

# HS Health Cycle 4

## Huntingdon Area School District

UNITS (3/3 SELECTED)

- Unit 1: Diseases and Disorders
- Unit 2: Mental and Emotional Health
- Unit 3: Guest Speakers

SUGGESTED DURATION

*15 lessons*

*15 lessons*

*3 lessons*

# Unit 1: Diseases and Disorders

## HS Health Cycle 4

### UNIT OVERVIEW

Students will examine communicable and non-communicable diseases and evaluate strategies and resources to manage diseases.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 12 - Health, Safety, and Physical Education

10.1.12.A

10.1.12.D

10.2.12.C

10.2.12.B

10.4.12.C

#### Pennsylvania - Grade 9 - Health, Safety, and Physical Education

10.1.9.D

10.2.9.C

10.2.9.D

### BIG IDEAS

#### Big Ideas

- Diseases can spread many different ways, are we taking the right measures to prevent them from happening to us and prevent further spread
- Genetics play an important role in different diseases, that can be inherited, but we can try to combat these diseases without medication.
- STD's can negatively impact all body systems, mental, and emotional health

# Unit 1: Diseases and Disorders

## HS Health Cycle 4

### ESSENTIAL QUESTIONS

#### Essential Questions

- What are two types of medicines that might diseases?
- What is one way that dome bacteria are helpful to the human body?
- How do pathogens spread?
- How do mucous membranes help fight pathogens?
- How do vaccines work?
- what healthful behaviors will reduce your risk of contracting hepatitis A, B, and C?
- What are three emerging infections?
- Why are STD's in the U.S. considered to be a hidden epidemic?
- What is the relationship between alcohol and other drugs and the role they play in STD's?
- Which STD's stay in the body for life?
- Why does having multiple sex partners increase the risk of HIV infection?
- What are the stages of HIV infection?
- Why are precautions taken with al patients, not just those known to be infected?
- What are the different types of cardiovascular diseases?
- What are the characteristics and symptoms of non-communicable diseases?
- How can a high-fat diet increase the risk of cancer?

# Unit 1: Diseases and Disorders

## HS Health Cycle 4

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
identify the pathogens that cause communicable diseases	chapter test on vocabulary, content and life application
analyze the relationship between healthful behaviors and the ways communicable diseases are spread	chapter test on vocabulary, content and life application
develop strategies to prevent communicable diseases	chapter test on vocabulary, content and life application
identify causes of transmission, symptoms, and treatment of several communicable diseases	chapter test on vocabulary, content and life application
explain how the body protects itself against invading pathogens	chapter test on vocabulary, content and life application
explain the relationship between alcohol and other drugs and the role these play in unsafe situations	chapter test on vocabulary, content and life application
analyze the importance of abstinence	chapter test on vocabulary, content and life application
identify symptoms and treatments for common STD's	chapter test on vocabulary, content and life application
analyze the harmful effects of STD's on the developing fetus	chapter test on vocabulary, content and life application
explain the behaviors that transmit HIV	chapter test on vocabulary, content and life application
identify the signs of a heart attack	chapter test on vocabulary, content and life application
identify the ways we can reduce the risk of diabetes	chapter test on vocabulary, content and life application
identify and respect different disabilities	chapter test on vocabulary, content and life application

# Unit 1: Diseases and Disorders

## HS Health Cycle 4

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Chapter 24 Test	summative	multiple choice, vocabulary matching, modified true false, open ended application questions
Chapter 25 Test	summative	multiple choice, vocabulary matching, modified true false, open ended application questions
Chapter 26 Test	summative	multiple choice, vocabulary matching, modified true false, open ended application questions
Chapter 24 Homework	formative	video project using reputable sources online to create/embed quiz questions
Chapter 25 Homework	formative	EdPuzzle Non Communicable Diseases
Chapter 26 Homework	formative	4 part worksheet - patient profile, health care advice, non-communicable disease risk situations, American with Disabilities Act research

## Unit 2: Mental and Emotional Health

### HS Health Cycle 4

#### UNIT OVERVIEW

Students will examine factors that impact mental health and analyze strategies to improve and cope with mental health issues.

#### STANDARDS/EXPECTATIONS

##### Pennsylvania - Grade 12 - Health, Safety, and Physical Education

10.1.12.B

10.1.12.E

10.2.12.A

10.2.12.B

10.2.12.E

10.4.12.B

10.4.12.D

##### Pennsylvania - Grade 9 - Health, Safety, and Physical Education

10.1.9.B

10.1.9.D

10.1.9.E

10.2.9.A

10.2.9.D

10.3.9.C

10.1.9.C

10.2.9.B

#### BIG IDEAS

##### Big Ideas

- Mental health issues can impact one's overall health and quality of life
- There are strategies and techniques to reduce stress as well as mental health diseases and disorders
- It is important to know what resources are available in your community for mental health, grief, and suicide prevention

#### ESSENTIAL QUESTIONS

##### Essential Questions

- How does mental health, anxiety, stress, suicide prevention, and resiliency impact one's overall health?
- There are many different coping measures and stress reducers, but which are the best for you?
- How would you handle death of a loved one, friend, or even a pet?

## Unit 2: Mental and Emotional Health

### HS Health Cycle 4

#### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know . . . . (Acquired Knowledge)	Students can do . . . . (Acquired Skill)
identify the characteristics of good mental health	chapter test on vocabulary, content and life application
develop ways to meet your needs in healthful ways	chapter test on vocabulary, content and life application
associate abstinence with emotional health	chapter test on vocabulary, content and life application
compare the relationship between mental health promotion and disease prevention	chapter test on vocabulary, content and life application
define developmental assets	chapter test on vocabulary, content and life application
construct strategies for developing a healthy identity	chapter test on vocabulary, content and life application
correlate how self-esteem and a positive outlook benefit your mental/emotional health	chapter test on vocabulary, content and life application
identify the emotions that influence your overall health	chapter test on vocabulary, content and life application
examine changes that occur during adolescence	chapter test on vocabulary, content and life application
compare and contrast the positive and negative effects of peers, family, and friends on emotional health	chapter test on vocabulary, content and life application
demonstrate strategies for communicating emotions and needs in healthful ways	chapter test on vocabulary, content and life application
examine the causes and effects of stress	chapter test on vocabulary, content and life application
differentiate how stress can affect physical, mental/emotional, and social health	chapter test on vocabulary, content and life application
show how substance abuse harms mental/emotional health	chapter test on vocabulary, content and life application
list personal causes of stress	chapter test on vocabulary, content and life application
apply refusal strategies for avoiding some stressful situations	chapter test on vocabulary, content and life application
discover strategies for managing stress	chapter test on vocabulary, content and life application

## Unit 2: Mental and Emotional Health

### HS Health Cycle 4

Knowledge	Skills
develop healthful behaviors that help reduce stress	chapter test on vocabulary, content and life application
identify symptoms of anxiety and depression	chapter test on vocabulary, content and life application
Apply strategies for coping with anxiety and depression	chapter test on vocabulary, content and life application
List warning signs of major depression that should prompt individuals to seek professional help	chapter test on vocabulary, content and life application
Define what it means to be resilient	chapter test on vocabulary, content and life application
Develop strategies to promote resiliency throughout the life span	chapter test on vocabulary, content and life application
Formulate methods for develop protective factors help people avoid risk behaviors	chapter test on vocabulary, content and life application
Name the different types of mental disorders	chapter test on vocabulary, content and life application
Identify situations requiring professional mental health services	chapter test on vocabulary, content and life application
Discuss the types of mental disorders that affect our society	chapter test on vocabulary, content and life application
List the warning signs of suicide	chapter test on vocabulary, content and life application
Determine strategies to prevent suicide and strategies for coping with depression	chapter test on vocabulary, content and life application
Tell early detection and warning signs that prompt individuals of all ages to seek mental health care	chapter test on vocabulary, content and life application
Describe methods for addressing critical mental health issues	chapter test on vocabulary, content and life application
Select available mental health services in the community	chapter test on vocabulary, content and life application
Describe the different kinds of emotional loss	chapter test on vocabulary, content and life application
Compare the stages of the grieving process and ways in which people can cope with emotional loss	chapter test on vocabulary, content and life application

## Unit 2: Mental and Emotional Health

### HS Health Cycle 4

Knowledge	Skills
Discuss issues related to death and grieving	chapter test on vocabulary, content and life application
Connect the importance of using community mental health services to help cope with grief	chapter test on vocabulary, content and life application

#### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Chapter 7 Test	Summative	multiple choice, vocabulary matching, modified true false, open ended application questions
Chapter 8 Test	Summative	multiple choice, vocabulary matching, modified true false, open ended application questions
Chapter 9 Test	Summative	multiple choice, vocabulary matching, modified true false, open ended application questions
Chapter 7 Homework	Formative	Myers-Briggs Personality Test and Activity
Chapter 8 Homework	Formative	BioDots - BioFeedback Activity and Personal Assessment
Chapter 9 Homework	Formative	Public Service Announcement Suicide Prevention & Awareness Campaign <a href="#">American Foundation For Suicide Prevention</a>

# Unit 3: Guest Speakers

## HS Health Cycle 4

### UNIT OVERVIEW

Students will interact with guest speakers on various content including, but not limited to, mental health, driver's education, and relationship skills.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 9 - Health, Safety, and Physical Education

10.1.9.A

10.1.9.D

10.2.9.B

10.2.9.C

10.2.9.D

10.3.9.A

10.3.9.C

### BIG IDEAS

#### Big Ideas

- Mental Health can impact your day to day life but there are effective methods for coping or intervening for yourself and also for you to help your peers
- Drugs and alcohol can have a negative impact in your life whether legally, socially, emotionally, physically, etc
- It is important to evaluate and communicate in relationships in a healthy manner
- Why is Driver Education Important/Necessary for Teen students?

### ESSENTIAL QUESTIONS

#### Essential Questions

- How does understanding mental health improve one's overall health? How can we alter that outcome?
- How do relationships play a role in one's overall health? How can we alter that outcome?
- Is driving a privilege or a right?

# Unit 3: Guest Speakers

## HS Health Cycle 4

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
understand the purpose of Mental Health First Aid	Recognize signs & symptoms of mental health or substance use problems that impact youth
understand the importance of relationship skills	practice refusal skills and identify healthy vs toxic relationships
understand driver's rules for behind the wheel	practice sign recognition

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Action Plan (ALGEE)	Formative	5 actions of ALGEE plan applied to various scenarios
Relationship Signs	formative	worksheets and discussions to recognize healthy relationships vs unhealthy relationships
Driver's Manual	summative	Practice signs, rules, expectations of the road and test