

COURSE NAME: 11TH GRADE HEALTH

Unit: Current FDA Guidelines
Essential Questions: How can you improve your eating habits to decrease your risk of illness or disease? How do maintain your health over your lifetime?

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Explain the relationships among dietary intake, eating behaviors, physical activity and emotional health.	Explain the current FDA Guidelines for a healthy adult. Describe why key foods should be limited or reduced for a healthy diet. Describe how to effectively manage weight. Explain how to plan a balanced diet to reduce the risk of illness or disease. Compare and contrast portion sizes.	FDA Guidelines Myramid.gov American Heart Association American Cancer Society www.choosemyplate.gov www.hnlbihin.net	Brainstorming Cooperative learning groups Guided and shared reading Lecturing Peer partner learning Case Studies Demonstration	Quiz(s) Test – common Worksheet completed

COURSE NAME: 11th GRADE HEALTH

Unit: Cardiovascular Health
Essential Questions: What strategies can you use to prevent cardiovascular disease? How can you maintain your current health throughout your lifetime? How can you reduce your risk of illness and disease?

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
--------------------	------------------	-----------	--------------------------	-------------

<p>Identify positive health behaviors that reduce the risk of disease.</p>	<p>Explain the difference between heart attack, stroke and cardiac arrest. Describe the signs of heart attack and stroke. Create strategies to reduce the risk of heart disease and stroke. Compare/contrast controllable versus uncontrollable risk factors for heart disease and cancer. Explain how a proper diet influences risk of illness and disease. Analyze current health and make suggestions for change based upon material presented.</p>	<p>School nurse American Heart Association CDC.gov NIH.gov Power point</p>	<p>Get BP taken by nurse Lecturing Brainstorming Peer Learning Case Studies</p>	<p>Quiz Test (common) Case studies (common)</p>
<p>Explain the prevention and control of common communicable infestations, diseases and infections</p>	<p>Explain the 3 leading causes of preventable death: heart disease, stroke and cancer. Explain cancer and how it invades the body. Differentiate between benign and malignant tumors. Explain blood pressure: what it means, systolic and diastolic. Create strategies control blood pressure. Summarize ways to reduce high blood pressure. Determine resources for blood pressure control. Evaluate Cholesterol levels: explain what the numbers mean and how to control it. Create strategies to maintain low</p>	<p>School Nurse American Heart Association CDC.gov NIH.gov Power Point</p>	<p>Lecture/Note taking Brainstorming Pair/Share Case Studies Reflective discussion</p>	<p>Quiz Test (common) Case Studies (common)</p>

	cholesterol levels.			
8.17 Describe leading causes of disease for different age groups, symptoms of common diseases among youth, the importance of early diagnosis, and the need for active involvement in the treatment and management of disease and chronic health problems	Explain the leading causes of death for different age groups. Create/describe strategies to reduce their risk.	CDC.gov NIH.gov American Heart Association	Lecture Reflective discussion Small group work. Case studies	Quiz Genogram project

COURSE NAME: 11th GRADE HEALTH

Unit: C.P.R.

Essential Questions: How do you assess a dangerous situation? How do you respond to a life threatening situation? What are the precautions you should take to prevent the spread of disease?

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
9.19 Demonstrate appropriate first aid for stings, bites, broken bones, bleeding, choking, shock, poisoning, burns and cardiac arrest (cardiopulmonary resuscitation – CPR)	Explain the Good Samaritan Laws. Demonstrate how to perform CPR for infant, child and adult. Demonstrate how to react in an emergency situation (what do you do when you call 911) Demonstrate how to use the AED on adult and a child. Demonstrate how to relieve choking on an infant, child and an adult. Demonstrate precautions to be taken (including using gloves, washing hands immediately after providing	Current American Heart Association manual/DVD School Nurse AED trainers Jordan Hospital	Demonstration of skills Debriefing: graphic organizer Note taking Problem solving	Quiz(s) Skill sheet- common assessment Test – common assessment

	first aid and using a face shield)			
--	------------------------------------	--	--	--

COURSE NAME: 11th GRADE HEALTH

Unit: First Aid
Essential Questions: What do you do in an emergency situation? How can you ensure a safe environment and limit unintended injuries? What are the universal precautions when giving first aid? Why is it important to be aware of the Good Samaritan Laws?

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
9.19 Demonstrate appropriate first aid for stings, bites, broken bones, bleeding, choking, shock, poisoning, burns and cardiac arrest (cardiopulmonary resuscitation – CPR)	Describe symptoms of common emergencies. Explain how and when to gain more advanced care. Demonstrate treatment options for emergency situations.	American Heart Association National Safety Council US department of Transportation American Medical Association Glencoe Health - 2011	Teacher lecture – power point Hands on demonstration Worksheet Student led discussion Case studies	Completed worksheet Case Study quiz Teacher observation
9.20 Describe the symptoms and procedures for sudden illness procedures.	Describe and explain the symptoms for sudden illness. Explain treatment procedures for sudden illness. Create strategies to help to avoid sudden illness.	American Heart Association National Safety Council US department of Transportation American Medical Association	Teacher lecture – power point Hands on demonstration Worksheet Student led discussion Case studies	Completed worksheet Case Study quiz Teacher observation

		Glencoe Health - 2011		
10.9 Describe the relationship between multi-drug use and the increased effects on the body, including the stages of addiction	Explain the consequences of overdose Describe the symptoms of alcohol poisoning. Describe treatment for alcohol poisoning Explain impact on the family and community	American Medical Association National Clearinghouse for Alcohol and Drug Information Alcoholics Anonymous National Institute on Drug Abuse	Teacher lecture Power Point Student worksheet Class discussion	Teacher observation Quiz - common

COURSE NAME: 11th Grade Health

Unit: Sexually Transmitted Infections
Essential Questions: What makes Sexually Transmitted Infections particularly dangerous for teens? Why is it important to know about STI's? Why is it important to learn about the reasons STI's go undiagnosed and untreated? Why has the CDC implemented mandatory testing for all donated blood? Where can you find reliable information about STI's?

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Explain the importance of examination of both genders for HIV and STI's before conception and the risks and precautions of delivery when HIV and STIs are present.	Explain the difference between a virus and a bacteria Describe the signs and symptoms of the different STI's Describe the cause and effect relationship between the reasons many STI's go unreported and undiagnosed and the current	Glencoe Health p. 658-685 CDC.gov NIH.gov STI power point FLASH Curriculum (http://www.kingcounty.gov/)	Brainstorm Teacher led Lecture Group discussion True, False or unsure	Teacher Observations Worksheet Test (<i>common assessment</i>)

	epidemic in the United States. Explain the long term consequences of some STI's.			
Identify resources available for treatment of reproductive health problems.	Explain resources for testing and treatment of STI's.	FLASH lessons (http://www.kingcounty.gov/) Weymouth Teen, women and Men's health Clinic (781-335-1404) Plymouth Family Planning PowerPoint	Lecture Discussion	Teacher observation

COURSE NAME: 11th Grade Health

Unit: Teen Pregnancy/Parenting
Essential Questions: What are the challenges for teen parents? Are most teens ready to become parents? What are the factors that contribute to effective parenting?

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Describe the individual's responsibility to be a wise and informed consumer, including how to plan a budget that includes a spending and savings plan.	Create a budget and schedule Describe the importance of savings Describe the components of a family budget	Teenageparent.com FLASH curriculum <u>Parenting</u> Ch. 3	Lecture Discussion Peer to peer review	Completed worksheets Reflection paper (common)

<p>Identify the child-rearing skills (including emotional maturity to nurture children and knowledge of child development stages) and the financial resources needed for parenting</p>	<p>Explain parenting skills in the 21st century. Describe the challenges parents face. Create a budget for parenting</p>	<p>www.teenageparent.com FLASH curriculum Parenting Ch. 17 – Ch. 24</p>	<p>Discussion Budget worksheet Pair/Share Parenting plan worksheet</p>	<p>Parenting Reflection paper (common) Parenting styles worksheet</p>
<p>Describe the consequences of teen parenting from the perspective of the teen mother, teen father and the parents of the teens.</p>	<p>Explain the consequences to the teen mother and teen father. Describe the changes financially and socially to the teens. Explain the consequences to the family.</p>	<p>www.teenageparent.com FLASH curriculum Safer Choices Curriculum</p>	<p>Discussion Schedule worksheet Pair/share Parenting plan worksheet</p>	<p>Parenting reflection paper (common) Parenting plan worksheet</p>
<p>Identify desirable character traits (such as love, respectfulness, generosity, kindness and forgiveness) and describe the development of good character, including the role of parents and family in the moral development of children.</p>	<p>Explain moral development. Describe the universal values. Explain how outside influences impact character development.</p>	<p>www.teenageparent.com FLASH curriculum Parenting Ch. 22</p>	<p>Discussion Parenting plan worksheet</p>	<p>Parenting reflection paper Questions (end of chapter 22)</p>
<p>Describe the effectiveness and consequences of various pregnancy, HIV, and STI prevention methods, including abstinence.</p>	<p>Explain variety of pregnancy prevention methods. Explain effectiveness on STI's. Explain the abstinence is the only 100% effective strategy to prevent both STI's and pregnancy.</p>	<p>FLASH curriculum Get Real Curriculum Health & Wellness – Meeks Heit</p>	<p>Worksheet/handout Teacher led discussion</p>	<p>Teacher observation</p>

COURSE NAME: 11th grade Health

Unit: Genogram project
Essential Questions: Why do we need to evaluate our family history? How can family health history impact you own health? What are strategies to prevent illness and disease?

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Identify positive health behaviors that reduce the risk of disease.	Students will create family health history. Explain risk factors. Research a disease or illness. Create strategies to reduce risk of illness or disease.	www.genopro.com MA Dept. of Public Health CDC.gov American Cancer Society	Lecture Discussion Brainstorm Create genogram Research	Genogram Project (common)
Describe the leading causes of death for different age groups, symptoms of common diseases among youth, the importance of early diagnosis, and the need for active involvement in the treatment and management of disease and chronic health problems.	Explain treatment for chronic diseases. Explain healthy behavior alternatives. Explain patterns of illness and causes of death among family members. Explain risk behaviors and how to prevent or reduce this risk.	www.genograms.org US Dept. of Health & Human Services	Interviews Discussion Research Individual writing	Genogram Project