

Personal Health and Development: Grades 9-12 Des Moines Public Schools

2018-2019 CURRICULUM GUIDE

The Des Moines Public Schools Curriculum guide contains the prioritized standards, required pacing, materials and resources, and assessment correlates for the school year. This document is intended to be used in conjunction with the District Assessments and classroom assessments to scaffold our students in mastery of the Iowa Core State Standards.

Personal Health and Development

Essential Question and Pacing

How do my health choices impact me and my community now and in the future? (18 weeks)

Enduring Understandings

Students in Personal Health and Development will explore information about how to develop a healthy lifestyle. Students will leave the course with the ability to make decisions that lead to a healthy lifestyle.

Students will use appropriate verbal and written skills to communicate what they have learned. They will use critical thinking, problem solving, communication and collaboration skills.

Suggested Texts and Resources

Textbook

Pruitt, Allegrante, Prothrow-Stith. (2014). *Health and Human Sexuality*. Pearson.

Topic 1: Social Health Chapter 2, Chapter 6

Topic 2: Emotional Health Chapter 3, Chapter 4

Topic 3: Nutrition and Weight Control Chapter 8, Chapter 9, Chapter 13

Topic 4: Substance Abuse Chapter 15, Chapter 16, Chapter 17

Topic 5: Sexually Transmitted Disease Chapter 22

Topic 6: Prevention of Pregnancy Human Sexuality Addition Chapter 1, Chapter 3, Chapter 4,

Film Clips/Activities

Topic 1: Teens Talk Video 2 Being Your Self

Topic 2: Teens Talk Video 3 Stressed Out

Topic 3: Teen Talk Video 8 Food for Thought, Video 9 Goals for Healthy Eating, Video 13 Fit for Life

Topic 4: Teen Talk Video 15 Drinking Dangers, Video 16 Tackling Tobacco, Video 17 The Risks of Drug Abuse.

Topic 5: Teen Talk Video 22 Risks and STIs

Topic 6: Teen Talk Video 20 Pictures of Perfection, Video 6 Choosing Abstinence, Video 19 Teen Pregnancy.

Links:

cte.dmschools.org

grading.dmschools.org

www.kidshealth.org

www.choosemyplate.gov

Evidence of Learning

Topic 1: Social Health- Conflict Resolution and Tiered Assessment

Topic 2: Emotional Health- Stress Reduction Plan and Tiered Assessment

Topic 3: Nutrition and Weight Control- Healthy Lifestyles for Individuals and Tiered Assessment

Topic 4: Substance Abuse- Drug Presentation and Tiered Assessment

Topic 5: Sexually Transmitted Disease- Super Villain Poster and Tiered Assessment

Topic 6: Pregnancy Prevention- Birth Control Chart and Tiered Assessment

Scales

Topic	2	3	4
<p>Social Health CDC NHES 2.12.3- Analyze how peers influence healthy and unhealthy behaviors. NFCS 13.4- Evaluate effective conflict prevention and management techniques.</p> <p align="center">(3 weeks)</p>	<p><u>Students will recognize or recall specific vocabulary such as:</u></p> <ul style="list-style-type: none"> • 2A -Self-esteem, peer-pressure • 2B - conflict resolution, consequences <p><u>Students demonstrate an understanding of:</u></p> <ul style="list-style-type: none"> • 2A -The development of a healthy self-esteem. • 2B -Healthy and unhealthy methods of conflict resolution. 	<p><u>Students demonstrate they have developed the ability to:</u></p> <ul style="list-style-type: none"> • 3A –Evaluate self-esteem’s impact on peer pressure • 3B –Use effective communication skills to resolve conflicts. 	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>
<p>Emotional Health Iowa Core Health Literacy- “...Engage in appropriate stress-management strategies that enhance health...”</p> <p align="center">(3 weeks)</p>	<p><u>Students will recognize or recall specific vocabulary such as:</u></p> <ul style="list-style-type: none"> • 2A - Stress, stressor, fight vs flight, eustress (motivational stress) Coping, resilience • 2B – Depression, clinical depression, suicide <p><u>Students demonstrate an understanding of:</u></p> <ul style="list-style-type: none"> • 2A - Types of stress and stressors in their lives. • 2B - Warning signs of depression and suicide. 	<p><u>Students demonstrate they have developed the ability to:</u></p> <ul style="list-style-type: none"> • 3A – Distinguish between positive and negative ways to cope with stress. • 3B – Recommend ways to assist those at risk for depression and suicide. 	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>
<p>Nutrition and Weight Control NFCS 14.0- Demonstrate nutrition and wellness practices that enhance individual and family well-being. 14.1- Analyze factors that influence nutrition and wellness practices across the life span.</p> <p align="center">(4 weeks)</p>	<p><u>Students will recognize or recall specific vocabulary such as:</u></p> <ul style="list-style-type: none"> • 2A - Essential nutrients • 2B – Food labels • 2C – My plate • 2D - Fitness <p><u>Students demonstrate an understanding of:</u></p> <ul style="list-style-type: none"> • 2A - The six essential nutrients and their function. • 2B - How to read a food label. • 2C - My plate food recommendation • 2D - Ways to increase physical activity in your daily life. 	<p><u>Students demonstrate they have developed the ability to:</u></p> <ul style="list-style-type: none"> • 3A – Plan food and fitness choices to maintain a healthy lifestyle. 	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>

<p>Substance Abuse CDC NHES 1- Students will comprehend concepts related to health promotion and disease prevention to enhance health. 1.12.8- Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. (4 weeks)</p>	<p><u>Students will recognize or recall specific vocabulary such as:</u></p> <ul style="list-style-type: none"> 2A - Drug, medicine, prescription, over-the-counter, Side effects, addiction, misuse and abuse. <p><u>Students demonstrate an understanding of:</u></p> <ul style="list-style-type: none"> 2A – The side-effects and long-term effects of commonly misused and abused substances. 2B – Available resources for those who are abusing or are addicted to harmful substances. 	<p><u>Students demonstrate they have developed the ability to:</u></p> <ul style="list-style-type: none"> 3A – Analyze the impact of drug misuse, abuse and addiction on the individual and their community. 3B - Develop a plan to assist those who are abusing or are addicted to harmful substances. 	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>
<p>Sexually Transmitted Disease NSES SH.12.CC.1- Describe the common symptoms of and treatments for STDs, including HIV. (2 weeks)</p>	<p><u>Students will recognize or recall specific vocabulary such as:</u></p> <ul style="list-style-type: none"> 2A - Chlamydia, Gonorrhea, Syphilis, Herpes, Hepatitis C, HPV, HIV, Pubic Lice, Scabies, Trichomoniasis <p><u>Students demonstrate an understanding of:</u></p> <ul style="list-style-type: none"> 2A – The transmission, symptoms and treatments for STDs. 2B – Resources to promote prevention of STDs. 	<p><u>Students demonstrate they have developed the ability to:</u></p> <ul style="list-style-type: none"> 3A – Analyze the impact of STDs on the individual and community. 3B – Develop a plan to protect oneself and prevent the spread of STDs. 	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>
<p>Pregnancy Prevention NSES PR.12.CC.1- Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms. (2 weeks)</p>	<p><u>Students will recognize or recall specific vocabulary such as:</u></p> <ul style="list-style-type: none"> 2- Abstinence, Barrier, Hormonal, Behavior <p><u>Students demonstrate an understanding of:</u></p> <ul style="list-style-type: none"> 2 – Methods for preventing conception. 	<p><u>Students demonstrate they have developed the ability to:</u></p> <ul style="list-style-type: none"> 3 – Develop a plan to prevent pregnancy. 	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>

Course Description: Personal Development & Health is a course designed to provide students with information about how to develop a healthy lifestyle. The topics included are self-concept, nutrition, exercise, substance usage and sexuality. Students will apply the decision making process to health choices and examine the interrelation between physical, emotional, mental and social health.