



Spokane Public Schools Health

Course: Health		Total Framework Hours: 90
CIP Code: 190003	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 11/27/2015
Career Cluster: Health Science		Cluster Pathway: Health Science

Welcome Unit

This unit includes introducing the syllabus and class outline, engaging in ice breaker activities, and developing class routines and protocols.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Perform all ice breaker activities.

Leadership Alignment:

The students will demonstrate the ability to communicate clearly (3.A.1 & 3.A.2) while interacting effectively with others (9.A.1), and being responsible to others (11.B.1) while performing all ice breaker and introductory class activities.

Standards and Competencies

Unit:

Communicate Clearly
Be Responsible to Others
Interact Effectively with Others

Competencies

Total Learning Hours for Unit: 5

3.A.1 Listen effectively to decipher meaning including knowledge, values, attitudes and intentions
3.A.2 Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade)
11.B.1 Act responsibly with the interests of the larger community in mind
9.A.1 Know when it is appropriate to listen and when to speak

Aligned Washington State Standards

Speaking and Listening

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions, building on other's ideas and expressing their own clearly and persuasively

Unit 1: A Healthy Foundation- Introduction to Health and Wellness

This unit identifies the relationship between health and wellness and describes strategies that teens can use to take charge of their health. Students will evaluate the dimensions of health and relate them to behaviors.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Perform a wellness (3 dimensions of health/health triangle) assessment for a person in a scenario and make recommendations for lifelong wellness.

Leadership Alignment:

Students will demonstrate the ability to collaborate with others (3.B.1 & 3.B.3), work creatively with others (1.B.2) and communicate clearly, (3.A.1 & 3.A.3) in developing a Dimension of Health Poster and use systems thinking (2.B.1) and communicate clearly (3.A.1) when making recommendations for lifelong wellness in the assessment.

Standards and Competencies

Unit:

2.1.1 Evaluate dimensions of health and relates them to personal behaviors

Competencies

Total Learning Hours for Unit: 5

- Evaluate the impact of neglect of elements of dimensions of health
- Make predictions and recommendations for lifelong wellness

Aligned Washington State Standards

Educational Technology	GLE 1.1.1 Generates ideas and create original works for personal and group expression using a variety of digital tools GLE 1.3.2 Locate and organize information from a variety of resources and media GLE 2.1.2 Practice ethical and respectful behavior GLE 2.2.1 Develop skills to use technology effectively GLE 2.2.2 Use a variety of hardware to support learning GLE 2.3.1 Select and use common applications
Speaking and Listening	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions, building on other's ideas and expressing their own clearly and persuasively
Writing	WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Unit 2: Nutrition

This unit teaches students the importance of nutrition for good health. They will learn how to make healthful food choices and manage their weight and how healthy and unhealthy eating patterns impact the function of the body. Students will evaluate how nutritional requirements change and will analyze the effectiveness of various nutritional products.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Diet Plan Research/Poster Presentations
Nutrition Newspaper Article Project

Leadership Alignment:

Students will demonstrate the ability to use and manage information (4.B.2), produce results (10.B.1) manage projects (10.A.2) while working effectively in diverse teams (9.B.2) to create posters, presentations, and nutrition newspaper articles.

Standards and Competencies

Unit:

- 1.5.2 Evaluates how nutritional requirements change
- 1.5.3 Analyzes the effectiveness of various nutritional products
- 1.5.4 Evaluates how healthy and unhealthy eating patterns impact the function of the body

Competencies

Total Learning Hours for Unit: 10

- Evaluate changes in nutritional needs
- Analyze purpose, effectiveness, and necessity of nutritional products and supplements
- Compare/contrast diet plans
- Evaluate eating patterns impact on body function
- Compare/contrast warning signs and behaviors associated with eating disorders
- Give examples of health agencies in the community

Aligned Washington State Standards

Educational Technology	GLE 1.3.2 Locate and organize information from a variety of resources and media
	GLE 2.1.2 Practice ethical and respectful behavior
	GLE 2.2.1 Develop skills to use technology effectively
	GLE 2.2.2 Use a variety of hardware to support learning
Reading	RST.9-10.3 Following precisely a complex multistep procedure when carrying out experiments, taking measurements , or performing technical tasks attending to special cases or exceptions as defined by the text.
	RST.9-10.10 Read and comprehend science/technical texts independently and proficiently

Speaking and Listening	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions, building on other's ideas and expressing their own clearly and persuasively
Writing	WHST.9-10.1 Write arguments focused on discipline specific content. WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Unit 3: Addiction and Substance Abuse

In this unit, students will review the health risks involved with using alcohol, tobacco, and drugs. Students will gain an understanding of addiction and dependency and the impact on the individual, family and society, treatment options and recovery processes, and an understanding of the legal implications of drug, alcohol and tobacco use.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Multiple Student Options Available for Students to Choose from: Create Drug Awareness Letter, Brochure, or Presentation

Leadership Alignment:

Students will demonstrate the ability to think creatively (1.A.3) and apply technology effectively (6.A.1) in the creation of the Drug Awareness Letter, Brochure or Presentation.

Standards and Competencies

Unit:

2.4.5/2.4.7 Analyzes the stages of addiction and dependency and the impact on the individual, family and society, treatment options and recovery processes.

Competencies

Total Learning Hours for Unit: 20

- Analyze the stages of addiction and dependency
- Analyze the impact of addiction and dependency on the individual, family, and society
- Compare/contrast the physical, social, and emotional indicators of possible substance abuse
- Distinguish types of treatment and support organizations
- Interpret school, community, state, and federal laws concerning drug, tobacco and alcohol use
- Illustrate relationship between alcohol and other drug use and the incidence of accidents/crimes

Aligned Washington State Standards

Educational Technology	GLE 1.1.1 Generates ideas and create original works for personal and group expression using a variety of digital tools GLE 1.3.2 Locate and organize information from a variety of resources and media GLE 2.1.2 Practice ethical and respectful behavior
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	<p>GLE 2.2.1 Develop skills to use technology effectively</p> <p>GLE 2.2.2 Use a variety of hardware to support learning</p> <p>GLE 2.3.1 Select and use common applications</p>
Reading	<p>RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g. a table or chart) and translate information expressed visually or mathematically (e.g. in an equation) into words.</p> <p>RST.9-10.10 Read and comprehend science/technical texts independently and proficiently.</p>
Speaking and Listening	<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions, building on other's ideas and expressing their own clearly and persuasively</p>
Writing	<p>WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

Unit 4: Stress, Depression & Suicide Prevention

This unit identifies and describes factors that impact mental and emotional health. Students will understand types of abuse and risky situations and also learn strategies that promote positive mental and emotional health. Students will analyze stress and how it relates to personal stress management strategies and creates personal stress management strategies.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Create a Stress Information Brochure &
OSPI-Developed Assessment- Compose Dear "Stressed and Depressed" Advice Letter

Leadership Alignment:

Students will be able to demonstrate the ability to access and evaluate information (4.B.1 & 4.B.2) and make judgements and decisions (2.C.4) as they read the letter to the editor and write the advice letter in response to "Stressed and Depressed" and develop the Stress Information Brochure.

Standards and Competencies

Unit:

2.4.3/2.4.4 Analyzes stress and how it relates to personal stress management strategies and creates personal stress management strategies

Competencies		Total Learning Hours for Unit: 10
<ul style="list-style-type: none"> • Compares stages of stress • Points out/describes ways to prevent or reduce stress • Creates a personal plan for reducing, preventing, and coping with stress 		
<i>Aligned Washington State Standards</i>		
Educational Technology	GLE 2.2.2 Use a variety of hardware to support learning	
Speaking and Listening	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions, building on other’s ideas and expressing their own clearly and persuasively	
Writing	WHST.9-10.2d Use precise language and domain specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers	

<u>Unit 5: Infectious & Non-Infectious Diseases</u>	
<p>In this unit, students will learn to analyze personal health practices and how they affect infectious and non-infectious diseases, will analyze prevention, causes, transmission, and treatment of infectious diseases, and also analyze how personal health practices, environmental factors, policies, research and health care resources affect infectious and non-infectious diseases.</p>	
COMPONENTS AND ASSESSMENTS	
Performance Assessments:	
<p>Infectious/Communicable Disease Research Project & Presentation Non-Infectious/Non-communicable Diseases Research Project & Presentation</p>	
Leadership Alignment:	
<p>The students will be able to demonstrate the ability to <u>work independently</u> (8.B.1) to <u>create media products</u> (5.B.1) as part of the research projects and presentations.</p>	
<i>Standards and Competencies</i>	
Unit:	
<p>2.3.1 Analyzes personal health practices and how they affect communicable diseases 2.3.2 Analyzes personal health practices and how they affect non-communicable diseases</p>	
Competencies	
<ul style="list-style-type: none"> • Analyze prevention, causes, transmission, and treatment of communicable diseases • Analyze how personal health practices, environmental factors, policies, research and health-care resources affect communicable diseases • Analyze prevention, causes, transmission, and treatment of non-communicable diseases • Analyzes impact of poor nutrition, lack of sleep, inadequate exercise and substance abuse on non-communicable diseases • Analyze impact of non-communicable diseases on local and/or world populations 	
Total Learning Hours for Unit: 10	

<i>Aligned Washington State Standards</i>	
Educational Technology	GLE 1.1.1 Generates ideas and create original works for personal and group expression using a variety of digital tools GLE 1.3.2 Locate and organize information from a variety of resources and media GLE 2.1.2 Practice ethical and respectful behavior GLE 2.2.1 Develop skills to use technology effectively GLE 2.2.2 Use a variety of hardware to support learning GLE 2.3.1 Select and use common applications
Reading	RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts or topics RST.9-10.10 Read and comprehend science/technical texts independently and proficiently
Speaking and Listening	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions, building on other's ideas and expressing their own clearly and persuasively
Writing	WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Unit 6: First Aid & CPR

In this unit, students will learn basic safety precautions and life saving techniques in accordance with the American Heart Association and will evaluate emergency situations, ways to prevent injuries and demonstrate skills to respond appropriately and safely.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will evaluate emergency situations and respond accordingly, including performing basic first aid procedures and required CPR/AED according to Legislative [HB 1556](http://www.k12.wa.us/HealthFitness/CPR.aspx) (<http://www.k12.wa.us/HealthFitness/CPR.aspx>) and American Heart Association Heart Saver Skills Assessment and creating emergency first aid procedure flyers and/or demonstrations.

Leadership Alignment:

Students will be able to demonstrate the ability to reason effectively (2.A.1), adapt to change (7.A.2), be flexible (7.B.1) and manage goals and time (8.A.3) as they evaluate and respond to mock emergency situations and create flyers and/or demonstrations.

Standards and Competencies

- Unit:**
- 2.4.2 Evaluate emergency situations, ways to prevent injuries, and demonstrate skills to respond appropriately and safely
 - 3.1.3 Evaluate environmental risks associated with certain occupational, residential, and recreational choices

Competencies

Total Learning Hours for Unit: 10

- Evaluates emergency situations
- Evaluates ways to prevent injury
- Demonstrates skills to respond appropriately and safely
- Demonstrates first aid procedures for basic life support and AED
- Demonstrates caring for bone and joint emergencies, cold and heat injuries, and responding to medical emergencies
- Critique different occupations and analyze potential environmental hazards associated with the career

Aligned Washington State Standards

Educational Technology	GLE 1.3.2 Locate and organize information from a variety of resources and media GLE 2.1.1 Practice personal safety GLE 2.1.2 Practice ethical and respectful behavior GLE 2.2.1 Develop skills to use technology effectively GLE 2.2.2 Use a variety of hardware to support learning GLE 2.3.1 Select and use common application
Speaking and Listening	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions, building on other’s ideas and expressing their own clearly and persuasively
Writing	WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit 7: Human Growth & Development

In this unit, students will learn about the body and how it develops. They will gain an understanding of the development of the reproductive organs and how healthy choices can impact the human body. Students will gain an understanding of how to maintain sexual health throughout life.

COMPONENTS AND ASSESSMENTS

Performance Assessments:
 “Why Wait???” Persuasive Letter
 Sex. Ed Letter

Leadership Alignment:

Students will demonstrate the ability to solve problems (2.D.2) and communicate clearly through their letters (3.A.3).

Standards and Competencies

Unit:

2.2.2 Understand how to maintain sexual health throughout life

2.4.2 Understands types of abuse and risky situations and how to respond appropriately and safely.

2.3.1 Analyze personal health practices and how they affect communicable diseases

Competencies

Total Learning Hours for Unit: 20

- Learns about the prevalence of sexually transmitted diseases (STDs)
- Identifies the most common STDs, including HIV/AIDS, along with the symptoms and health consequences associated with each one
- Understands how STDs are transmitted and prevented
- Lists risk factors that increase a person's chances of getting an STD
- Recognizes that STDs can be transmitted through oral sex as well as sexual intercourse
- Learns that certain STDs can lead to infertility and other reproductive problems, especially if not treated promptly by a doctor
- Recognizes that early testing, diagnosis and treatment of STDs can improve and extend a person's life
- Acknowledges the responsibility of honestly approaching the topic of STDs with their future sexual partners
- Identifies and correct myths and rumors about STD transmission, prevention and treatment

- Explore how the media, peer pressure and other factors cause some teens to feel "immune" to the risk of STDs
- Accepts that is okay not to be sexually active as teenagers
- Improves their decision-making skills about sexual peer pressure
- Learns how to speak comfortably and confidently about ways to prevent STDs, such as abstinence and safer sex
- Knows that only abstinence prevents STDs 100 percent of the time
- Describes strategies to prevent, manage, and resolve conflict.
- Understands types of abuse and appropriate resources.
- Understands laws, resources, and reporting procedures in school and community.

Aligned Washington State Standards	
Educational Technology	<p>GLE 1.2.1 Communicate and collaborate to learn with others</p> <p>GLE 1.3.2 Locate and organize information from a variety of resources and media</p> <p>GLE 2.1.1 Practice personal safety</p> <p>GLE 2.1.2 Practice ethical and respectful behavior</p> <p>GLE 2.2.2 Use a variety of hardware to support learning</p> <p>GLE 2.3.1 Select and use common applications</p>
Speaking and Listening	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions, building on other's ideas and expressing their own clearly and persuasively
Writing	W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assesses the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas.

21st Century Skills		
Check those that students will demonstrate in this course:		
<p>LEARNING & INNOVATION</p> <p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input checked="" type="checkbox"/> Use Systems Thinking</p> <p><input checked="" type="checkbox"/> Make Judgments and Decisions</p> <p><input type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA & TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and /evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy)</p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE & CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Manage Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p>

