

| HEALTH 2 | CURRICULUM | APOLLO HIGH SCHOOL | 2008-2009 |
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| Content | Performance Indicators | National Standards | Assessment |
| <i>Wellness – Concept Attainment</i> | <ul style="list-style-type: none"> Identify characteristics critical to a person’s overall wellness Analyze concepts for SPECIES Compare/contrast how each area of wellness is impacted by decisions | Core Concepts (CC) Self Management (SM) Interpersonal Communication (IC) Analyzing Influences (AI) | Formative/Authentic Grass is Greener Concept Attainment Wkst |
| <i>Mental Health</i> <i>Depression</i> <i>Bipolar</i> <i>Schizophrenia</i> <i>Suicide</i> | <ul style="list-style-type: none"> Analyze how genetics and family history can impact personal health Use skills to communicate effectively with family, peers and others Assess information to increase understanding of mental illnesses Analyze the role of individual responsibility for enhancing health Demonstrate how to ask for assistance to enhance the health of self and others | CC AI IC SM Advocacy (AV) Access Valid Information (INF) | Formative/Authentic A Beautiful Mind – understanding mental illness and how people who have a mental illness enrich our lives Outsourced Speaker Develop a Wellness Plan for life |
| <i>Healthy Relationships and Communication</i> | <ul style="list-style-type: none"> Assess personal health practices Use skills for communicating effectively with family, peers and others to enhance health Examine barriers that can hinder healthy decision making Compare and contrast the benefits of and barriers to practicing a variety of health behaviors Identify behaviors that indicate respect in a relationship Recognize harmful relationships | CC AI SM IC Decision Making (DM) | Formative/Authentic Summative Blocks Wrist Tie Communication ‘I’ Statements The Perfect Match Personal Color Indicator – Dr. Teresa Heck, SCSU Metaphorical Thinking |

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| <p>Nutrition</p> <p><i>Dietary Analysis</i></p> <p><i>Nutrition and Cognitive Performance</i></p> <p><i>Nutrition and Physical Performance</i></p> | <ul style="list-style-type: none"> • Predict how healthy behaviors can affect health status • Use resources from home, school and community that provide valid health information • Assess personal health status and overall health status • Analyze the role of individual responsibility for enhancing health • Analyze the nutritional needs of the physically active • Determine when professional health services may be required • Analyze how proper nutrition and exercise can decrease cancer risks and heart disease | <p>CC AI INF DM SM Goal Setting (GS)</p> | <p>Formative/ Authentic Summative</p> <p>Field Trip to HPL at SCSU – students report findings to class regarding underwater weighing, glucose and cholesterol levels, O2 levels and energy usage.</p> <p>Assess personal dietary choices</p> |
| <p>Infectious and Non-Infectious Diseases</p> <p><i>Understanding Cancer</i></p> <p><i>Preventive Measures for diseases</i></p> | <ul style="list-style-type: none"> • Analyze how environments and personal health are interrelated • Defend the healthy choice when making decisions • Describe the interrelationships of emotional, intellectual, physical and social health • Work cooperatively as an advocate for improving personal, family and community health • Review screenings for cancer prevention • Apply CAUTION - indicators for cancer <p>Examine the causation between free radicals and cancer and apply techniques to diminish the effects</p> | <p>CC AI IC DM GS AV</p> | <p>Authentic</p> <p>Metaphorical Thinking - Rust and Cancer</p> |

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| <p><i>Sexuality</i></p> <p><i>HIV/AIDS</i></p> <p><i>Abortion</i></p> <p><i>The Power of Choice</i></p> <p><i>Personal Responsibility</i></p> | <ul style="list-style-type: none"> Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors Analyze how culture supports and challenges health beliefs, practices and behaviors Analyze the role of individual responsibility for enhancing health Access valid and reliable health products and services Formulate an effective long-term personal health plan Understanding HIV/AIDS and the social, physical, intellectual, and the emotional effects | <p>CC AI INF DM SM GS AV IC</p> | <p>Formative/Authentic</p> <p>Summative</p> <p>Outsourced Speaker</p> <p>HIV+ and developing empathy</p> |
| <p><i>Death and Dying</i></p> <p><i>The Needs of the Dying</i></p> <p><i>The Needs of the Living</i></p> | <ul style="list-style-type: none"> Emphasize the importance of and process of grief work Analyze attitudes toward death that develop throughout the life cycle and how variables such as sex, occupation, religion, social class and culture affect attitudes Examine the needs of the dying Focus on ethical issues as relates to the area of death and dying in contemporary society Provide an overview of the history, purpose and current practices in funeral rituals Analyze the stages/phases of dying experienced by the terminally ill Become more motivated to live now, take calculated risks and accomplish life's goals | <p>CC IC INF DM GS AV</p> | <p>Formative/Authentic</p> <p>Summative</p> <p>Field Trip to Williams Funeral Home</p> <p>Narrative of own obituary</p> <p>Planning your funeral</p> <p>Living Will</p> <p>Creating Memories for life</p> |

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| | <ul style="list-style-type: none"> • Discuss the topic of death opening up the lines of communication with family and friends • Understand Palliative and Hospice Care • Applying your talents and goals to be part of the 'Big Picture' of life | | |