Curriculum Map: HS Health
Course: PE-HEALTH ED
Sub-topic: General

Grade(s): None specified

Unit: Wellness

Subject: Health
Timeline: Week 1 to 6

Purpose:
The purpose of the Wellness Unit is to provide our students with the knowledge and skills that will help them to lead a healthy and well lifestyle.

Stage One - Desired Results	
Enduring Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..." Choices affect the wellness of an individual as well as the greater society.	**Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit? How can internal and external factors influence growth and development? How can I plan and act in a way to optimize my health?

Learning Targets:

I can:

- Identify physical, mental, and emotional health.
- Explain the 10 factors that affect wellness.
- Apply the 7 Step Decision Making Model.
- Explain the stages of emotional response.
- Apply the skills required to develop good character/responsible values.
- Evaluate health care products and services.
- Explain factors that impact adult health consumer choices and how the media impacts those choices.
- Analyze the personal and legal consequences of unsafe practices in the home, school and community.
- Describe the effects of crime on the victim and surrounding community.

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.1.12.A (Advanced)	Evaluate factors that impact growth and development during adulthood and late adulthood. • acute and chronic illness • communicable and non-communicable disease • health status • relationships (e.g., marriage, divorce, loss) • career choice • aging process • retirement
10.1.12.B (Advanced)	Evaluate factors that impact the body systems and apply protective/preventive strategies. • fitness level • environment (e.g., pollutants, available health care) • health status (e.g., physical, mental, social) • nutrition
10.1.12.E (Advanced)	Identify and analyze factors that influence the prevention and control of health problems. • research • medical advances • technology • government policies/regulations
10.2.12.A (Advanced)	Evaluate health care products and services that impact adult health practices.
10.2.12.B (Advanced)	Assess factors that impact adult health consumer choices. • access to health information • access to health care • cost • safety
10.2.12.C (Advanced)	Compare and contrast the positive and negative effects of the media on adult personal health and safety.
10.2.12.D (Advanced)	Examine and apply a decision-making process to the development of short and long-term health goals.
10.3.12.C (Advanced)	Analyze the impact of violence on the victim and surrounding community.
10.3.12.D (Advanced)	Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.

Unit: Nutrition and Fitness

Subject: Health
Timeline: Week 7 to 12

Purpose:

The purpose of the fitness and nutrition unit is to provide our students with the knowledge and skills necessary to develop lifetime fitness and nutritional choices to increase quality of life and optimal wellness.

Stage One - Desired Results

Enduring Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."	**Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?
Choices affect the wellness of an individual as well as the greater society.	How can internal and external factors influence growth and development?
Physical activity promotes optimal wellness throughout life.	How can I plan and act in a way to optimize my health?

Learning Targets:

I can:

- Explain major body systems.
- Explain nutritional choices of adults.
- Explain how to prevent getting sick in relation to fitness and nutritional choices.
- Analyze the effects of regular participation in physical activities in relation to adolescent health--stress management, disease prevention, and weight management.
- Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.
- Evaluate factors that affect physical activity preferences of adults.
- Synthesize knowledge of exercise principles, training principles, and health and skill related fitness components to create a fitness program for personal use.

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.1.12.B (Advanced)	Evaluate factors that impact the body systems and apply protective/preventive strategies. • fitness level • environment (e.g., pollutants, available health care) • health status (e.g., physical, mental, social) • nutrition
10.1.12.C (Advanced)	Analyze factors that impact nutritional choices of adults. • cost • food preparation (e.g., time, skills) • consumer skills (e.g., understanding food labels, evaluating fads) • nutritional knowledge • changes in nutritional requirements (e.g., age, physical activity level)
10.1.12.E (Advanced)	Identify and analyze factors that influence the prevention and control of health problems. • research • medical advances • technology • government policies/regulations
10.4.12.B (Advanced)	Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities. • social • physiological • psychological
10.4.12.C (Advanced)	Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity. • aging • injury • disease
10.4.12.F (Advanced)	Assess and use strategies for enhancing adult group interaction in physical activities. • shared responsibility • open communication • goal setting
10.5.12.D (Advanced)	Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.

Unit: Human Sexuality

Subject: Health
Timeline: Week 13 to 16

Purpose:

The purpose of the human sexuality unit is to provide our students with the knowledge and skills to develop healthful relationships and understanding of how choices influence growth and development over a lifetime.

Stage One - Desired Results

Enduring Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."	**Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?
Choices affect the wellness of an individual as well as the greater society.	How can internal and external factors influence growth and development? How can I plan and act in a way to optimize my health?

Learning Targets:

I can:

- Apply the skills required to develop responsible values.
- Explain how to develop relationships.
- Explain proper communication techniques.
- Explain major body systems.
- Explain how to prevent getting sick.

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.1.12.A (Advanced)	Evaluate factors that impact growth and development during adulthood and late adulthood. • acute and chronic illness • communicable and non-communicable disease • health status • relationships (e.g., marriage, divorce, loss) • career choice • aging process • retirement
10.1.12.B (Advanced)	Evaluate factors that impact the body systems and apply protective/preventive strategies. • fitness level • environment (e.g., pollutants, available health care) • health status (e.g., physical, mental, social) • nutrition
10.1.12.E (Advanced)	Identify and analyze factors that influence the prevention and control of health problems. • research • medical advances • technology • government policies/regulations

Unit: Drugs

Subject: Health
Timeline: Week 17 to 18

Purpose:
The purpose of the drug unit is to provide our students with the knowledge to make informed decisions about drugs and understand the short term and long term effects on the body systems, growth and development and overall wellness of the individual and society.

Stage One - Desired Results	
Enduring Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."	**Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?
Choices effect the wellness of an individual as well as the greater society.	How can internal and external factors influence growth and development? How can I plan and act in a way to optimize my health?

Learning Targets:

I can:

- Explain the major body systems and the effects of drugs on these systems.
- Explain how drugs affect individuals and society.
- Explain how to prevent getting sick.
- Analyze personal and legal consequences of unsafe practices in the home, school and community.
- Describe the effects of crime on the victim and surrounding community.

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

10.1.12.A (Advanced)	Evaluate factors that impact growth and development during adulthood and late adulthood. • acute and chronic illness • communicable and non-communicable disease • health status • relationships (e.g., marriage, divorce, loss) • career choice • aging process • retirement
10.1.12.D (Advanced)	Evaluate issues relating to the use/non-use of drugs. • psychology of addiction • social impact (e.g., cost, relationships) • chemical use and fetal development • laws relating to alcohol, tobacco and chemical substances • impact on the individual • impact on the community
10.1.12.E (Advanced)	Identify and analyze factors that influence the prevention and control of health problems. • research • medical advances • technology • government policies/regulations
10.3.12.A (Advanced)	Assess the personal and legal consequences of unsafe practices in the home, school or community. • loss of personal freedom • personal injury • loss of income • impact on others • loss of motor vehicle operator's license
10.3.12.C (Advanced)	Analyze the impact of violence on the victim and surrounding community.