



Health

Grade 11

Healthy Relationships

Course/Subject: Health

Grade:11

Suggested Timeline:

Grade Level Summary	The 11th grade health curriculum is designed to reinforce principles learned in grade 9, as well as take an age-appropriate, deeper look at topics pertinent to a more mature student. The curriculum is designed to provide students with the skills and knowledge necessary to make life-long healthy lifestyle choices. Skills such as accessing reliable information on the internet, decision making skills and SMART goals will be practiced throughout the course. Students will examine Mental Health; Healthy Relationships; Human Sexuality; and Substance Abuse..
Grade Level Units	<ol style="list-style-type: none"> 1. Healthy Relationships 2. Mental Health 3. Human Sexuality 4. Substance Abuse and Addiction

Unit Title	Healthy Relationships
Unit Summary	Students will examine the characteristics and benefits of healthy relationships and the characteristics of unhealthy relationships. Students will learn about the importance of effective communication to the development and maintenance of a healthy relationships. Students will examine the impact of technology and social media on relationships and communication. Students will examine teen dating violence as a subset of unhealthy relationships.

<p>Unit Essential Questions:</p> <ol style="list-style-type: none"> 1. What are some common characteristics of a healthy relationship and characteristics of an unhealthy relationship? 2. What are the benefits of a healthy relationship? 3. What controllable and uncontrollable factors affect relationships? 4. What are the components of effective communication in a healthy relationship? 5. What are the implications of different communication media platforms? 6. What is teen dating violence? 	<p>Key Understandings:</p> <ol style="list-style-type: none"> 1. Relationships are based on some commonly accepted values (e.g., respect, honesty, equity, consideration, commitment). 2. Healthy relationships result in mental-emotional, social, and physical benefits. 3. Controllable and uncontrollable factors affect the dynamics of relationships. 4. A healthy relationship is a shared responsibility and requires effective communication. 5. The mode and style of communication may affect how a message is understood. 6. Teen dating violence may also be referred to as relationship abuse; partner violence; relationship violence; dating abuse; domestic abuse; domestic violence.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.1.12 A	Evaluate factors that impact growth and development during adulthood and late adulthood.
10.2.12 C	Compare and contrast the positive and negative effects of the media on adult personal health and safety.
10.3.12 A	Assess the personal and legal consequences of unsafe practices in the home, school or community.

Important Standards Addressed in the Unit:

10.3.12 C	Analyze the impact of violence on the victim and surrounding community.
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Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none">1. It is okay for someone who loves me to want power and control over me.2. It is acceptable to have to give up things I enjoy doing to be in a relationship.3. It is normal for people to stop talking to their friends when they get in a relationship.4. Giving out my passwords and codes is normal in a relationship.	<ol style="list-style-type: none">1. Healthy relationships are enjoyable and respectful and provide opportunities for many positive experiences that affect self-esteem.2. A healthy relationship should be satisfying and promote individual growth.3. Maintaining our identity in a romantic relationship also means nurturing the other relationships we already have with family and friends.4. Establishing mutually acceptable boundaries based on personal values is important in any relationship.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Students will understand that it takes time, energy, and care to develop relationships with anyone, including family, friends, and dating partners.• Students will understand that dating relationships are little different than other relationships because they may include expressions of physical affection.• Students will understand that mutual respect means not only giving respect to a partner, but also showing respect for oneself.• Students will understand that all methods of communication serve a purpose, but each method still requires the same considerations of trust, respect, and kindness.	<ul style="list-style-type: none">• Students will be able to differentiate between characteristics of healthy relationships and unhealthy relationships• Students will identify what they believe are characteristics of a healthy relationship and an unhealthy relationship.• Students will investigate the notion that forming and building relationships by technological means is not without its risks and dangers.• Students will identify common issues in the four common problem areas in relationships.• Students will identify different styles of communication, as well various modes of communication.• Students will use critical thinking skills to further investigate the Power and Control wheel, as it pertains to dating and violence.	<ul style="list-style-type: none">• Students will develop strong communication skills that include speaking, listening, and nonverbal communication. The impact of social media and potential to either strengthen/impede interpersonal communication will be explored.• Students explore themes that support a conscientious individual through relationships. These would include being trustworthy, reliable, responsible, and disciplined.

Academic Vocabulary:

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| <ul style="list-style-type: none">• Communication• Respect• Sharing• Trust• Intimate | <ul style="list-style-type: none">• Closeness• Shared goals and beliefs• Shared experiences• Humor• Affection | <ul style="list-style-type: none">• Relationship Values• Violence• Stalking• Intimidation• Power and Control |
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Assessments:

- Quizzes, tests, class participation, teacher observation, homework.
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Differentiation:

- IEP modifications.
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Interdisciplinary Connections:

- Biology, Family and Consumer Science, Physical Education
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Additional Resources:

- Health Syllabus, NHS Handbook, Teacher created handouts, worksheets, *Choices* magazine.
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Created By:

Susan A. Lowe



Health

Grade 11

Mental Health

Course/Subject: Health

Grade: 11

Suggested Timeline: 2 days per cycle for one semester

Grade Level Summary	The 11th grade health curriculum is designed to reinforce principles learned in grade 9, as well as take an age-appropriate, deeper look at topics pertinent to a more mature student. The curriculum is designed to provide students with the skills and knowledge necessary to make life-long healthy lifestyle choices. Skills such as accessing reliable information on the internet, decision making skills and SMART goals will be practiced throughout the course. Students will examine Mental Health; Healthy Relationships; Human Sexuality; and Substance Abuse.
Grade Level Units	<ol style="list-style-type: none"> 1. Healthy Relationships 2. Mental Health 3. Human Sexuality 4. Substance Abuse and Addiction

Unit Title	Mental Health
Unit Summary	Mental health is a neglected and misunderstood part of a person's health. While society places great importance on physical health and appearance, mental health is often considered to be personal, leaving many mental health issues unaddressed. In this unit, students will compare healthy and unhealthy aspects of mental health, examine external factors that affect mental health, and analyze strategies to improve one's mental health status.

<p>Unit Essential Questions:</p> <ol style="list-style-type: none"> 1. What are positive aspects of a person's mental condition? 2. What are negative aspects of a person's mental condition? 3. Do external factors impact a person's mental health? 4. What are some strategies to address unhealthy mental conditions? 	<p>Key Understandings:</p> <ol style="list-style-type: none"> 1. Positive aspects of mental health include the ability to cope with stress, high self-esteem, resilience from adversity, inclusion in a community, recognition of abilities, and the enjoyment of life. 2. Negative aspects of mental health include the presence of a diagnosable disease or illness such as anxiety, depression, schizophrenia, etc., low self-esteem, exclusion from community, and a lack of self-efficacy. 3. External factors do play a role in a person's mental health. Sociological factors include socioeconomic status, familial connections, education, etc. Day to day activities like amount of sleep, nutritional habits, and use of psychoactive substances can also impact mental health. 4. There are many strategies people can use to address mental health issues. Taking care of the body through proper nutrition, exercise, and sleep are major components for mental health improvement. Addressing stress through breathing exercises, mindfulness, meditation or prayer, and
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	verbal processing are helpful tactics. Lastly, keeping accountability with someone else who exhibits positive mental health is helpful for perspective.
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Focus Standards Addressed in the Unit:

10.1.12 - A	Evaluate factors that impact growth and development during adulthood and late adulthood. -Health Status
10.1.12 - B	Evaluate factors that impact the body systems and apply protective/ preventive strategies. -Mental Health
10.2.12 - D	Examine and apply a decision-making process to the development of short and long-term health goals.

Important Standards Addressed in the Unit:

10.1.12 - E	Identify and analyze factors that influence the prevention and control of health problems.
10.4.12 - B	Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities. -Psychological

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • Mental health issues are made up for attention. • Mental health issues can't be treated or cured. • "Toughing it out" is the best way to handle stress • There are no major side effects resulting from mental health issues. 	<ul style="list-style-type: none"> • Mental health issues are more than simply diseases or illnesses. An issue like stress is experienced by everyone and is rarely brought up for attention. • There are plenty of ways to treat mental health issues. Taking care of the body is a great place to start. Seeking counseling and support are a great way to improve self-esteem and self-efficacy. • While stress from work or adversity are part of life, analyzing commitments, priorities, and workload regularly can be helpful to identify stressful aspects of one's life that may not be necessary to maintain. • Mental health issues wreak plenty of havoc on all aspects of a person's life. Beyond the mental turmoil, mental health issues can affect employment, relationships and daily activities. Someone with poor mental health could engage in high risk behaviors or self-harm.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Students will learn about external factors that can influence someone's mental health status. • Students will learn the differences between positive and negative mental health conditions. • Students will learn about clinical mental health diseases and illnesses 	<ul style="list-style-type: none"> • Students will be able to apply mindfulness, prayer, or positive thinking strategies to address stress in their lives. • Students will be able to identify people they can speak with about mental health issues in their lives. • Students will be able to use physical exercise to improve mental health. 	<ul style="list-style-type: none"> • Students will explore themes related to being courageous such as developing resilience and coping skills, self advocacy, and advocating to others. • Student will support building competency through mastery of areas that impact life skills such as

like PTSD, Schizophrenia, Bi-polar Disorder, Anxiety, etc. • Students will understand how the physical choices they make can impact their mental health.	• Students will be able to identify a mentor to communicate with about mental health. • Students will be able to create personalized approaches to best address their own mental health issues.	health and well being; which includes mental wellness.
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Academic Vocabulary:

• Stress • Mental illness (clinical issues) • Mental health • Anxiety • Strategies • Mindfulness • Depression	• Stressor • Resilience • Self-esteem • Self-efficacy • Health Status • Prayer • Suicide	• High-risk behaviors • Self-harm • Anxiety • Treatment • External Factors • Accountability • Breathing exercises
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Evidence: Assessments and Performance Task(s)

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- Quizzes, classwork, collaborative activities, projects, homework
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Interdisciplinary Connections:

- English, Biology, Family and Consumer Science, Physical Education, Guidance
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Additional Resources:

- Choices Magazine, Center for Disease Control and Prevention (CDC), National Institutes of Health (NIH)
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Created By:

Jeffrey A. Conway Jr.



Health

Grade 11

Human Sexuality

Unit

Course/Subject: Health

Grade: 11

**Suggested Timeline: 2 days
a cycle for one semester**

Grade Level Summary	The 11th grade health curriculum is designed to reinforce principles learned in grade 9, as well as take an age-appropriate, deeper look at topics pertinent to a more mature student. The curriculum is designed to provide students with the skills and knowledge necessary to make life-long healthy lifestyle choices. Skills such as accessing reliable information on the internet, decision making skills and SMART goals will be practiced throughout the course. Students will examine Mental Health; Healthy Relationships; Human Sexuality and Substance Abuse.
Grade Level Units	<ol style="list-style-type: none"> 1. Healthy Relationships 2. Mental Health 3. Human Sexuality 4. Substance Abuse and Addiction

Unit Title	Human Sexuality
Unit Summary	The content areas that will be covered throughout in this unit are all designed to enhance student health. This includes comprehending subject matter, analyzing influences (family, peers, culture, technology and the media), accessing reliable information, use of interpersonal communication skills, decision making, advocacy for personal, family and community health. Specifics of this unit include the stages of pregnancy and childbirth, prenatal care, major sexually transmitted infections, and risks associated with teenage pregnancy.

<p>Unit Essential Questions:</p> <ol style="list-style-type: none"> 1. What are the three stages of pregnancy? 2. How does the health of the mother during pregnancy affect the health of the child? 3. What are the three stages of childbirth? 4. What are the major sexually transmitted infections in the United States today? 5. What are some of the risks associated with teen pregnancy? 	<p>Key Understandings:</p> <ol style="list-style-type: none"> 1. Students will understand the different stages of pregnancy and childbirth. 2. Students will understand what a mother eats, drinks, or puts in her body will directly affect the unborn child. Prenatal care is crucial to the developing baby. 3. Students will understand the different sexually transmitted infections that are common in the United States today. 4. Students will understand that there are definite risks to both the teenage mother and child.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.1.12.A	Evaluate factors that impact growth and development during adulthood and late adulthood.
10.1.12.B	Evaluate factors that impact the body systems and apply protective preventive strategies.
10.1.12.E	Identify and analyze factors that influence the prevention and control of health problems.

Important Standards Addressed in the Unit:

10.2.12.D	Examine and apply a decision-making process to the development of short and long-term health goals.
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Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. If I get an STI, I will just go to the doctor and get medication to cure it. 2. If I have no signs or symptoms of a sexually transmitted disease, it means I don't have one. 3. It doesn't matter what a mother ingests during pregnancy, it won't affect the baby. 4. I don't need to see a physician about my reproductive health until I become pregnant. 	<ol style="list-style-type: none"> 1. Some STI's are not curable and some are life threatening. 2. Many STI's have no signs or symptoms. The only way to know for sure if a person has an STI is to get tested once a year. Locally, there are many free clinics that test and treat a person for a STI. 3. What a mother ingests during pregnancy directly affects that unborn child. 4. Once a person becomes sexually active, it is important to get yearly check ups for STI's.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Students will be able to identify the most common STI's. • Students will understand the stages of pregnancy and childbirth. • Students will understand the more common problems of the male and female reproductive system. 	<ul style="list-style-type: none"> • Students will understand the signs and symptoms and treatment for the most common STI's. • Students will understand the importance of prenatal care. • Students will be able to identify the signs and symptoms of common male and female reproductive problems. • Students will understand the importance of yearly medical check-ups once they become sexually active. 	<ul style="list-style-type: none"> • Students will use critical thinking skills to support an active decision making process as it relates to personal well being and sexual activity.

Academic Vocabulary:

<ul style="list-style-type: none"> • Sexually Transmitted Diseases <ul style="list-style-type: none"> ○ Virus ○ bacteria ○ Chlamydia ○ Gonorrhea 	<ul style="list-style-type: none"> • Fertilization • Placenta • Umbilical cord • Pelvic Inflammatory Disease • Ectopic pregnancy 	<ul style="list-style-type: none"> • Yeast Infection • Urinary Tract Infection • Yeast Infection • Pap Smear • Menopause
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<ul style="list-style-type: none"> ○ Human papillomavirus (Genital Warts) ○ HIV ○ AIDS ○ Pubic Lice ○ Syphilis ○ Trichomoniasis ○ Viral Hepatitis ○ Bacterial Vaginosis 	<ul style="list-style-type: none"> ● Vaginal birth ● Caesarean birth ● Postpartum Depression ● Zygote ● Embryo ● Fetus ● Identical twins ● Fraternal twins ● Oxytocin ● Pap smear 	<ul style="list-style-type: none"> ● Hernias ● Prostate exam ● Abortion
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Evidence: Assessments and Performance Task(s)

- Quizzes, classwork, class participation, projects, homework.
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Interdisciplinary Connections:

- English: writing activities
 - Technology: computer activities
 - Math: simple math equations
 - Biology: basic understanding of the reproductive system
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Additional Resources:

- Health Class Syllabus, NHS handbook, Pearson's *Health* textbook, educational videos, *Choices* magazine, teacher constructed powerpoints, worksheets.
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Created By:

Cindy Ebner



Health

Grade 11

Substance use/abuse and Addiction

Course/Subject: Health

Grade: 11

Suggested Timeline: 2 days a cycle for one semester

Grade Level Summary	The grade 11 health curriculum is designed to reinforce principles learned in grade 9, as well as take an age-appropriate, deeper look at topics pertinent to a more mature student. The curriculum is designed to provide students with the skills and knowledge necessary to make life-long healthy lifestyle choices. Skills such as accessing reliable information on the internet, decision making skills and SMART goals will be practiced throughout the course. Students will examine Mental Health; Healthy Relationships; Human Sexuality and Substance Abuse.
Grade Level Units	<ol style="list-style-type: none"> 1. Healthy Relationships 2. Mental Health 3. Human Sexuality 4. Substance Abuse and Addition

Unit Title	Substance abuse and Addiction
Unit Summary	The content areas that will be covered throughout in this unit are all designed to enhance student health. This includes comprehending subject matter, analyzing influences (family, peers, culture, technology and the media), accessing reliable information, use of interpersonal communication skills, decision making, advocacy for personal, family and community health. Specifics of this unit will include the study of alcohol, nicotine use, and other drugs.

<p>Unit Essential Questions:</p> <ol style="list-style-type: none"> 1. What are the harmful effects of alcohol, tobacco, and other drugs (such as physical, mental, social, and legal consequences)? 2. How are addicts as well as family and friends of addicts affected by the disease? What are the resources available for these addicts and their family and friends? 3. What are the factors that influence a teen's decision about substance abuse? (e.g., family, friends, society, media) 4. Why is it so difficult to break the cycle of addiction? 	<p>Key Understandings:</p> <ol style="list-style-type: none"> 1. Students will understand that substance use/abuse affects all dimensions of wellness (physical, mental/emotional, social). Students will understand the importance of seeking help for themselves and/or friends and family in regards to substance use/abuse and addiction. 2. Students will understand how substance use/abuse affects the decision making process. 3. Students will understand how peer pressure affects their decision about drug use. 4. Students will understand the power of addiction and the difficulty in breaking the cycle of addiction.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.1.12.A	Evaluate factors that impact growth and development during adulthood and late adulthood.
10.1.12.D	Evaluate issues relating to the use/non-use of drugs.
10.1.12.E	Identify and analyze factors that influence the prevention and control of health problems.

Important Standards Addressed in the Unit:

10.2.12.B	Assess factors that impact adult health consumer choices.
10.2.12.D	Examine and apply a decision-making process to the development of short and long-term health goals.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none">1. Students have drug addict stereotypes that are not accurate.2. Drug use is not a big deal. I am not hurting anyone else but me.3. Drug addiction can only happen to “weak” people. If I put my mind to it I will never become an addict.	<ol style="list-style-type: none">1. A person does not typically start out using heroin. There is a most often a progression to heroin use: nicotine, alcohol, marijuana, other harder drugs and then heroin. Heroin use occurs across all walks of life.2. Drug abuse plays a role in many major social problems, such as drugged driving, violence, stress, and child abuse.3. Drug addiction occurs across all walks of life: the young and old, rich and poor, highly educated and not very educated. Drug addiction does not discriminate.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Students will identify the short term and long term effects of alcohol, tobacco, and other drugs.• Students will understand the opioid crisis and the underlying causes of this health epidemic.• Students will understand that drug use can be an unhealthy coping skill for other issues (e.g. mental health).• Students will explore the cost of drug use to the user, to the user’s family and friends, and to the society in general.	<ul style="list-style-type: none">• Students will understand the different drug categories and how they affect the body.• Students will understand the danger of prescription painkiller use and how that can lead to drug abuse.• Students will analyze the influences (of family, peers, culture, technology, and the media) and how it impacts their decision to use drugs or not.• Students will demonstrate competency in identifying the various organizations and programs available to the addict in their community.	<ul style="list-style-type: none">• Students will be able to apply proper decision-making skills that promote abstinence to alcohol, tobacco, and other drugs.• Students will be able to use critical thinking skills to recognize and choose healthy alternatives to alcohol, tobacco, and other drugs.• Students will demonstrate competency in understanding the impact of drug use in our society.

Academic Vocabulary:

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| <ul style="list-style-type: none">• Alcohol poisoning• Alcoholism• Fetal Alcohol Syndrome• Prescription drugs• Over the Counter drugs (OTC)• Synthetic Drugs | <ul style="list-style-type: none">• LSD• Crystal Meth• Ecstasy• Heroin• Fentanyl• Narcan | <ul style="list-style-type: none">• Refusal Skills• Addiction cycle• Delirium Tremors• Tolerance• Withdrawal |
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Evidence: Assessments and Performance Task(s)

- Quizzes, classwork, class participation, projects, homework.
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Interdisciplinary Connections:

- English: writing activities
 - Technology: computer activities
 - Math: simple math equations
 - Biology: basic understanding of the reproductive system
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Additional Resources:

- Health Class Syllabus, NHS handbook, Pearson's *Health* textbook, educational videos, *Choices* magazine, teacher constructed powerpoints, worksheets.
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Created By:

Cindy Ebner
