

DELAWARE VALLEY SCHOOL DISTRICT

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Current Issues in Health**

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**Grade Level: 11<sup>th</sup> Grade**

**Date of Board Approval: \_\_\_\_\_2017\_\_\_\_\_**

## Planned Instruction

**Title of Planned Instruction: Current Issues in Health**

**Subject Area: Health and Physical Education**

**Grade(s): 11**

**Course Description:**

**This course is intended to introduce, develop and expand the student's knowledge of several current health topics. Current health topics covered will include drugs/alcohol, nutrition, disease/disorders, personal health, first aid/safety, fitness/exercise, psychology, healthy relationships, human sexuality, and bullying and cyber bullying.**

**Time/Credit for the Course: 15 Days**

**Curriculum Writing Committee: Heather Holdredge and Jennifer Marchetti**

## Curriculum Map

1. **Marking Period One -Overview based on 15 days:**

**Marking Period One -Goals:**

**Understanding of:** Current issues in health and how they affect life. How to apply “The Seven Habits of Highly Effective Teens” to daily life.

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## UNIT: 7 Habits of Highly Effective Teens

### Big Idea # 1: Be Proactive

#### Essential Questions:

- Are you Being Proactive or Reactive?

#### Concepts:

- Take responsibility for your life.
- Being proactive is more than taking initiative. It is accepting responsibility for our own behavior (past, present, and future) and making choices based on principles and values rather than on moods or circumstances.
- Proactive people are agents of change and choose not to be victims, to be reactive, or to blame others. They take an Inside-Outside approach to creating changes.
- Circle of Control Vs Circle of concern

#### Competencies:

- Evaluate factors that impact the body systems and apply protective/preventive strategies.
- Examine and apply a decision-making process to the development of short and long-term health goals.
- Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.
- Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
- Evaluate factors that affect physical activity and exercise preferences of adults
- Access and use strategies for enhancing adult group interaction in physical activities; shared responsibility, open communication and goal setting.

### Big Idea #2: Begin with the End in Mind

#### Essential Questions:

- Are you controlling your own destiny or letting someone else?
- Define your mission and goals in life.

#### Concepts:

- All things are created twice – first mentally, second physically.
- Individuals, families, teams, and organizations shape their own future by creating a mental vision and purpose for any project. They don't just live day to day without a clear purpose in mind.
- They mentally identify and commit themselves to the principles, values, relationships, and purposes that matter most to them.

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- Strength Patience and passion to turn dreams into future reality

### Competencies:

- Evaluate factors that impact the body systems and apply protective/preventive strategies.
- Examine and apply a decision-making process to the development of short and long-term health goals.
- Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.
- Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
- Evaluate factors that affect physical activity and exercise preferences of adults
- Access and use strategies for enhancing adult group interaction in physical activities; shared responsibility, open communication and goal setting.

### Big Idea #3: Put First Things First

#### Essential Questions:

- Do you “put the compass ahead of the clock”?
- Do you effectively plan weekly?

#### Concepts:

- Putting first things first is the second or physical creation.
- It is organizing and executing around mental creation (your purpose, vision, values, and most important priorities.)
- Effectiveness requires the integrity to act on your priorities.
- Put your big rocks first, it is important to do the important things first not the things we would rather do instead.

#### Competencies:

- Evaluate factors that impact the body systems and apply protective/preventive strategies.
- Examine and apply a decision-making process to the development of short and long-term health goals.
- Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.
- Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
- Evaluate factors that affect physical activity and exercise preferences of adults.
- Access and use strategies for enhancing adult group interaction in physical activities; shared responsibility, open communication and goal setting.

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## UNIT: Current Issues in Health

**Big Idea # 1: Emerging research in health and technology can significantly impact health status.**

### Essential Questions:

- What influences health status?

### Concepts:

- Research and technology are constantly changing and new information can impact health status.
- Being able to locate and identify valid health information can have a positive impact on health and well-being.

### Competencies:

- Evaluate factors that impact growth and development during adulthood and late adulthood.
- Evaluate factors that impact the body systems and apply protective/preventive strategies.
- Analyze factors that impact nutritional choices of adults.
- Evaluate issues relating to the use/non-use of drugs.
- Identify and analyze factors that influence the prevention and control of health problems.
- Evaluate health care products and services that impact adult health practices.
- Assess factors that impact adult health consumer choices.
- Compare and contrast the positive and negative effects of the media on adult personal health and safety.
- Examine and apply a decision-making process to the development of short and long- term health goals.
- Analyze the interrelationship between environmental factors and community health.
- Assess the personal and legal consequences of unsafe practices in the home, school or community.
- Analyze and apply strategies for the management of injuries.
- Analyze the impact of violence on the victim and surrounding community.
- Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.

## Curriculum Plan

**Unit:** Current Issues in Health

**Time Range in Days:**15 Days

**Standard(s):**

Pennsylvania Academic Standards for Health, Physical Education, and Safety National Health Education Standards

**Standards Addressed:**

PA Academic Standards: 10.1.12A, 10.1.12B, 10.1.12C, 10.1.12D, 10.1.12E, 10.2.12A, 10.2.12B, 10.2.12C, 10.2.12D, 10.2.12E, 10.3.12A, 10.3.12B, 10.3.12C, 10.3.12D

National Health Education Standards: 1,2,3,4,5,6,7,8

**Overview:**

The focus of this 15-day course is to initiate research and discussion about the most current health topics occurring at the time of the year that the class is being taught.

Required topics to be covered during this unit will include drug and alcohol issues, human growth and development, violence prevention, and the “7 Habits of Highly Effective Teens”. During the course the students will be asked to engage in reading and writing assignments, cooperative group assignments, internet activities and other diverse strategies to develop and expand their knowledge of the subject matter. The students will produce a project that will call upon their knowledge of the course standards.

**Focus Question(s):**

- How do I access the latest health information and apply that knowledge to improve health status?
- How can I apply the “7 Habits of Highly Effective Teens” to my daily life?

**Goals:** To execute the following skills: Evaluate factors that impact growth and development during adulthood and late adulthood (acute and chronic illness, communicable and non-communicable disease, health status, relationships, career choice, aging process, retirement); Evaluate factors that impact the body systems and apply protective/ preventive strategies

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(fitness level, environment, health status, nutrition); Analyze factors that impact nutritional choices of adults (cost, food preparation, consumer skills, nutritional knowledge), changes in nutritional requirements; Evaluate issues relating to the use/non-use of drugs (psychology of addiction, social impact, chemical use and fetal development, laws relating to alcohol, tobacco and chemical substances, impact on the individual, impact on the community); Identify and analyze factors that influence the prevention and control of health problems (research, medical advances, technology, government policies/regulations); Evaluate health care products and services that impact adult health practices; Assess factors that impact adult health consumer choices (access to health information, access to health care, cost, safety); Compare and contrast the positive and negative effects of the media on adult personal health and safety; Examine and apply a decision-making process to the development of short and long-term health goals; Analyze the interrelationship between environmental factors and community health (public health policies and laws/health promotion and disease prevention, individual choices/maintenance of environment, recreational opportunities/ health status); 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); Analyze and apply strategies for the management of injuries (CPR, advanced first aid); Analyze the impact of violence on the victim and surrounding community; Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.

### **Objectives:**

- The students will comprehend concepts related to health promotion and disease prevention. (DOK 1)
- The students will demonstrate the ability to access valid health information and health-promoting products and services. (DOK 1)
- The students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (DOK 1)
- The students will analyze the influence of culture, media, technology, and other factors on health. (DOK 4)
- The students will demonstrate the ability to use interpersonal communication skills to enhance health. (DOK 1)
- The students will demonstrate the ability to formulate goal-setting and decision-making skills to enhance health. (DOK 3)
- The students will demonstrate the ability to advocate for personal, family and community health. (DOK 3)



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- The students will develop injury prevention and management strategies for personal health. (DOK 3)
- The students will review what dating violence/abusive relationships are, the signs of dating violence, the programs that can help, and how to press charges against the abuser. (DOK 1)
- The students will analyze the “7 Habits of Highly Effective Teens” and apply the principles to their daily life. (DOK 4)

### **Core Activities and Corresponding Instructional Methods:**

The following methods can be used with each core activity based on the teacher’s style of choice: Guided Discovery, Jigsaw Learning Episode, Think-Pair-Share learning episode, questioning, debate, cooperative learning, class discussions, research, guest speakers, and reflective writing.

- Students will read a variety of articles from Current Health 2 magazine.
- Students will discuss health topics by asking and answering questions related to the current health topic.
- Students will use the internet to acquire current health knowledge and articles to be summarized and shared with the class.
- The students will work with a partner or in a group to research a current health topic.
- The students will be involved in a debate relevant to a current health topic.
- The students will view a current DVD/video and complete the worksheet that accompanies it.
- The students will write a persuasive or informational essay on a current health topic.
- The students will ask questions about pressing charges to the school police officer in regards to dating violence/abusive relationships.
- Students will write a reflective essay on the “Seven Habits of Highly Effective Teens”.

### **Assessments:**

Diagnostic: Pre-test, Venn diagram comparing and contrasting factors and issues relating to healthful living, Graphic organizer web on factors and issues relating to safety and injury prevention.

Formative: Successful completion of homework and in class assignments, verbally answering questions pertaining to the information from the articles, Self-assessment of knowledge relating to current health topic using a checklist.

Summative: Persuasive or Informational Essay on a Current Health Topic, Project on a current health related topic, Summarize and present a current health related article, Teacher

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made test/quiz consisting of multiple choice, matching, fill in the blank, short answer and essay questions.

### **Extensions:**

- Students will acquire information from a current health issue by writing a letter or e-mailing the author of the current issue.
- Students will research a topic of interest that may not be covered during class (Teacher approval is required).
- Students will create a personal health plan.
- If a student has a personal issue, seek to join one of the support groups at school or in the community.

### **Correctives:**

- Students will design and create a bulletin board for the classroom/school.
- Students will read additional articles related to a current health topic.
- Students will review main ideas from a current event article.
- Modifications will be made to the student's Individualized Education Plan.

### **Materials and Resources:**

Current DVD's/videos, Websites,

NEA Magazine, Taking Care Magazine

## Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: The 7 Habits of Highly Effective Teens

Textbook ISBN #: 978-1-4767-6566-5

Textbook Publisher & Year of Publication: Touchstone 2014

Curriculum Textbook is utilized in (title of course): Health 11 Current Issues in Health

Please complete one sheet for each primary textbook.

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**Checklist to Complete and Submit:**  
(Scan and email)

- \_\_\_\_\_ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
  
- \_\_\_\_\_ The primary textbook form(s).
  
- \_\_\_\_\_ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of "First and Second Reviewers." Each Reviewer must sign & date below.

First Reviewer Printed Name \_\_\_\_\_

First Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

Second Reviewer Printed Name \_\_\_\_\_

Second Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_