**Course Curriculum Outline Course: Health/Wellness Grade Level: 9-12**

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| **Scope & Sequence** | **Standards** | **Competencies** | **Assessments** | **Skill Sets** |
| **Unit 1**: Personal Health  **Unit 2**: Physical Fitness & Heart  **Unit 3:** Nutrition  **Unit 4:** Disease/Illness (Infectious disease, diabetes, cancer)  **Unit 5:** ATOD (Alcohol, Tobacco, and Other Drugs)  **Unit 6:** Sexual Education (Anatomy, contraception, pregnancy)  **Unit 7:** First Aid/Injury Prevention | NHES1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.  NHES 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.  NHES 3: Students will demonstrate the ability to access valid information and products and services to enhance health.  NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.  NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.  NHES 6: Students will demonstrate the ability to use goal-setting skills to enhance health.  NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.  NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health. | Students will identify, explain, or demonstrate various behaviors that improve or promote health, and ways to avoid or prevent health risks, disease, and injury.  Students will utilize information about the body and its functions to describe the relationship between physical fitness and nutrition.  Using provided materials, students will demonstrate the ability to make healthy food choices and use various forms of evidence to develop and support a balanced meal.  Students will be able to identify and explain pregnancy using scientific and anatomical terms which demonstrate the knowledge of reproductive organs and sequential events that occur for both the female and the developing fetus.  Students will identify and demonstrate ways in which pathogens are transmitted, possible treatments and/or cures, preventative measures to avoid transmission and contraction of disease and illness, and uncontrollable risk factors which contribute to disease or illness.  Students will analyze and describe ways in which culture, media, technology, and other factors can affect the overall health and well-being of self and others.  Students will demonstrate the ability to effectively avoid or refuse a situation which may potentially cause harm or health risks to one self or others.  Students will correctly identify and explain characteristics of various drug categories including short and long-term effects on the body, ways in which the drugs may be used medicinally, legal versus illegal, psychological effects, and effects of the drug on society or family.  Given a scenario, students will identify and locate various resources available for accessing valid health information, as well as any available health-promoting services and products which relate. | Quizzes, unit exams, final  \*Major performance assessments include:  -Creative presentation of information (poster, brochure, song, poem, book)  -Survey/journal of behaviors and activities affecting health behavior with reflection component (self-assessment/reflection)  -Collaborative (interactive) presentation of skills (role play, skit, demonstration, scenarios)  -Research projects (written response/essay) | **Communication** (Advocacy, interpersonal communication, negotiation, refusal skills, conflict resolution, verbal/nonverbal)  **Self-Management** (self-assessment/reflection, analyzing behavior and outcome, self-monitoring, analyzing influences)  **Relationship Management** (Conflict resolution, expression of ideas and opinions, empathy building, cooperation/teamwork/collaboration with others)  **Stress Management** (Time management, prioritizing, self-awareness skills)  **Decision-Making** (developing processes, critical thinking, problem solving, identifying options/potential outcomes)  **Goal-Setting** (short-term, long-term, developing options/potential outcomes,   **Accessing information** (analyzing validity, resources, utilizing necessary information) |