

SENECA HIGH SCHOOL DISTRICT #160

Teacher: Baker

Grade: 10

Subject: Health

Year: 2013-2014

Unit & Content	Essential Questions	Learning Targets	Vocabulary	Assessments	Standards
<p>A Healthy Foundation</p> <ul style="list-style-type: none"> • Understanding Health and Wellness • Building Health Skills • Decision Making/Goal Setting • Health Literate Consumerism 	<p>What does the word “health” really mean?</p> <p>What does it really mean to be healthy?</p> <p>What “health skills” do everyone need to utilize in their life?</p> <p>Who and what influences our health choices?</p> <p>Why is the government concerned with the health of all citizens?</p>	<p>Students can explain how healthy choices and healthy decisions can affect individual, family, & community health now and in the future.</p> <p>Students can pinpoint influences that can affect your health such as heredity, environment, etc.</p> <p>Students can offer steps that can be taken to avoid risks.</p> <p>Students can use strategies to resolve conflicts.</p> <p>Students can set goals and make their own healthy choices.</p> <p>Students can identify what a smart consumer looks for in products.</p>	<p>Health</p> <p>Wellness</p> <p>Chronic Disease</p> <p>Heredity</p> <p>Environment</p> <p>Peers</p> <p>Culture</p> <p>Media</p> <p>Risk Behaviors</p> <p>Cumulative Risks</p> <p>Prevention</p> <p>Abstinence</p> <p>Lifestyle Factors</p> <p>Health Education</p> <p>Health Disparities</p> <p>Health Literacy</p> <p>Health Skills</p> <p>Refusal Skills</p> <p>Conflict Resolution</p> <p>Advocacy</p> <p>Action Plan</p> <p>Health Consumer</p> <p>Comparison Shopping</p> <p>Warranty</p> <p>Malpractice</p> <p>Health Fraud</p>	<p>Journal Entries</p> <p>Class Participation</p> <p>Textbook Chapter Review</p> <p>Chapter/Unit Test</p> <p>Project</p>	<p>24.A.5</p> <p>24.B.5</p> <p>24.C.4</p> <p>24.C.3</p> <p>22.B.4</p> <p>22.B.5</p> <p>20.C.4b</p>
<p>Nutrition</p> <ul style="list-style-type: none"> • Importance of Nutrition • Healthy Eating Guidelines • Nutrition Labeling 	<p>What does a healthy plate look like?</p> <p>What is the importance of each nutrient and each food group?</p>	<p>Students can choose healthy foods.</p> <p>Students can express the benefits of a healthy diet.</p>	<p>Nutrition</p> <p>Nutrients</p> <p>Calorie</p> <p>Hunger</p> <p>Appetite</p>	<p>Journal Entries</p> <p>Class Participation</p> <p>Quizzes</p> <p>Chapter/Unit Tests</p> <p>Online Projects</p>	<p>22.B.5</p> <p>22.B.4</p> <p>23.B.4</p>

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<ul style="list-style-type: none"> • Food Safety • Maintaining a Healthy Weight 	<p>How is nutrition important through all stages of life?</p> <p>How can knowing how to read food labels help an overall diet?</p>	<p>Students can identify nutrients found in food and associate them with the appropriate health benefits.</p> <p>Students use a food label to find nutritional value of food.</p> <p>Students know how to appropriately manage their weight.</p>	<p>Carbohydrates</p> <p>Fiber</p> <p>Protein</p> <p>Fats</p> <p>Cholesterol</p> <p>Vitamins</p> <p>Minerals</p> <p>Nutrient-Dense</p> <p>Food Additives</p> <p>Foodborne Illness</p> <p>Food Allergy</p> <p>Food Intolerance</p>	<p>Reading Comprehension</p> <p>Reflective Writing</p>	
<p>Physical Activity & Fitness</p> <ul style="list-style-type: none"> • Benefits of Physical Activity • Ways to Improve your Fitness • Planning a Personal Exercise Program 	<p>How is each component of fitness important to our physical condition?</p> <p>Why should everyone be able to plan their own exercise?</p> <p>Why and how is fitness important across all stages of life?</p>	<p>Students can show the benefits of being physically active.</p> <p>Students can plan activities that would be best for them for exercise.</p> <p>Students can determine the proper elements of fitness developed through different forms of exercise.</p>	<p>Physical Activity</p> <p>Physical Fitness</p> <p>Exercise</p> <p>Sedentary</p> <p>Cardiovascular endurance</p> <p>Muscular Strength</p> <p>Muscular Endurance</p> <p>Flexibility</p> <p>Aerobic Exercise</p> <p>Anaerobic Exercise</p> <p>Specificity</p> <p>Overload</p> <p>Progression</p> <p>Regularity</p> <p>Warm-up</p> <p>Workout</p> <p>Cool-down</p> <p>Resting Heart Rate</p>	<p>Journal Entries</p> <p>Class Participation</p> <p>Pre and Post Test</p> <p>Quiz</p> <p>Goal Setting Activity</p>	<p>20.A.4a</p> <p>20.C.4a</p> <p>20.C.4b</p> <p>20.C.3c</p>

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			Maximum Heart Rate		
Diseases <ul style="list-style-type: none"> • Understanding & Fighting Communicable Diseases • Epidemics & Pandemics • Noncommunicable Diseases and Disabilities 	<p>What are the essential practices we need to follow in order to prevent communicable diseases?</p> <p>Many noncommunicable diseases are also preventable. What can we do to reduce the risks for these diseases?</p>	<p>Students are able to prevent/treat spreading diseases.</p> <p>Students know how non-communicable diseases can be treated/cured.</p> <p>Students can teach their class about a disease.</p>	Communicable Noncommunicable Infection Virus Bacteria Vector Epidemic Pandemic Cardiovascular Disease Hypertension Stroke Cancer Carcinogen Disability	Journal Entries Class Participation Chapter/Unit Quiz Presentation Project Disease Fighting Food Example Presentation	22.A.4a 22.A.5a 22.A.4b 22.A.5c 23.B.4
Drugs <ul style="list-style-type: none"> • Tobacco • Alcohol • Illegal Drugs • Prescription Drug Abuse 	<p>How does drug use impact other parts of health besides just physical health?</p> <p>Is there any one drug or group of drugs worse than the others? How would you determine this?</p> <p>How does drug use impact others around you and society in general?</p>	<p>Students can explain the dangers of tobacco, alcohol, and drug use including physical, mental/emotional, social, and financial consequences.</p> <p>Students can give tips on quitting tobacco.</p> <p>Students can debate/determine the worst elements of any given drug.</p>	Medicine Drug Side Effects Overdose Addictive Drug Nicotine Stimulant Depressant Smokeless Tobacco Withdrawal Nicotine Substitute Ethanol Intoxication Binge Drinking Alcohol Poisoning	Journal Entries Class Participation Quizzes Chapter/Unit Tests Court Case/Debate	23.B.5 24.B.5 22.B.4

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			Dependence - (physiological & psychological) Alcohol Abuse Alcoholism BAC FAS Recovery Sobriety		
Mental & Emotional Health <ul style="list-style-type: none"> • Developing Self-Esteem & Character • Expressing Emotions Healthfully • Stress Management • Coping w/ Loss & Dealing with Problems • Mental/Emotional Problems & Disorders • Suicide Prevention 	Why is mental and emotional health just as important as physical health? How does your mental/emotional health impact your physical and social health? Why might it be more difficult to study mental/emotional health and does this affect our awareness of mental/emotional problems?	Students can demonstrate the benefits of having good mental/emotional health. Students are able to handle stress in healthy ways. Students can analyze the negative effects of stress on the body. Students can identify signs of different mental/emotional disorders. Students develop an ability to get help for mental/emotional disorders. Students can be helpful with suicide prevention.	Mental/Emotional health Self-esteem Character Hormones Defense Mechanisms Stress Stressor Psychosomatic Anxiety Depression Mental Disorder Anxiety Disorder Mood Disorder Conduct Disorder	Journal Entries Class Participation Textbook Chapter Review Chapter/Unit Test Group research and presentation Self-analysis	
Social Health <ul style="list-style-type: none"> • Skills for Healthy Relationships • Strengthening Family Relationships • Peer Relationships • Resolving Conflicts 	How does your social health affect your physical, mental, and emotional health? Why is adolescence such an important time when it comes to your social health and social problems?	Students can analyze the importance of good social health. Students are able to identify social problems and solve those problems. Students can see human relationship topics in real life and know how to handle them.	Citizenship Cooperation Compromise Prejudice Stereotype Tolerance Bullying	Journal Entries Class Participation Quizzes Chapter/Unit Tests Real-Life Application Reading Comprehension	24.A.5 24.A.4b 24.B.5

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<ul style="list-style-type: none"> • Bullying 	<p>How can you promote good social health for others?</p>		<p>Hazing Clique Peer Pressure Infatuation Negotiation</p>	<p>Reflective Writing</p>	
<p>Community & Public Health</p> <ul style="list-style-type: none"> • Health Care System & Insurance • Public Health Agencies 	<p>What are the pros and cons of the different types of health insurance? How will you use this knowledge to help yourself as an adult? How can you use public health agencies to your advantage?</p>	<p>Students develop an understanding of the basics of Health Insurance. Students develop the skills to take care of their own health care in the future. Students can identify public health agencies and what they do.</p>		<p>Journal Entries Class Participation Textbook Chapter Review Chapter/Unit Test</p>	<p>24.B.5 22.B.4 22.B.5</p>
<p>Environmental Health</p> <ul style="list-style-type: none"> • Air, Land, and Water Pollution • Protecting the Environment • How the Health of our Environment affects our Personal Health 	<p>How does the health of our environment affect our personal health? What footprint are you leaving on the world and how can you improve the health of our environment?</p>	<p>Students can take steps that can help protect environmental health. Students can protect themselves in the event of an environmental emergency. Students can practice conservation techniques.</p>		<p>Journal Entries Class Participation Worksheets Chapter/Unit Tests Group research and sharing</p>	<p>22.C.4 22.C.5 22.C.3b</p>
<p>Safety & Emergencies</p> <ul style="list-style-type: none"> • First Aid • CPR Basics • Responding to Emergencies • Injury Treatment & Prevention 	<p>Even if you are not certified in first aid or CPR, why might it be good for everyone to know the basics? What things can you do to ensure that you are prepared for emergencies?</p>	<p>Students can spot real-life situations that can lead to increased risk of injury. Students can understand proper procedures for treating injuries including CPR. Students can develop many ways to handle different emergency situations.</p>		<p>Journal Entries Class Participation Chapter/Unit Tests Group research and sharing</p>	<p>22.A.4c 22.A.5c</p>

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<p>Reproductive Health & Sex Ed</p> <ul style="list-style-type: none"> • Reproductive Systems • STDs, HIV/AIDS • Teen Pregnancy • Sexual Abuse & Other Problems 	<p>Why should understanding sexual health be important to all, even those who are not sexually active?</p> <p>What criteria can you develop to determine the seriousness of a problem/situation or to determine who/where to get help from?</p> <p>How can this knowledge help you make good decisions?</p>	<p>Understand how the reproductive system operates and problems that can occur.</p> <p>Explain the benefits of abstinence.</p> <p>Students can analyze different ways to prevent/treat sexually transmitted diseases.</p> <p>Students can share ideas on all potential problems associated with sexual activity beyond STDs and unplanned pregnancy.</p> <p>Students develop the understanding that abstinence is the most effective way to prevent pregnancy, STDs, and any other problems associated with sex.</p> <p>Students can make the best decisions possible when it comes to solving an issue related to sex, abuse, etc.</p>		<p>Reading Comprehension</p> <p>Discussion</p> <p>Journal Entries</p>	<p>22.A.5b</p> <p>23.C.4</p>