

Curriculum Unit Template	
Grade	High School
Unit of Study	Unit 1: A Healthy Foundation
Length of Unit	6 days
Essential Questions	
What are some aspects of your life that are impacted by your overall health?	

Topics/Big Ideas
Chapter 1: Understanding Health & Wellness

Learning Standards (Code and description)		
3	1.HM.1.B.a	Discuss the concept of preventive care and its importance in maintaining and improving health
3	1.RA.1.A.a 3.RA.1.A.a	Describe the effects of positive lifestyles behaviors on the occurrence of disease (e.g., sunscreen, physical activity, diet, sleep, stress management)
3	1.RA.1.A.c 3.RA.1.A.c	Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g., ethnic, cultural and family histories)
2	2.FS.2.A.a 8.FS.2.A.a	Cite evidence that supports the rights both individuals and the communities have when making social health decisions
2	2.FS.2.A.b 8.FS.2.A.b	Describe patterns of physical, social, and mental/emotional health that promote healthy long-term relationships (e.g., dating, work environment, friendship, and marriage)
	1.RA.1.A.a 3.RA.1.A.a	Describe the effects of positive lifestyles behaviors on the occurrence of disease (e.g., sunscreen, physical activity, diet, sleep, stress management)
2	5.HM.4.D.a 6.HM.4.D.a	Create a plan using life management skills to address personal and social concerns that are a part of daily living (e.g., learning to manage time and stress, setting goals, dealing with conflicts, working collaboratively)
	1.RA.4.A.a	Define global warming and its effects on the health of individuals worldwide

	7.RA.4.A.a	
2	8.RA.4.B.a	Compare ways that individuals, communities, state and federal government can cooperate to promote environmental health (e.g., recycling, adopt-a-highway programs, river clean-up, land preservation, community beautification, advocacy)
3	1.RA.1.A.c 3.RA.1.A.c	Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g., ethnic, cultural and family histories)

Unit 1: Learning Targets (Unwrapped from Priority/Supporting Standards)	
	SWBAT indicate their ownership of their health.
	SWBAT promote their own wellness through healthy behaviors.
	SWBAT understand the influence of heredity, environment, attitude, behavior, media, and technology on their health.
	SWBAT demonstrate the correlation between risk behaviors and harm to their health.
	SWBAT the responsibility of individual, family, community, and national health is the result of planning and responsible behavior by everyone.

Teaching Activities (can be described or linked)

[Chapter 1 Lesson 1 Notes](#)

Chapter 1.1 Student Practice - Students will create a document highlighting important components pulling from master notes.

[Chapter 1 Lesson 2 Notes](#)

Chapter 1.2 Student Practice - Students will create a document highlighting important components pulling from master notes.

[Chapter 1 Lesson 3 Notes](#)

Chapter 1.3 Student Practice - Students will create a document highlighting important components pulling from master notes.

[Chapter 1 Lesson 4 Notes](#)

Chapter 1.4 Student Practice - Students will create a document highlighting important components pulling from master notes.

Google Classroom

Assessments
Description of Assessment or link to Assessment
Chapter 1 Lesson 1 Quiz
Chapter 1 Lesson 2 Quiz
Chapter 1 Lesson 3 Quiz
Chapter 1 Lesson 4 Quiz
Chapter 1 Test
Found on Google Classroom

Academic Vocabulary

1. health
2. spiritual health
3. wellness
4. chronic disease
5. heredity
6. environment
7. peers
8. culture
9. media
10. Technology
11. risk behavior
12. cumulative risks
13. prevention
14. abstinence
15. lifestyle factors
16. health education
17. *Healthy People*
18. health disparities
19. health literacy

Materials and Additional Resources

Glencoe Health Textbook

Planbook

Curriculum Unit Template	
Grade	High School
Unit of Study	Unit 2: Mental and Emotional Health
Length of Unit	16 days
Essential Questions	
<i>Ch 3 What are some characteristics of a person who demonstrates good mental and emotional health?</i>	
<i>Ch 4 What are some factors that commonly cause stress for teens?</i>	
<i>Ch 5 What are some warning signs that could indicate an individual may have a serious mental or emotional problem?</i>	

Topics/Big Ideas
Chapter 3: Achieving Mental and Emotional Health
Chapter 4: Managing Stress and Coping with Loss
Chapter 5: Mental and Emotional Problems

Learning Standards		
Standards		
2, 5	1.HM.4.E.a	Develop a list of intervention skills that can be used to prevent violence and describe when and how to use these skills
3	1.RA.1.A.a 3.RA.1.A.a	Describe the effects of positive lifestyles behaviors on the occurrence of disease (e.g., sunscreen, physical activity, diet, sleep, stress management)
3	1.RA.1.A.c 3.RA.1.A.c	Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g., ethnic, cultural and family histories)
2	1.RA.4.A.a 7.RA.4.A.a	Define global warming and its effects on the health of individuals worldwide
2	1.RA.4.A.b 7.RA.4.A.b	Compare present environmental health problems to past environment health problems and develop strategies to reduce or correct these problems for the future (e.g., destruction of the ozone layer, asbestos, second-hand smoke, nuclear disasters, carpooling)
2	2.FS.2.B.a	Develop a list of attributes needed to live effectively with others

6	2.HM.3.A.b	Analyze the health claims that the media make and their impact on physical, mental/emotional, and social health.
2	5.HM.4.A.a	Apply practices that preserve and enhance the safety and health of others (e.g., conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision-making, assertive behavior, resisting peer pressure, asset development)
2	5.HM.4.D.a 6.HM.4.D.a	Create a plan using life management skills to address personal and social concerns that are a part of daily living (e.g., learning to manage time and stress, setting goals, dealing with conflicts, working collaboratively)
5	5.RA.2.A.a	Describe and analyze methods that can be effective in preventing societal problems affecting teens (e.g., rape, assault, homicide, and other personal safety risks, gangs)
2	5.HM.4.D.a 6.HM.4.D.a	Create a plan using life management skills to address personal and social concerns that are a part of daily living (e.g., learning to manage time and stress, setting goals, dealing with conflicts, working collaboratively)
	2.FS.2.A.b 8.FS.2.A.b	Describe patterns of physical, social, and mental/emotional health that promote healthy long-term relationships (e.g., dating, work environment, friendship, and marriage)
1		B. Wellness: Categorize short and long-term effects of stress on the individual
12		B. Wellness: Analyze the benefits of an effective stress management plan

Unit 2: Learning Targets (Unwrapped from Priority/Supporting Standards)
SWBAT demonstrate how good mental and emotional health have a positive impact on everyday life.
SWBAT understand the correlation of personal identity and who a person is.
SWBAT demonstrate the effects of how recognizing and acknowledging emotions in a healthy way enhances mental and emotional health.
SWBAT understand their reaction to a challenge will determine the type of stress they will experience.
SWBAT identify stressors in learning to manage stress levels.
SWBAT understand accepting loss is an important step in getting over that loss.
SWBAT understand occasional anxiety is a normal reaction to stress.
SWBAT understand mental disorders require diagnosis and treatment.
SWBAT understand certain risk factors increase suicidal ideation and attempts.
SWBAT recognize needing help is the first step in getting help.

Teaching Activities (can be described or linked)

[Chapter 3 Lesson 1 Notes](#)

Chapter 3.1 Student Practice - Students will create a document highlighting important components pulling from master notes.

[Chapter 3 Lesson 2 Notes](#)

Chapter 3.2 Student Practice - Students will create a document highlighting important components pulling from master notes.

[Chapter 3 Lesson 3 Notes](#)

Chapter 3.3 Student Practice - Students will create a document highlighting important components pulling from master notes.

[Chapter 4 Lesson 1 Notes](#)

Chapter 4.1 Student Practice - Students will create a document highlighting important components pulling from master notes.

[Chapter 4 Lesson 2 Notes](#)

Chapter 4.2 Student Practice - Students will create a document highlighting important components pulling from master notes.

[Chapter 4 Lesson 3 Notes](#)

Chapter 4.3 Student Practice - Students will create a document highlighting important components pulling from master notes.

[Chapter 5 Lesson 1 Notes](#)

Chapter 5.1 Student Practice - Students will create a document highlighting important components pulling from master notes.

[Chapter 5 Lesson 2 Notes](#)

Chapter 5.2 Student Practice - Students will create a document highlighting important components pulling from master notes.

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[Chapter 5 Lesson 3 Notes](#)

Chapter 5.3 Student Practice - Students will create a document highlighting important components pulling from master notes.

[Chapter 5 Lesson 4 Notes](#)

Chapter 5.4 Student Practice - Students will create a document highlighting important components pulling from master notes.

Google Classroom

Chapter notes using Google Slides on overhead

Assessments
Description of Assessment or link to Assessment
Chapter 3 Lesson 1-3 Quizzes
Chapter 3 Test
Chapter 4 Lesson 1-3 Quizzes
Chapter 4 Test
Chapter 5 Lesson 1-4 Quizzes
Chapter 5 Test
Found on Google Classroom

Academic Vocabulary

1. mental/emotional health
2. resilient
3. self-esteem
4. competence
5. hierarchy of needs
6. Self-actualization
7. personal identity
8. role model
9. personality
10. character
11. integrity
12. constructive criticism
13. emotions
14. hormones
15. hostility
16. empathy
17. defense mechanisms
18. stress
19. perception
20. stressor
21. psychosomatic response
22. chronic stress
23. stress-management skills
24. relaxation response
25. Resilient
26. stages of grief
27. closure
28. coping
29. mourning

30. traumatic events
31. anxiety
32. emotions
33. depression
34. Apathy
35. mental disorder
36. stigma
37. anxiety disorder
38. mood disorder
39. conduct disorder
40. alienation
41. suicide
42. cluster suicide
43. psychotherapy
44. behavior therapy
45. cognitive therapy
46. family therapy
47. group therapy
48. drug therapy

Materials and Additional Resources

Glencoe Health Textbook

Planbook

Curriculum Unit Template	
Grade	High School
Unit of Study	Unit 3: Nutrition & Physical Activity
Length of Unit	17 days
Essential Questions	
<i>Ch 10 What do you need to know in order to make wise eating decisions?</i>	
<i>Ch 11 What factors determine the appropriate weight for an individual?</i>	
<i>Ch 12 How can physical activity help control body weight?</i>	

Topics/Big Ideas
Chapter 10: Nutrition and Health
Chapter 11: Managing Weight and Eating Behaviors
Chapter 12: Physical Activity and Fitness

Learning Standards (Code and description)		Standards
1	1.FS.1.C.a	Investigate disorders, their treatment, and prevention techniques to maintain a healthy skeletal system (e.g., osteoporosis, arthritis, sprain, scoliosis)
3	1.HM.1.B.a	Discuss the concept of preventive care and its importance in maintaining and improving health
4	1.HM.1.D.a	Analyze factors (e.g., time, cost, accessibility) and benefits (physical and psychological) related to regular participation in physical activity
4	1.HM.1.D.b	Analyze present fitness levels to create a personal fitness plan which meets current and future needs necessary for the maintenance of total fitness
2	1.HM.2.A.a	Assess key nutrients and their specific functions and influences on body processes (e.g., disease prevention)
2	1.HM.2.A.b	Assess how nutritional needs change throughout the life cycle
1	1.HM.2.B.a 2.HM.2.B.a	Prove how a well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain disease
1	1.HM.2.B.b 2.HM.2.B.b	Investigate and analyze the factors that influence dietary choices (e.g., lifestyle, ethnicity, family, media, and advertising)

1	1.HM.2.B.c 2.HM.2.B.c	Analyze food choices and discuss how it should be used to develop a proper diet
2, 6	1.HM.2.C.a	Apply concepts using food labels to meet the dietary needs of individuals for a healthy lifestyle (e.g., diabetes, lactose intolerance, food allergies)
2, 6	2.HM.2.D.a	Discuss the cause and effect relationships that influence a safe food supply (e.g., regulatory agencies, food handling and production, food storage techniques, pesticides, additives, bioterrorism)
6	2.HM.3.A.a	Evaluate the role the media can play in influencing young adults' self concept by idealizing body image and elite performance levels of famous people
	1.HM.2.B.a 2.HM.2.B.a	Prove how a well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain disease
	1.HM.2.B.b 2.HM.2.B.b	Investigate and analyze the factors that influence dietary choices (e.g., lifestyle, ethnicity, family, media, and advertising)
	1.HM.2.B.c 2.HM.2.B.c	Analyze food choices and discuss how it should be used to develop a proper diet
	1.RA.3.A.a 3.RA.3.A.a	Assess the short and long-term effects that performance enhancing aids have on the body processes (e.g., liver damage, heart failure, brain aneurysm, anger, "road rage," acne, violence, memory loss, hepatitis, HIV) and on individuals and society (e.g., body image, obsession with winning, violent behavior, black market/illegal purchases)
		A. Health-Related and Skill-Related Fitness Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness

		A. Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness
		B. Wellness: Analyze and compare health, skill, and fitness benefits derived from a variety of sports and lifetime activities (e.g., pedometers, pulse wands, heart rate wands, tri-fit machines)
		B. Wellness: Describe the relationship between nutrition, exercise and body composition (MyPyramid.gov)
		C. Fitness Principles: Design a personal fitness plan utilizing the FITT (frequency, intensity, time, type) principle and the principles of overload, progression, and specificity that contributes to an active healthy lifestyle (American College of Sport Medicine guidelines)
		C. Fitness Principles: Differentiate between how oxygen is utilized aerobically and anaerobically
		A. Investigate and predict potential exercise-related injuries and medical conditions that could occur during a variety of physical activities
		D. Careers Investigate and cite career opportunities available as related to physical education (e.g., panel, research paper)
1,3	3.FS.1.B.a	Investigate disorders, their treatment, and prevention techniques to maintain a healthy muscular system (e.g., muscular dystrophy, muscle cramps, tendonitis, muscle strains)
1, 3	3.FS.1.E.a	Investigate disorders, their treatments, and prevention techniques to maintain a healthy cardio-respiratory system (e.g., high blood pressure, anemia, hemophilia, sickle cell, asthma, allergies, bronchitis, pneumonia)
2	5.HM.2.E.a	Design a nutritional plan and fitness program based on the relationship between food intake and activity level with regard to weight management and healthy living (e.g., caloric intake, calorie expenditure, weight gain, weight maintenance, and safe weight loss)

Unit 3: Learning Targets (Unwrapped from Priority/Supporting Standards)
SWBAT recognize food choices influence overall health and quality of life.
SWBAT recognize how the six types of nutrients play a vital role in personal health.
SWBAT utilize MyPlate to gain a knowledge of nutrients and select healthful foods.
SWBAT read and understand food labels for essential information.
SWBAT maintaining a consistent weight is achieved by balancing the number of calories consumed with the number of calories expended.
SWBAT understand body image can be influenced by a number of factors, including media.
SWBAT understand the many factors affecting an individual's nutritional needs.
SWBAT determine the impact of physical activity on a person's physical, mental, emotional, and social health
SWBAT recognize the different ways the five elements of fitness can affect your health.
SWBAT decide which physical activities will meet your fitness goals and activities you enjoy.
SWBAT understand how basic safety precautions can protect a person from injury during physical activity.

Teaching Activities (can be described or linked)

[Chapter 10 Lesson 1 Notes](#)

Chapter 10 Lesson 1 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 10 Lesson 2 Notes](#)

Chapter 10 Lesson 2 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 10 Lesson 3 Notes](#)

Chapter 10 Lesson 3 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 10 Lesson 4 Notes](#)

Chapter 10 Lesson 4 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 11 Lesson 1 Notes](#)

Chapter 11 Lesson 1 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 11 Lesson 2 Notes](#)

Chapter 11 Lesson 2 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 11 Lesson 3 Notes](#)

Chapter 11 Lesson 3 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 12 Lesson 1 Notes](#)

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Chapter 12 Lesson 1 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 12 Lesson 2 Notes](#)

Chapter 12 Lesson 2 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 12 Lesson 3 Notes](#)

Chapter 12 Lesson 3 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 12 Lesson 4 Notes](#)

Chapter 12 Lesson 4 Notes - Students will create a document highlighting important components pulling from master notes.

Google Classroom

Chapter notes using Google Slides on overhead

Assessments
Description of Assessment or link to Assessment
Chapter 10 Lesson 1 Quizzes
Chapter 10 Lesson 2 Quizzes
Chapter 10 Lesson 3 Quizzes
Chapter 10 Lesson 4 Quizzes
Chapter 10 Test

[Helpful Site](#)

Chapter 11 Lesson 1 Quizzes

Chapter 11 Lesson2 Quizzes

Chapter 11 Lesson 3 Quizzes

Chapter 11 Test

Chapter 12 Lesson 1 Quizzes

Chapter 12 Lesson 2 Quizzes

Chapter 12 Lesson 3 Quizzes

Chapter 12 Lesson 4 Quizzes

Chapter 12 Test

Found on Google Classroom

Academic Vocabulary

1. nutrition
2. nutrients
3. calorie
4. hunger
5. Appetite
6. carbohydrates
7. fiber

[Helpful Site](#)

8. proteins
9. cholesterol
10. vitamins
11. minerals
12. Osteoporosis
13. Dietary Guidelines for Americans
14. MyPlate
15. Nutrient-dense
16. food additives
17. foodborne illness
18. pasteurization
19. Cross-contamination
20. food allergy

Materials and Additional Resources

Glencoe Health Textbook

Planbook

Curriculum Unit Template	
Grade	High School
Unit of Study	Unit 4: Mental and Emotional Health
Length of Unit	20 days
Essential Questions	
<i>Ch 19 What are some different kinds of medicines?</i> <i>Ch 20 What are some health risks of using tobacco?</i> <i>Ch 21 What impact does alcohol abuse have on society?</i> <i>Ch 22 What are some illegal drugs that are used by some teens and adults?</i>	

Topics/Big Ideas
Chapter 19: Medicines and Drugs
Chapter 20-22: Tobacco, Alcohol, and Illegal Drugs

Learning Standards (Code and description)		
Standards		
1, 2, 3, 4, 5, 6	1.HM.1.A.a	Show the steps used in the problem solving model to examine system functions and disease formation encountered in daily living situations (e.g., lead poisoning, second-hand smoke)
5	1.RA.3.A.a 3.RA.3.A.a	Assess the short and long-term effects that performance enhancing aids have on the body processes (e.g., liver damage, heart failure, brain aneurysm, anger, "road rage," acne, violence, memory loss, hepatitis, HIV) and on individuals and society (e.g., body image, obsession with winning, violent behavior, black market/illegal purchases)
5	1.RA.3.B.a 3.RA.3.B.a	Explain why individuals need to follow label guidelines for all substances (e.g., compatibility of ingested substances)
5	1.RA.3.C.a 3.RA.3.C.a	Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society

5	1.RA.3.C.b 3.RA.3.C.b	Review healthy alternatives to substance use and investigate effective strategies to promote individual, family, and community health
5	1.RA.3.C.c 3.RA.3.C.c	Assess the risk of chemical dependency and locate available help if alcohol, tobacco, and other substance use becomes a problem
5	1.RA.3.C.d 3.RA.3.C.d	Evaluate personal risks for chemical dependency based upon personal, family, and environmental factors
6	3.HM.3.C.a	Develop a list of individual and/or governmental agencies and explain their responsibility for providing assistance to people for their health needs (e.g., Al-anon for drug abuse or dermatologist for acne)
	1.RA.3.B.a 3.RA.3.B.a	Explain why individuals need to follow label guidelines for all substances (e.g., compatibility of ingested substances)
	1.RA.3.C.a 3.RA.3.C.a	Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society
	1.RA.3.C.b 3.RA.3.C.b	Review healthy alternatives to substance use and investigate effective strategies to promote individual, family, and community health
	1.RA.3.C.c 3.RA.3.C.c	Assess the risk of chemical dependency and locate available help if alcohol, tobacco, and other substance use becomes a problem
	1.RA.3.C.d	Evaluate personal risks for chemical dependency based upon personal, family, and environmental factors

	3.RA.3.C.d	
	1.RA.4.A.b 7.RA.4.A.b	Compare present environmental health problems to past environment health problems and develop strategies to reduce or correct these problems for the future (e.g., destruction of the ozone layer, asbestos, second-hand smoke, nuclear disasters, carpooling)
	2.FS.2.A.a 8.FS.2.A.a	Cite evidence that supports the rights both individuals and the communities have when making social health decisions
		B. Wellness: Investigate the negative effects of performance enhancing drugs and alcohol on health and physical performance

Unit 4: Learning Targets (Unwrapped from Priority/Supporting Standards)
SWBAT recognize the classification of medications according to how they work on the body.
SWBAT discuss how the federal government tests and approves new medications.
SWBAT recognize the health problems caused from the chemicals in all tobacco products.
SWBAT articulate why fewer teens are using tobacco products.
SWBAT understand the harmfulness of secondhand smoke, even if you do not smoke.
SWBAT understand alcohol is classified as a drug, and is addictive.
SWBAT recognize the factors that influence teen alcohol use.
SWBAT understand the dangers of drinking and driving.
SWBAT understand the classification of substance abuse to include use of illegal substances and misuse of legal substances.
SWBAT understand using marijuana can lead to serious physical, mental, social, and legal consequences.
SWBAT understand how psychoactive drugs change how the central nervous system functions.
SWBAT understand that most teens never experiment with illegal drugs.

Teaching Activities (can be described or linked)
Chapter 19 Lesson 1 Notes Chapter 19 Lesson 1 Notes - Students will create a document highlighting important components pulling from master notes. Chapter 19 Lesson 2 Notes Chapter 19 Lesson 2 Notes - Students will create a document highlighting important components pulling from master notes. Chapter 20 Lesson 1 Notes

[Chapter 19 Lesson 1 Notes](#)

Chapter 19 Lesson 1 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 19 Lesson 2 Notes](#)

Chapter 19 Lesson 2 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 20 Lesson 1 Notes](#)

Chapter 20 Lesson 1 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 20 Lesson 2 Notes](#)

Chapter 20 Lesson 2 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 20 Lesson 3 Notes](#)

Chapter 20 Lesson 3 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 21 Lesson 1 Notes](#)

Chapter 21 Lesson 1 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 21 Lesson 2 Notes](#)

Chapter 21 Lesson 2 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 21 Lesson 3 Notes](#)

Chapter 21 Lesson 3 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 22 Lesson 1 Notes](#)

Chapter 22 Lesson 1 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 22 Lesson 2 Notes](#)

Chapter 22 Lesson 2 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 22 Lesson 3 Notes](#)

Chapter 22 Lesson 3 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 22 Lesson 4 Notes](#)

Chapter 22 Lesson 4 Notes - Students will create a document highlighting important components pulling from master notes.

Google Classroom

Chapter notes using Google Slides on overhead

Assessments
Description of Assessment or link to Assessment
Chapter 19 Lesson 1 Quizzes
Chapter 19 Lesson 2 Quizzes
Chapter 19 Test
Chapter 20 Lesson 1 Quizzes
Chapter 20 Lesson 2 Quizzes
Chapter 20 Lesson 3 Quizzes
Chapter 20 TestFound on Google Classroom
Chapter 21 Lesson 1 Quizzes
Chapter 21 Lesson 2 Quizzes
Chapter 21 Lesson 3 Quizzes

[Helpful Site](#)

Chapter 21 Test

Chapter 22 Lesson 1 Quizzes

Chapter 22 Lesson 2 Quizzes

Chapter 22 Lesson 3 Quizzes

Chapter 22 Lesson 4 Quizzes

Chapter 22 Test

Academic Vocabulary

1. medicines
2. drugs
3. vaccine
4. side effects
5. additive interaction
6. synergistic effect
7. antagonistic interaction
8. prescription medicines
9. over-the-counter medicines (OTC)
10. medicine misuse
11. medicine abuse
12. drug overdose
13. addictive drug
14. nicotine
15. stimulant
16. carcinogen
17. tar
18. carbon monoxide
19. smokeless tobacco
20. Leukoplakia
21. nicotine withdrawal
22. nicotine substitutes
23. tobacco cessation program
24. environmental tobacco smoke (ETS)
25. mainstream smoke
26. sidestream smoke
27. *Healthy People*

28. ethanol
29. fermentation
30. depressant
31. intoxication
32. binge drinking
33. alcohol poisoning
34. psychological dependence
35. physiological dependence
36. alcohol abuse
37. Alcoholism
38. blood alcohol concentration
39. fetal alcohol syndrome
40. alcoholic
41. recovery
42. Sobriety
43. substance abuse
44. illegal drugs
45. illicit drug use
46. overdose
47. Addiction
48. marijuana
49. paranoia
50. inhalants
51. anabolic-androgenic steroids
52. psychoactive drugs
53. designer drugs
54. hallucinogens
55. euphoria
56. depressants
57. stimulants
58. opiates
59. drug-free school zones
60. drug watches

61. rehabilitations

Materials and Additional Resources

Glencoe Health Textbook
Planbook

Curriculum Unit 5 Template	
Grade	High School
Unit of Study	Unit 5: Mental and Emotional Health
Length of Unit	18 days
Essential Questions	
<i>Ch 23 What are some ways that certain diseases can be spread from one person to another?</i> <i>Ch 24 What is the relationship between HIV and AIDS?</i> <i>Ch 25 What are two different types of cancer?</i>	

Topics/Big Ideas
Chapter 23: Communicable Diseases
Chapter 24: STI's
Chapter 25: Non-communicable Diseases and Disabilities

Learning Standards (Code and description)		
Standards		
1, 3	1.FS.1.G.a	List the most common disorders, describe how to treat them and prevention techniques to maintain a healthy digestive system (e.g., ulcers, irritable bowel syndrome, Crohn's Disease, diarrhea, constipation, gall stones, colon cancer)
1, 3	1.FS.1.J.a 3.FS.1.J.a	Investigate disorders, their treatments, and prevention techniques to maintain a healthy endocrine system (e.g., thyroid cancer, type II diabetes, chemical imbalances)
1, 3	1.FS.1.J.b 3.FS.1.J.b	List the causes of type II diabetes and describe management procedures and prevention techniques
1, 2, 2003	1.FS.1.K.a	Recognize normal vs. abnormal conditions of the reproductive system
1, 2, 2003	1.FS.1.K.b	Explain how the following affect the functioning of the reproductive system: ovarian cysts, HPV/cervical cancer, premenstrual syndrome, infertility, ovarian cancer, testicular cancer, and prostate cancer
1, 2, 2003	1.FS.1.K.c	Discuss the importance of routine physical examinations and tests (e.g., pap smears, mammograms, prostate examination) to reduce the risks of problems related to cancer and other chronic diseases
1, 2, 2003	1.FS.1.L.a	Investigate disorders, their treatments, and prevention techniques to maintain a healthy lymphatic/immune system (e.g., common cold, influenza, tonsillitis, strep throat)
3	1.HM.1.B.a	Discuss the concept of preventive care and its importance in maintaining and improving health

3	1.RA.1.A.b 3.RA.1.A.b	Conduct research to answer questions regarding epidemiological studies and cite evidence about the management and prevention of communicable and non-communicable diseases (e.g., local health department statistics, youth risk behavior survey (YRBS), Centers for Disease Control (CDC), National Institute of Health (NIH))
3	1.RA.1.A.c 3.RA.1.A.c	Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g., ethnic, cultural and family histories)
3	1.RA.1.B.a	Describe the primary and secondary defenses for prevention of disease and discuss how they help to maintain or improve them
3, 5	1.RA.1.C.a 3.RA.1.C.a	Formulate and support an interpretation regarding the reoccurrence of resistant strains of pathogens (e.g., strep, herpes, mononucleosis, gonorrhea, Chlamydia, HIV, Staff Infection)
3, 5	1.RA.1.C.b 3.RA.1.C.b	Use the scientific process of laboratory investigation to test hypotheses on pathogen transmission (e.g., hand sanitizers, Germglow, disinfectants)
3, 5	1.RA.1.D.a	Compare signs and symptoms of common sexually transmitted infections
3, 5	1.RA.1.D.b	Explain how sexually transmitted infections can affect an individual's physical, social, mental/emotional, intellectual, professional, and economic well-being (e.g., HIV/AIDS sterility, Kaposi Sarcoma, pneumonia, PCP, stress, oral thrush, yeast infections)
3	1.RA.1.F.a	Analyze and evaluate how teen pregnancy and parenting can impact personal, family and societal perspectives (e.g., dropout, low self-esteem, abandonment, and economics)
3	1.RA.1.F.b	Investigate and analyze the cause and effect relationship between obtaining prenatal care and the health of the mother and baby. (e.g., nutrition, alcohol and tobacco consumption, physical activity, age, other drug use) and its effects on the unborn child (e.g., leg deformities, retardation, learning

		disabilities, addiction, low birth weight)
3	1.RA.1.F.c	Evaluate the progression of reliability of various contraceptive methods from most reliable to least reliable (e.g., abstinence, barrier methods, oral methods, surgical methods, injectable methods, implants)
3	1.RA.1.F.d	(*Follow district curriculum policy when addressing methods of contraception)
1,3	3.FS.1.A.a	Investigate disorders, their treatments, and prevention techniques to maintain a healthy sensory system (e.g., hearing loss, glaucoma, near and far-sightedness, halitosis, numbness, tingling)
1, 3	3.FS.1.G.a	Investigate disorders, their treatment, and prevention techniques to maintain a healthy nervous system (e.g., mental disorders, spinal cord injuries, cerebral palsy, meningitis, chemical imbalances, hives, shingles, multiple sclerosis, Parkinson's, epilepsy)
1, 3	3.FS.1.I.a	Investigate disorders, their treatment, and prevention techniques to maintain a healthy urinary/excretory system (e.g., kidney stones, urinary tract infections, nephritis)
6	3.HM.3.C.a	Develop a list of individual and/or governmental agencies and explain their responsibility for providing assistance to people for their health needs (e.g., Al-anon for drug abuse or dermatologist for acne)
1, 3	1.FS.1.J.a 3.FS.1.J.a	Investigate disorders, their treatments, and prevention techniques to maintain a healthy endocrine system (e.g., thyroid cancer, type II diabetes, chemical imbalances)
1, 3	1.FS.1.J.b 3.FS.1.J.b	List the causes of type II diabetes and describe management procedures and prevention techniques
	1.RA.1.A.b 3.RA.1.A.b	Conduct research to answer questions regarding epidemiological studies and cite evidence about the management and prevention of communicable and non-communicable diseases (e.g., local health department statistics, youth risk behavior survey (YRBS), Centers for Disease Control (CDC), National

		Institute of Health (NIH)
	1.RA.1.A.c 3.RA.1.A.c	Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g., ethnic, cultural and family histories)
	1.RA.1.C.a 3.RA.1.C.a	Formulate and support an interpretation regarding the reoccurrence of resistant strains of pathogens (e.g., strep, herpes, mononucleosis, gonorrhea, Chlamydia, HIV, Staff Infection)
	1.RA.1.C.b 3.RA.1.C.b	Use the scientific process of laboratory investigation to test hypotheses on pathogen transmission (e.g., hand sanitizers, Germglow, disinfectants)
2	5.HM.4.D.a 6.HM.4.D.a	Create a plan using life management skills to address personal and social concerns that are a part of daily living (e.g., learning to manage time and stress, setting goals, dealing with conflicts, working collaboratively)

Unit 5: Learning Targets (Unwrapped from Priority/Supporting Standards)	
SWBAT understand communicable diseases are caused by a multitude of microorganisms.	
SWBAT understand how several communicable diseases begin in the respiratory tract.	
SWBAT recognize how physical and chemical barriers are the body's first line of defense against pathogens.	
SWBAT communicate how some dangerous communicable diseases have an increased occurrence over the past two decades.	
SWBAT understand sexual contact is a risk factor for contracting an STD.	
SWBAT understand the practice of abstinence is the most effective way to avoid STDs.	
SWBAT recognize that HIV/AIDS is an immune system disease.	
SWBAT communicate the responsible behaviors needed to avoid HIV/AIDS.	

[Helpful Site](#)

SWBAT understand the risk of many serious diseases on the cardiovascular system.
SWBAT recognize how different forms of cancer can develop in almost any body system.
SWBAT recognize the different substances that can case allergies.
SWBAT understand sight, hearing, and movement are affected most often by common physical disabilities.

Teaching Activities (can be described or linked)

[Chapter 23 Lesson 1 Notes](#)

Chapter 23 Lesson 1 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 23 Lesson 2 Notes](#)

Chapter 23 Lesson 2 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 23 Lesson 3 Notes](#)

Chapter 23 Lesson 3 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 23 Lesson 4 Notes](#)

Chapter 23 Lesson 4 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 24 Lesson 1 Notes](#)

Chapter 24 Lesson 1 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 24 Lesson 2 Notes](#)

Chapter 24 Lesson 2 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 24 Lesson 3 Notes](#)

Chapter 24 Lesson 3 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 24 Lesson 4 Notes](#)

Chapter 24 Lesson 4 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 25 Lesson 1 Notes](#)

[Helpful Site](#)

Chapter 25 Lesson 1 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 25 Lesson 2 Notes](#)

Chapter 25 Lesson 2 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 25 Lesson 3 Notes](#)

Chapter 25 Lesson 3 Notes - Students will create a document highlighting important components pulling from master notes.

[Chapter 25 Lesson 4 Notes](#)

Chapter 25 Lesson 4 Notes - Students will create a document highlighting important components pulling from master notes.

Google Classroom

Chapter notes using Google Slides on overhead

Stoddard County Health Department Speaker

Assessments
Description of Assessment or link to Assessment
Chapter 23 Lesson 1-4 Quizzes
Chapter 23 Test
Chapter 24 Lesson 1-4 Quizzes
Chapter 24 Test
Chapter 25 Lesson 1-4 Quizzes
Chapter 25 Test
Found on Google Classroom

Academic Vocabulary

1. communicable disease
2. pathogens
3. infection
4. virus
5. bacteria
6. toxins
7. Vector
8. respiratory tract
9. mucous membrane
10. pneumonia
11. jaundice
12. Cirrhosis
13. immune system
14. inflammatory response
15. phagocytes
16. antigens
17. immunity
18. lymphocyte
19. antibody
20. Vaccine
21. emerging infections
22. giardia
23. epidemic
24. Pandemic
25. sexually transmitted diseases
26. sexually transmitted infections
27. asymptomatic

28. Epidemic
29. antibiotics
30. abstinence
31. refusal skills
32. HPV vaccine
33. human immunodeficiency virus (HIV)
34. acquired immunodeficiency syndrome (AIDS)
35. pandemic
36. mucous membranes
37. lymphocytes
38. Antibodies
39. Antibody Screening Test
40. Western Blot
41. Rapid test
42. noncommunicable disease
43. cardiovascular disease
44. hypertension
45. atherosclerosis
46. arteriosclerosis
47. angina pectoris
48. arrhythmias
49. Stroke
50. cancer
51. tumor
52. benign
53. malignant
54. metastasis
55. carcinogen
56. biopsy
57. Remission
58. allergy
59. histamines
60. asthma
61. diabetes

[Helpful Site](#)

- 62. autoimmune disease
- 63. arthritis
- 64. osteoarthritis
- 65. rheumatoid arthritis
- 66. disability
- 67. profound deafness
- 68. mental retardation
- 69. Americans with Disabilities Act

Materials and Additional Resources

Glencoe Health Textbook

Planbook

Stoddard County Health Department Speaker

Curriculum Unit Template	
Grade	High School
Unit of Study	Unit 6 First Aid and Emergencies
Length of Unit	5 days
Essential Questions	
How does CPR and heimlich maneuver save lives? Why should citizens learn CPR and the heimlich?	

Topics/Big Ideas
CPR Training

Learning Standards (Code and description)		
Standards		
2, 7	7.RA.2.B.a	Identify, from a given list, those situations that are life threatening and perform basic life saving maneuvers (e.g., CPR, abdominal thrust, bleeding control, shock, burns, asthma, bee stings, snake bites, poisoning)
5	7.RA.2.C.a	Recognize activity-related conditions (e.g., bleeding, shock, asthma, low blood sugar, diabetes, dehydration) and perform appropriate first aid procedures and practices for each
5	7.RA.2.C.b	Recognize weather-related emergencies (e.g., dehydration, asthma, heat exhaustion, heat stroke, hypothermia, frostbite) and perform appropriate first aid procedures and practices
5	7.RA.2.D.a	List the common water-related emergencies and describe prevention and treatment techniques
6	8.HM.3.B.a	Analyze the reliability of health care information, services and products that could affect consumer decision-making (e.g., finding specialists such as CDC, county health departments, extension centers; insurance carriers, clinics, hospitals, OB/GYN, and emergency rooms)
2	8.RA.4.B.a	Compare ways that individuals, communities, state and federal government can cooperate to promote environmental health (e.g., recycling, adopt-a-highway programs, river clean-up, land preservation, community beautification, advocacy)
		B.Treatment Differentiate between life threatening and non-life threatening injuries and select the appropriate level of treatment (e.g., basic first aid, CPR, calling 911)

Unit 6: Learning Targets (Unwrapped from Priority/Supporting Standards)
SWBAT perform CPR through practicing on a dummy.
SWBAT perform the heimlich maneuver.
SWBAT determine the appropriate times to use CPR and the heimlich maneuver.
SWBAT perform first aid.

Teaching Activities (can be described or linked)
American Heart Association CPR/First Aid instructor

Assessments
Description of Assessment or link to Assessment
Assessed by AHA representative

Academic Vocabulary
1. First aid 2. Good Samaritan laws 3. Universal precautions 4. Chain of survival 5. Defibrillator 6. Cardiopulmonary resuscitation (CPR) 7. Rescue breathing 8. Shock 9. Fracture 10. Dislocation 11. Unconsciousness 12. Concussion

[Helpful Site](#)

13. Poison
14. Poison control center
15. Venom
16. Hurricane
17. Tornado
18. Blizzard
19. Flash floods
20. Earthquake
21. Emergency survival kit

Materials and Additional Resources

Glencoe Health Textbook

Planbook