infectious diseases?</p> <p>How does the body fight infectious diseases?</p> <p>What are five things I can do to stay well? Why are they important?</p> <p>How does immunity develop? What happens when some choose not to be vaccinated?</p> <p>How does heredity affect diseases?</p>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> • Teacher Observation • Journal • Lesson check up questions • Participation in class discussions <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> • Concept Review worksheets • Section review & quizzes • Reteaching worksheet • Unit test • Transfer task

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>health-enhancing and avoid or reduce health risks. (self-management)</p> <p>Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.</p>		<p>What are the differences between cardiovascular diseases, cancer, AIDS, diabetes, and disabilities? Why do those differences matter?</p> <p>How do organizations in the community help to treat and prevent the spread of infectious diseases?</p>	
<p>Unit Five: Adolescents, Adulthood and Family Life Timeline: 10 classes</p>			
<p>Standard 1 – Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p>Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 3 – Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p>Standard 7 – Students will</p>	<p>Decisions and choices that we make about our behaviors directly influence our health and the health of others.</p> <p>If we understand that respect for ourselves and others is a personal responsibility, we can learn to make better decisions and choices.</p> <p>We must choose not to support abusive or disrespectful behaviors.</p>	<p>How do boys and girls differ physically, mentally, emotionally, and socially during adolescence?</p> <p>How has adolescence affected your life? How have responsibilities shifted?</p> <p>How do the opportunities, concerns, and challenges of the three different stages of adulthood differ? How are they the same?</p> <p>What are the responsibilities of partners in a marriage? How can partners in a marriage work together to make sure that their marriage lasts?</p> <p>What should couples discuss prior to marriage?</p> <p>How does the arrive of children impact the family? How do responsibilities and roles in the marriage shift with the arrive of a child?</p>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> • Teacher Observation • Journal • Lesson check up questions • Participation in class discussions <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> • Concept Review worksheets • Section review & quizzes • Reteaching worksheet • Unit test • Transfer task

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management)</p> <p>Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.</p>		<p>How does teen-parenthood change your priorities and your life’s plan?</p> <p>Why are family relationships important? What are the characteristics of healthy families?</p> <p>How do you cope with family problems? What can you do to make your family more healthy?</p>	
<p>Unit Six: Healthy Relationships (DE Model Unit) Timeline: 7 classes</p>			
<p>Standard 1 –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p>Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 3 – Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Health is personal power.</p> <p>Decisions and choices that we make about our behaviors directly influence our health and the health of others.</p> <p>If we understand that respect for ourselves and others is a personal responsibility, we can learn to make better decisions and choices.</p> <p>We must choose not to support abusive or disrespectful behaviors.</p>	<p>How do I recognize and practice healthy relationships?</p> <p>How do my decisions and choices influence my relationships and those of others?</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate effective message tactics and strategies • Recognize how gender stereotypes are limiting and/or disrespectful • Set and respect boundaries of self and others • Choose how they will be treated and how they will treat others • Critically analyze media messages • Recognize a cycle of abuse • Identify resources to help with abusive relationships 	<p><u>Informal:</u></p> <ul style="list-style-type: none"> • Teacher Observation • Journal • Lesson check up questions • Participation in class discussions • Student self assessment and reflection <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> • Concept Review worksheets • Section review & quizzes • Reteaching worksheet • Unit test • Transfer task • Informational pamphlet • Rubrics • Compare/contrast statement on abuse vs. equal power in a relationship. • Five-paragraph essay deconstructing a media message.

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p>Standard 7 – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management)</p> <p>Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.</p>		<ul style="list-style-type: none"> • Practice how to communicate and set boundaries for a healthy relationship • Resist and challenge unhealthy cultural norms 	