



## CHARDON HIGH SCHOOL HEALTH CURRICULUM

### Unit 1 - A Healthy Foundation, the Health Triangle

**ESSENTIAL QUESTION(S):**

How do our behaviors affect all sides of the health triangle; Social, Intellectual/Emotional?

**RELATIVE STATE STANDARD(S):**

Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2 - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

<p><b>INSTRUCTIONAL DURATION:</b> 2 weeks (10 Days)</p>	<p><b>CONTENT:</b> -Understanding Health &amp; Wellness -Building Health Skills &amp; Character -Being a Health Literate Consumer -Physical Activity for your Life</p>

VOCABULARY:	SKILLS:	ACTIVITIES:	RESOURCES/MATERIALS:
Health triangle Risk behaviors Abstinence Health Literacy Cumulative Risk	1) Being in the best of health throughout your life 2) Understanding heredity, environment, and other factors affect your health 3) Risk Behaviors -Avoid/Reduce 4) Promote well-being 5) Evaluating health products & consumer problems	Powerpoint presentation -Health Triangle - Study Guide -Guided reading activity	-Health Textbook -CDC.gov -Powerpoint Medical Resource



## Unit 2 - Mental/Emotional Health

### ESSENTIAL QUESTION(S):

How do students develop self-esteem and relationships between a healthy identity and good character and healthful ways to express emotions?

### RELATIVE STATE STANDARD(S):

Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**INSTRUCTIONAL DURATION:**  
2 weeks (10 days)

### CONTENT:

- Achieving Mental & Emotional Health
- Managing Stress & Anxiety
- Mental & Emotional Problems
- Suicide Prevention (LifeAct)

VOCABULARY:	SKILLS:	ACTIVITIES:	RESOURCES/MATERIALS:
Suicide Self Identity Sense of Purpose Autonomy Maslow Hierarchy of Needs Heredity Modeling	1)Developing healthy self-esteem 2)Healthy identity & character 3)Managing your emotion 4)Stress affects you in positive and negative way 5)Treating anxiety & depression 6)Suicide support & prevention	Powerpoint presentation -Mental Health Disease -Brochure Presentation - Study Guide -Guided reading activity	-LifeAct -NIMH -Health Textbook -Canva (Brochure) -Powerpoint -Medical Resource



## Unit 3 - Nutrition Unit

### ESSENTIAL QUESTION(S):

What do students need to know in choosing healthy food, its importance to lifelong health, and foods with negative consequences to our health. What is the importance of a balance between proper nutrition and physical activity

### RELATIVE STATE STANDARD(S):

Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.  
 Standard 3 - Students will demonstrate the ability to access valid information, products, and services to enhance health.  
 Standard 6 - Students will demonstrate the ability to use goal-setting skills to enhance health.

**INSTRUCTIONAL DURATION:**  
**2 weeks (10 days)**

### CONTENT:

- Nutrition for Health
- Nutrients
- Nutrition Labels & Food Safety
- Managing Weight, Eating Disorders & Body Composition
- Healthy Weight
- Body Image

VOCABULARY:	SKILLS:	ACTIVITIES:	RESOURCES/MATERIALS:
Food pyramid Carbohydrates Fats Proteins Vitamins Minerals Food allergy Food intolerance Anorexia Bulimia Obesity Aerobic/Anaerobic Activity	1) Learning to make healthful food choices 2) How nutrients in your diet plays a unique role in keeping you healthy 3) MyPlate 4) Reading and understanding nutrition labels 5) Handling food safely 6) Maintaining a healthy weight 7) Nutritional needs will change throughout your life	Powerpoint presentation -Week Food Diary - Study Guide -Guided reading activity	-MyPlate.gov -Weekly Food Diary -Health Textbook -Powerpoint -websites -Medical Resource



## Unit 4 - Personal Care & Body Systems

### ESSENTIAL QUESTION(S):

How do our bodies work and how do the body systems work together? How do we promote the optimum health of our body systems?

### RELATIVE STATE STANDARD(S):

Standard 3 - Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

<b>INSTRUCTIONAL DURATION:</b> <b>2 weeks (10 days)</b>	<b>CONTENT:</b> -Personal Care & Healthy Behaviors -Skin, Hair, Nails, Teeth, Eyes, Ears -Skeletal, Muscular, & Nervous System -Cardiovascular & Respiratory Systems -Digestive & Urinary System -Endocrine & Reproductive System
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VOCABULARY:	SKILLS:	ACTIVITIES:	RESOURCES/MATERIALS:
Muscular system Skeletal system Cardiovascular system Nervous System Respiratory System Digestive System Endocrine System Reproductive System Urinary System Lymphatic System Personal Hygiene	1) Taking care of your skin, hair, and nails helps keep your whole body healthy 2) Caring for teeth & mouth 3) Caring for eyes & ears 4) Knowledge of each system: parts, other systems they work with, functions, diseases, facts	-Body Systems Project - Powerpoint Presentation - Study Guide -Guided reading activity	-Health Textbook -Powerpoint - Websites -Medical Resource



## Unit 5 - Tobacco, Alcohol & Drugs

### ESSENTIAL QUESTION(S):

What are the risks involved with Tobacco, Illegal drugs, and Alcohol? How can we make decisions to avoid these risk behaviors?  
How can

### RELATIVE STATE STANDARD(S):

Standard 2 - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.  
Standard 8 - Students will demonstrate the ability to advocate for personal, family, and community health.

<b>INSTRUCTIONAL DURATION:</b> <b>2 weeks (10 days)</b>	<b>CONTENT:</b> -Tobacco -Alcohol -Illegal Drugs -Medicines
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VOCABULARY:	SKILLS:	ACTIVITIES:	RESOURCES/MATERIALS:
Opiates Marijuana Inhalants Stimulants Depressants OTC (over the counter) drugs Nicotine Blood Alcohol Level	1) Knowledge of medicines and the safety of intended usage 2) History of tobacco, alcohol, and drugs 3) Chemicals in tobacco products 4) Avoiding tobacco 5) The effects of alcohol to the body 6) Drug misuse and substance abuse & its serious physical and mental effects on the body	Powerpoint presentation Presentations by Officer Mike Shaw and Judge Terri Stupica - Study Guide - Guided reading activity	Officer Mike Shaw Judge Terri Stupica Health Textbook Powerpoint Websites Medical Resource



## Unit 6 - Promoting Healthy Relationships

### ESSENTIAL QUESTION(S):

What is the foundation of a healthy relationship? How can you strengthen family relationships? What are some techniques to resolve conflicts?

### RELATIVE STATE STANDARD(S):

Standard 2 - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.  
 Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

<b>INSTRUCTIONAL DURATION:</b> <b>2 weeks (10 days)</b>	<b>CONTENT:</b> -Teen Pregnancy Prevention (TPP) -Family & Peer Relationships -Dating Violence -Womens Safe
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<b>VOCABULARY:</b>	<b>SKILLS:</b>	<b>ACTIVITIES:</b>	<b>RESOURCES/MATERIALS:</b>
Conflict resolution Dating violence Interpersonal communication Respect Friendship Citizenship Tolerance Active listening	1)Building strong relationships 2)Relationships start from respect from yourself & others 3)Effective communication is key to building healthy relationships	-Powerpoint presentation -TPP presentation -Womens Safe presentation - Study Guide -Guided reading activity	Teen Pregnancy Prevention (TPP) Women Safe Text book Powerpoint Medical Resource



## Unit 7 - Diseases & Disorders

### ESSENTIAL QUESTION(S):

How does disease spread? How do we prevent their spreading? How does the body respond to infection?

### RELATIVE STATE STANDARD(S):

Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**INSTRUCTIONAL DURATION:**  
2 weeks (10 days)

### CONTENT:

- Communicable Diseases
- Sexually Transmitted Diseases & HIV/AIDS
- Noncommunicable Diseases & Disabilities

VOCABULARY:	SKILLS:	ACTIVITIES:	RESOURCES/MATERIALS:
Infectious disease Communicable disease Antigens Bacteria Virus Pathogens Antibiotics Antibodies	1) Learning about communicable diseases & how they can spread 2) Causes and symptoms of these diseases & avoidance 3) Prevention strategies 4) STD's can be prevented and most can be treated 5) Knowledge of HIV/AIDS 6) Behaviors that can reduce the risks for disease and stroke 7) Cancer: types & prevention	-Disease Presentations - powerpoint presentation - Study Guide -Guided reading activity	Text book Powerpoint Websites Medical Resource