

CURRICULUM MAP

SUBJECT: Wellness GRADE: 9-10

MONTH	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES)	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
September Weeks 1& 2	How do we get acquainted with members of our class?	Text assignment: “Communicating Effectively” Teach elements of good communication. (eye contact, Reflective questioning, active listening, body language, etc. Students interview each other with “Getting to Know You” questionnaire and introduce their partners to class using skills. Students make a poster of their Names decorating the letters with pictures, artwork or symbols that represent them.	Learning Standard # 7 Interpersonal Relationships & Communication	Text: <u>Holt Health</u> “Getting to Know You” questions Colored Paper, magazines, markers, scissors	Observe students working with one another, grade oral report where students demonstrate new communication skills. Grade poster.
September Week 3	What is a risk?	Text: Teens and Risk Identifying thins in our own lives that are considered risks?	Standard #9, Safety and Injury Protection.	Text: <u>Holt Health</u>	Observe and monitor class discussion for class work grade.

	What are risk-taking behaviors?	Discuss good risks and poor risks. When can risk be good? Assign journal questions on risk.	Standard 10 # Tobacco, Alcohol & Substance Abuse/Abuse Prevention		Grade journal entry.
September Week 4	“How does health relate to current events?”	Class will go to the high school library for one period and look up a current event article either in newspaper, magazine, or direct them to a approved website. Students will read and review article and present the information to class orally. Assign journal question based on information shared during oral reports.	Standard #12 Consumer Health and Resource Management Standard #8 Safety and Prevention Standard #3 Nutrition Standard #10 Tobacco, Alcohol and Other Substance Use/Abuse Prevention	H.S. Library Newspapers, magazines, approved websites available from librarian	Grade student for bringing in article and their ability to present the material to class. Grade journal entry.
October Week 1	“How do I problem solve and make decisions that are good for me?”	Text: Making Responsible Decisions Students brainstorming problems that teens face and solve in small groups according to the PACE formula (Problem, Action,	Standard #9, Safety and Injury Prevention Standard #4 Reproduction/Sexuality Standard #10, Tobacco, Alcohol, and Substance Abuse Standard #7 Interpersonal Relationships	Text: <u>Holt Health</u> PACE Model	Grade class participation in the group work. Grade journal entry

<p>October Week 2</p>	<p>“What are the qualities or characteristics of a good leader/ poor leader?” “Who do I follow?” “Why?”</p>	<p>Consequence, Evaluate) Assign journal question</p> <p>Video: <u>Everest, Mountain Without Mercy</u> Provide study guide, discuss what went wrong with the Leadership? At what point could a decision have been different, causing a different result? Assign journal question to correlate with the essential questions.</p>	<p>Standard #9 Safety and Injury Prevention</p> <p>Standard #7 Interpersonal Relationships</p>	<p>Video Study Guide</p>	<p>Participation in Discussion</p> <p>Grade journal Questions</p> <p>Mid-term Test All topics covered to date</p>
<p>October Weeks 3</p>	<p>“ What do we understand about tobacco use/abuse?”</p>	<p>Text: Tobacco, Hazardous and Addictive, Read and discuss. Use tobacco/smoking props showing hazardous effects of tobacco on the body. Show the video: <u>The Truth About Tobacco</u> Devise and interview of 10 questions for students to ask of smokers, current or past.</p>	<p>Standard #10 Tobacco, Alcohol, and Other Substances Use/Abuse</p>	<p>Text: <u>Holt Health</u> Health Ed Co props of organs effected by tobacco. Mr. Dip Mouth, oral diseases caused by chewing tobacco</p>	<p>Grade oral presentation of student’s interview results. Grade hard copy of interview</p>

<p>October Week 4</p>	<p>“What are the risks of alcohol and other drugs?”</p> <p>“Why do teens use drugs?”</p>	<p>Text Alcohol: A Dangerous Drug, Other Drugs of Abuse Video: The Truth About Alcohol Teach difference: Use, Abuse and Addiction Teach how body reacts to drugs and alcohol. Teach consequences: physiological, social, and emotional. Discuss refusal skills. Assign: Individual drug report for each student Research don in computer lab (three sessions).</p>	<p>Standard #10 Tobacco, Alcohol & Other Substance Use/Abuse</p>	<p>Interview generated by Class Video, <u>The Truth About Tobacco</u></p> <p>Text: <u>Holt Health</u></p> <p>Video: <u>The Truth About Alcohol</u></p> <p>Computer lab</p>	<p>Grade oral presentation and hard copy of drug report</p>
<p>November Week 1</p>	<p>“What is a healthy or unhealthy</p>	<p>Video: <u>The Truth About Sex</u> Text:</p>			

	<p>relationship?”</p> <p>“How do we prevent STD’s?”</p>	<p>“Preventing Abuse and Violence”</p> <p>“Reproduction and Early Years of Life”</p> <p>“Sexually Transmitted Diseases”</p> <p>Students do an individual report on an assigned STD Students report back to class on their reports Assign journal questions regarding healthy/unhealthy relationships: “Love is/Love isn’t”</p>		<p>Test: Holt Health</p> <p>Video: The Truth About Sex</p> <p>Computer lab</p>	<p>Grade STD Report and Oral Presentation</p> <p>Grade journal entries</p>
<p>November Week 2 (two days)</p>	<p>“How do our eating patterns measure up to the new food pyramid?”</p>	<p>Teach new food pyramid.</p> <p>Hand out food logs and have Students fill in a days worth of food intake</p> <p>Compare to pyramid</p> <p>Teach how to figure out the BMI and make corrections to daily food intake</p> <p>Discuss current problem of obesity in America. Discuss</p>	<p>Standard #3 Nutrition</p>	<p>New food pyramid format</p> <p>BMI formula</p> <p>Food log</p>	<p>Collect food logs and corrections the students made and grade them.</p> <p>Grade journals.</p>

November 4 (1 day)	“Can my family medical history impact my future health?”	<p>value of diet/exercise.</p> <p>Assign journal questions about how /what they would change about their own eating/exercise plan</p> <p>Text: Noninfectious Disease and Disorder</p> <p>Students generate of list of the diseases that are in their families. Discuss what we have been learning about all quarter about prevention.</p> <p>Journal question regarding their personal choices that will help to prevent disease in their own future</p>	<p>Standard #4 Reproduction/Sexuality Standard #7</p> <p>Interpersonal Relationships Standard #8 Disease Prevention and Control</p> <p>Standard #8, Disease Prevention and Control Disease</p>	Text: <u>Holt Health</u>	<p>Grade journal</p> <p>Final exam</p>
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