

Course Syllabus

PL/VS, Contemporary Health

Morgan County Curriculum 4.1 High School, Final
Morgan County School District

Upon reviewing assessment results, the Morgan County High School will help the student and parent to determine what courses their child needs to take during their high school career, utilizing the Individual Learning Plan (ILP)

Health Education

PERSONAL WELLNESS: Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illness and diseases and the ability to remain physically, mentally, spiritually, socially and emotionally wellness. **NUTRITION:** Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

SAFETY: Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

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■ 1.1.01 (DOK 2) ASSESSED

The learner will be able to explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying, different perspectives and points of view, empathy, personal growth, relationship building, relationship commitments).

■ 1.1.02 (DOK 3) ASSESSED

The learner will be able to apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying, and harassment (e.g., problem-solving, relaxation techniques, communication, conflict resolution, anger management, refusal skills, peer mediation, self-advocacy).

■ 1.1.03 (DOK 2) Supporting

The learner will be able to identify and explain changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision-making process, perseverance).

■ 1.1.04 (DOK 2) Supporting

The learner will be able to explain the process of human reproduction and development (e.g., conception, birth, childhood, adolescence, adulthood) and its impact on an

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individual's well being.

■ 1.1.05 (DOK 3) Supporting

The learner will be able to identify and evaluate the risks (e.g., STDs, unwanted pregnancies, HIV/AIDS) of being sexuality active, and the strategies (e.g., abstinence, using refusal skills, talking with parents, doctors, counselors) for delaying sexual activity.

■ 1.2.01 (DOK 3) ASSESSED

The learner will be able to analyze the effect of individual behavior choices and habits relating to diet, exercise, rest, and other choices (e.g., tobacco, alcohol, and other drug use) on various body systems (e.g., circulatory, respiratory, nervous, digestive).

■ 1.2.02 (DOK 2) ASSESSED

The learner will be able to describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable diseases (e.g., hepatitis, tuberculosis, STD/HIV) and non-communicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis).

■ 1.2.03 (DOK 2) ASSESSED

The learner will be able to explain risks associated with unhealthy habits and behaviors (e.g., dietary, physical activity, tobacco, alcohol, steroids, other substance abuse, sexual activity, violent/aggressive behavior).

■ 1.2.04 (DOK 2) ASSESSED

The learner will be able to compare causes, symptoms, consequences, and treatments of mental and emotional problems (e.g., depression, anxiety, drug abuse, addictions, eating disorders, aggressive behaviors) for individuals and families.

■ 1.2.05 (DOK 2) Supporting

The learner will be able to recommend interventions (e.g., cease enabling activities), treatments (e.g., AA, outpatient therapy, group therapy), and other strategies (e.g., enhancing self esteem, building skills for success) as forms of help for negative behaviors or addictions (e.g., drug addictions, eating disorders).

1.2.06 (DOK 3) ASSESSED

The learner will be able to recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health.

■ 1.3.01 (DOK 3) Supporting

The learner will be able to evaluate the positive and negative impact of food selections that contain essential nutrients (proteins, carbohydrates, fats, minerals, vitamins, water) on maintaining and promoting health.

■ 1.3.02 (DOK 2) ASSESSED

The learner will be able to explain how recommendations made in the Dietary Guidelines for Americans 2005 and the Food Guide Pyramid contribute to good health and how exchanges and substitutions can be made for a variety of special dietary needs (e.g., diabetes, weight control, pregnancy).

■ 1.4.01 (DOK 3) Supporting

The learner will be able to analyze how responsible use of machinery; motorized vehicles (e.g., all terrain vehicles, motorcycle, automobile, personal watercraft) and firearms reduce the risk of accidents and save lives.

■ 1.4.02 (DOK 2) ASSESSED

The learner will be able to explain how proper first-aid procedures (CPR/rescue breathing) for responding to emergency situations (falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) can help reduce the severity of injuries and save lives.