

Curriculum Framework for Health

School: First State Military Academy

Curricular Tool: DDOE Health Model Units

Grade: 9-12

Standards Alignment	Big Ideas/ Enduring Understandings	Essential Questions/ Learning Targets	Assessments
Unit One: Health and Your Wellness Timeline : 3 weeks			
<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>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>Several factors influence the formation, achievement, and evaluation of a long-term personal health plan</p>	<p>Essential Questions:</p> <p>How can I distinguish between controllable risk factors and uncontrollable risk factors?</p> <p>What are the six components of health? How do they work together?</p> <p>How do I resist the three types of direct and indirect pressure?</p> <p>Why is good communication important?</p> <p>What is the different between passive, assertive, and aggressive communication styles?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Identify controllable and uncontrollable risk factors • Identify the six components of health • Identify strategies in resisting direct and 	<p>Suggested Informal Assessment:</p> <p>Teacher Observation Journal entries Lesson check-up questions Participation in class discussions</p> <p>Suggested Formal Assessment:</p> <p>Concept Review worksheets Section review & quizzes Reteaching worksheet Unit test Transfer task Develop an action plan to achieve a personal goal Skit Rubrics Informational pamphlet</p>

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		indirect pressure <ul style="list-style-type: none"> Identify examples of and define the three communication styles 	
Unit Two: Healthy Eating for Life (DE Model Unit) Timeline: 3 weeks			
<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>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>Essential Questions:</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>Learning Targets:</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. Examine current eating 	<p>Suggested Informal Assessment:</p> <p>Teacher Observation</p> <p>Journal</p> <p>Lesson check up questions</p> <p>Participation in class discussions</p> <p>Webquest</p> <p>Fast food findings</p> <p>Interpretation of nutrition on food labels</p> <p>Shopping list</p> <p>Suggested Formal Assessment:</p> <p>Concept Review worksheets</p> <p>Section review & quizzes</p> <p>Reteaching worksheet</p> <p>Transfer task</p> <p>Create eating plan</p> <p>Rubrics</p> <p>Food diary and diet analysis</p> <p>Self-assessment and reflection</p>

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		choices. <ul style="list-style-type: none"> • 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: 2 weeks			
<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 5 – Students will demonstrate the ability to use decision-making skills to enhance health.</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>Avoiding alcohol and tobacco is achieved through the understanding and application of resistance skills.</p>	<p>Essential Questions:</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>Learning Targets:</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 	<p>Suggested Informal Assessment:</p> <p>Teacher Observation Journal Lesson check-up questions Participation in class discussions Student self-assessment and reflection</p> <p>Suggested Formal Assessment:</p> <p>Concept Review worksheets Section review & quizzes Re-teaching worksheet Unit test Transfer task Informational pamphlet Rubrics Powerpoint presentation Develop a presentation to persuade policy makers to sustain and support and anti-alcohol and drug abuse campaign.</p>

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		alcohol and tobacco use. <ul style="list-style-type: none"> • Access local cessation programs. 	
Unit Four: Communicating Through Feelings (DDOE Model Unit) Timeline: 2 weeks			
<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>What we say and how we say it will affect our relationships with others.</p>	<p><u>Essential Questions:</u></p> <p>What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>What do I need to learn to improve my communication skills?</p> <p>How can I use my communication skills to improve my relationships with others?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Demonstrate the use of I-messages to express thoughts and feelings • Use communication skills to foster healthy relationships • Demonstrate listening skills • Demonstrate conflict resolution skills • Demonstrate an effective apology 	<p><u>Suggested Informal Assessment:</u></p> <p>Complete a script on feelings</p> <p>List and discuss four ways to improve self-esteem</p> <p>Write a paragraph about listening skills in relationships</p> <p>Role-plays to demonstrate listening skills</p> <p>Complete a worksheet on media messages and modeling of passive, assertive, and aggressive behavior.</p> <p>Design a personal action plan for maintaining your self-esteem and mental health during a challenge.</p> <p><u>Suggested Formal Assessment:</u></p> <p>Transfer Task</p> <p>Rubrics</p>

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Unit Four: Should I Take a Chance? Timeline: 2 weeks			
<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 advance health and avoid or reduce health risks.</p> <p>Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Addiction changes the brain.</p> <p>For some, substance use and gambling are a choice; for others, they are not.</p> <p>Advocacy strategies are important to self-management and the avoidance of use or misuse of substances and gambling.</p> <p>Speaking up for myself and becoming resourceful helps me avoid trouble.</p>	<p><u>Essential Questions:</u></p> <p>What is health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>Is addiction a choice?</p> <p>What is my tipping point?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify advocacy strategies • Identify local addiction agencies and their functions • Set short term and long term goals. • Identify potential hindrances to achieving goals and identify strategies to overcome obstacles 	<p><u>Suggested Informal Assessment:</u></p> <p>Teacher Observation Journal Lesson check-up questions Participation in class discussions</p> <p><u>Suggested Formal Assessment:</u></p> <p>Concept Review worksheets Section review & quizzes Reteaching worksheet Unit test Design an educational campaign about addiction for sixth graders that advocates a life free of addiction</p>
Unit Five: Making Proud Choices (DDOE Model Unit) Timeline: 3 weeks			
<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</p>	<p>Sexual activity has risks and consequences.</p> <p>Abstinence is a choice.</p> <p>Students have the power to choose.</p> <p>Self-protection takes knowledge, skill, and intention.</p>	<p><u>Essential Questions:</u></p> <p>What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>What is sexual health?</p> <p>Who or what influences</p>	<p><u>Suggested Informal Assessment:</u></p> <p>Teacher Observation Journal Lesson check-up questions Participation in class discussions</p> <p><u>Suggested Formal Assessment:</u></p> <p>Concept Review worksheets Section review & quizzes Reteaching worksheet</p>

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<p>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>decisions about sexuality?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Apply a problem-solving method to cope with sexual pressures. • Make proud and responsible choices. • Demonstrate strategies for preventing STDs. • Demonstrate refusal skills to prevent HIV/STD infection and pregnancy. • Demonstrate body language and strategies for saying “no” effectively to unprotected sex. • Express pride about sticking to a decision that can help them to achieve their goals. 	<p>Unit test</p> <p>Describe your life goals for the future, and how you will stay on track. What are some of the stumbling blocks you may encounter, and how will you overcome them? Explain why this plan is the best for you and your life goals!</p>
<p>Unit Six: Healthy Relationships (DE Model Unit) Timeline: 3 weeks</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</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</p>	<p><u>Essential Questions:</u></p> <p>What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>How do I recognize and practice healthy relationships?</p>	<p><u>Suggested Informal Assessment:</u></p> <p>Teacher Observation Journal Lesson check-up questions Participation in class discussions Student self-assessment and reflection</p> <p><u>Suggested Formal Assessment:</u></p> <p>Concept Review worksheets Section review & quizzes Reteaching worksheet</p>

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<p>skills to enhance health and avoid or reduce health risks.</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>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 my decisions and choices influence my relationships and those of others?</p> <p><u>Learning Targets:</u></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 • Practice how to communicate and set boundaries for a healthy relationship • Resist and challenge unhealthy cultural norms 	<p>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.</p>