

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**Personal Wellness**

<p><b><i>Mission Statement</i></b></p>	<p>The Personal Wellness class is designed to promote a higher level of thinking in the students regarding health issues and decision-making in their lives. The sophomore health prerequisite sets the stage for the more in-depth scope of the Personal Wellness class. In this course, students will learn important life skills to help them grow into mature adults and get ready for the many decisions they will face in college and adulthood. The students will learn how to combine enduring understandings from the units to prevent conflict and poor decisions. The course will focus on ethical dilemmas and using moral courage to make choices. The course will also help the students develop their own strategies for the tough choices in life regarding drugs and sexual activity. Reflections, journaling, class discussions and other tools will be used to facilitate the students' grasp of the enduring understandings.</p>
<p><b><i>Course Sequence</i></b> (Grades 6-12)</p>	<p>Junior / Senior: Personal Wellness is an elective for one semester that counts towards total graduation credits. Personal Wellness is a dual credit course that gives each student three (3) credit hours of Personal Wellness on their Waubensee Community College transcript.</p>

## *Course Framework*

<p><b>Course Title</b></p> <p><b>Grade Level</b></p> <p><b>Semesters (1-2-3-4)</b></p> <p><b>Prerequisite</b></p>	<p><b>Personal Wellness</b></p> <p>Juniors and Seniors</p> <p>1 Semester</p> <p>Health and Safety</p>
<p><b>Course Description</b></p>	<p>Personal Wellness is an elective scheduled during the junior or senior year. It offers a continuation of the sophomore Health and Safety class to build a comprehensive school health program. The course will help foster critical thinking skills on several health issues and ethical dilemmas in pursuit of improved personal wellness. Units and topics taught in Personal Wellness include life skills, nutrition and noncommunicable diseases, sexuality, drugs, health care issues, complimentary medicine, environmental health, and health careers. During the semester, students will hear speakers representing various health careers and discuss many current health issues. Students will also take a field trip to Delnor Community Hospital to tour different departments during the health career unit.</p>
<p><b>District-approved Materials and/or Resources</b></p>	<ol style="list-style-type: none"> <li>1. Covey, S. (1998). <i>7 habits of highly effective teens</i>. New York: Fireside.</li> <li>2. Donatelle, R. (2010). <i>Access to health</i>. (11<sup>th</sup> edition). San Francisco: Pearson.</li> </ol>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Unit 1: Life Skills / Social and Emotional Health	Resources that will support instruction: <u>7 Habits of Highly Effective Teens</u> book, <u>Access to Health</u> book
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	State Learning Standards <ul style="list-style-type: none"> <li>• State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</li> <li>• 24. A: Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</li> <li>• 24. B: Apply decision-making skills related to the protection and promotion of individual health.</li> </ul>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	By the end of the unit, students will know / be able to: Essential Questions: <ol style="list-style-type: none"> <li>1. How does an individual learn to be proactive in decision-making?</li> <li>2. What are the barriers to effective communication?</li> <li>3. How do values drive decisions?</li> <li>4. How do the dimensions of health affect the overall quality of life?</li> </ol> Essential Knowledge/Strategies <ol style="list-style-type: none"> <li>1. Identify the 7 habits of highly effective teens.</li> <li>2. Identify barriers to effective communication.</li> <li>3. Identify ways to improve relationships.</li> <li>4. Identify ways to strengthen various dimensions of health.</li> </ol> Essential Skills <ol style="list-style-type: none"> <li>1. Demonstrate proactive decision-making.</li> <li>2. Demonstrate effective communication skills.</li> <li>3. Create personal mission statements based on values.</li> <li>4. Develop and strengthen the dimensions of health.</li> <li>5. Implement the 7 habits of highly effective teens into their lifestyle.</li> </ol>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• 7 Habits Mini Lesson</li> <li>• Unit Exam</li> <li>• 7 Habits Assessment Paper</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Worksheets and Reflections</li> <li>• Group Activities</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Unit 2: Nutrition and Noncommunicable Diseases	Resources that will support instruction <u>Access to Health Book</u>
<b>Illinois Learning Standards, Benchmarks,  National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	State Learning Standards <ul style="list-style-type: none"> <li>• State Goal 22.A.5a: Explain strategies for managing contagious, chronic and degenerative illnesses.</li> <li>• 22.B.5: Analyze how public health policies, laws and the media function to prevent and control disease.</li> <li>• 23.A.4: Explain how body system functions can be maintained and improved.</li> <li>• 23.B.5: Understand the effects of healthy living on individuals and their future generations.</li> <li>• 24.B: Apply decision-making skills related to the protection and promotion of individual health.</li> </ul>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	By the end of this unit, students will be able to: Essential Questions <ol style="list-style-type: none"> <li>1. How do lifestyle choices in adolescence and early adulthood influence health as one ages?</li> <li>2. How do people differentiate between healthy and unhealthy choices when faced with an overload of conflicting sources?</li> </ol> Essential Knowledge/Strategies <ol style="list-style-type: none"> <li>1. Identify ways to make healthy nutritional and fitness choices.</li> <li>2. Identify ways to differentiate between reputable sources of information on nutrition versus fad diets.</li> <li>3. Identify ways in which the FDA and advances in technology change the nutritional values in foods and influence healthy choices.</li> </ol> Essential Skills <ol style="list-style-type: none"> <li>1. Plan healthy menus and fitness goals to improve physical health throughout life spans.</li> <li>2. Apply critical thinking skills to the applications of prevention and treatment in the areas of heart health and cancer.</li> </ol>	
<b>Assessments</b>	Performance Tasks <ul style="list-style-type: none"> <li>• Unit Exam</li> <li>• Nutrition Presentation</li> </ul>	Other Evidence <ul style="list-style-type: none"> <li>• Homework assignments</li> <li>• Class discussions</li> </ul>

### *Unit Frameworks*

<b>Unit of Study: major topics</b>	Unit 3: Healthy Relationships, Sexuality and STIs	Resources that will support instruction Guest Speaker – The Cradle Library Resources Internet Sites <u>Access to Health Book</u>
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	State Learning Standards <ul style="list-style-type: none"> <li>• 22.B.4: Explain social and economic effects of health problems on individuals and society.</li> <li>• 22.B.5: Analyze how public health policies, laws and the media function to prevent and control illness.</li> <li>• 23.B.5: Understand the effects of healthy living on individuals and their future generations.</li> <li>• 24.A.4b: Formulate strategies to prevent conflict and resolve differences.</li> <li>• 24.A.5: Compare and contrast strategies to prevent conflict and resolve differences.</li> </ul>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	By the end of the unit, students will be able to: Essential Questions <ol style="list-style-type: none"> <li>1. What are the components of sexuality?</li> <li>2. What are the laws pertaining to sexual behavior?</li> <li>3. How does culture influence attitudes about sexuality?</li> <li>4. How is gender identity developed?</li> </ol> Essential Knowledge/Strategies <ol style="list-style-type: none"> <li>1. Recognize the inter-relatedness of the components of sexuality.</li> <li>2. Identify the laws of consensual sexual behavior and pregnancy termination.</li> <li>3. Describe various cultural viewpoints about sexuality.</li> <li>4. Identify how nurture and nature contribute to gender identity.</li> </ol> Essential Skills <ol style="list-style-type: none"> <li>1. Analyze how culture influences attitudes about sexuality.</li> <li>2. Role-play a date-rape trial.</li> <li>3. Demonstrate critical thinking skills about sexuality issues.</li> <li>4. Research current literature pertaining to the unit.</li> </ol>	
<b>Assessments</b>	Performance Tasks <ul style="list-style-type: none"> <li>• Mock Trial</li> <li>• Unit Exam</li> </ul>	Other Evidence <ul style="list-style-type: none"> <li>• In class activities</li> <li>• Journal reflections</li> <li>• Class discussions</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Unit 4: Drug Unit  Resources that will support instruction <u>Access to Health</u> Book Library Resources Internet Sites	
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	State Learning Standards <ul style="list-style-type: none"> <li>• 22.A.5a: Explain strategies for managing contagious, chronic and degenerative illnesses.</li> <li>• 22.A.5b: Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations.</li> <li>• 22.B.5: Analyze how public health policies, laws and the media function to prevent and control illness.</li> <li>• 23.B.5: Understand the effects of healthy living on individuals and their future generations.</li> <li>• 24.B.5: Explain immediate and long-term impacts of health decisions to the individual, family and community.</li> </ul>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	By the end of the unit, students will be able to: Essential Questions <ol style="list-style-type: none"> <li>1. Is drug addiction a disease?</li> <li>2. How do heredity, personality characteristics, and environment contribute to drug abuse?</li> <li>3. How is our government spending federal dollars to combat substance abuse and drug trafficking?</li> <li>4. How do media and culture influence drug use?</li> </ol> Essential Knowledge/Strategies <ol style="list-style-type: none"> <li>1. Determine the factors used to define addiction as a disease.</li> <li>2. Identify the factors that contribute to substance use and abuse.</li> <li>3. Analyze the effectiveness of government efforts to curtail substance abuse.</li> <li>4. Recognize social norms associated with drug use.</li> </ol> Essential Skills <ol style="list-style-type: none"> <li>1. Apply critical thinking skills given substance abuse policies and scenarios.</li> <li>2. Research current literature pertaining to the unit.</li> </ol>	
<b>Assessments</b>	Performance Tasks <ul style="list-style-type: none"> <li>• Group Debate Project</li> <li>• Unit Exam</li> </ul>	Other Evidence <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• In Class Assignments</li> <li>• Written Reflections</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Unit 5: Life's Transitions / Health Care Issues	Resources that will support instruction Library Resources Internet Sites <u>Access to Health Book</u>
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	State Learning Standards <ul style="list-style-type: none"> <li>• 22.A.5a: Explain strategies for managing contagious, chronic and degenerative illnesses.</li> <li>• 22.A.5c: Explain how health and safety problems have been altered by technology, media and medicine.</li> <li>• 22.B.5: Analyze how public health policies, laws and the media function to prevent and control illness.</li> <li>• 23.B.5: Understand the effects of healthy living on individuals and their future generations.</li> <li>• 23.C.5: Explain how the aging process affects body systems.</li> <li>• 24.B.5: Explain immediate and long-term impacts of health decisions to the individual, family and community.</li> </ul>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	By the end of the unit, students will be able to: Essential Questions <ol style="list-style-type: none"> <li>1. How does modern technology and availability of health care affect quality of life?</li> <li>2. What are medical, legal, and ethical issues regarding chronic diseases and terminal illnesses?</li> <li>3. What does it mean to die with dignity?</li> </ol> Essential Knowledge/Strategies <ol style="list-style-type: none"> <li>1. Analyze the current status of our health care system.</li> <li>2. Recognize the difference between prolonging life and postponing death.</li> <li>3. Identify end-of-life issues.</li> </ol> Essential Skills <ol style="list-style-type: none"> <li>1. Research current literature pertaining to the unit.</li> <li>2. Interview a senior citizen regarding life perspectives.</li> </ol>	
<b>Assessments</b>	Performance Tasks <ul style="list-style-type: none"> <li>• Unit Exam</li> <li>• Senior Citizen Interview</li> </ul>	Other Evidence <ul style="list-style-type: none"> <li>• In class activities</li> <li>• Journal reflections</li> <li>• Class discussions</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Unit 6: Complimentary Medicine		Resources that will support instruction Guest Speakers Library Resources Internet Sites <u>Access to Health Book</u>
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	State Learning Standards <ul style="list-style-type: none"> <li>• 22.A.4d: Research and report about a career involved in health promotion, health care and injury prevention.</li> <li>• 22.A.5a: Explain strategies for managing contagious, chronic and degenerative illnesses.</li> <li>• 22.A.5b: Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations.</li> <li>• 22.A.5c: Explain how health and safety problems have been altered by technology, media and medicine.</li> </ul>		
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	By the end of this unit, students will be able to: Essential Questions <ol style="list-style-type: none"> <li>1. What is complimentary/alternative medicine?</li> <li>2. How can complimentary therapies be used in conjunction with traditional (allopathic) forms of treatment?</li> <li>3. What are the misconceptions about complimentary/alternative medicine?</li> </ol> Essential Knowledge/Strategies <ol style="list-style-type: none"> <li>1. Identify forms of complimentary/alternative medicine.</li> <li>2. Describe the benefits of complimentary/alternative therapies.</li> <li>3. Recognize research supporting complimentary/alternative medicine.</li> </ol> Essential Skills <ol style="list-style-type: none"> <li>1. Research a selected complimentary/alternative medicine.</li> <li>2. Apply critical thinking skills related to the benefits of complimentary medicine.</li> </ol>		
<b>Assessments</b>	Performance Tasks <ul style="list-style-type: none"> <li>• Group Lesson on Complimentary Medicine Method</li> <li>• Unit Exam</li> </ul>	Other Evidence <ul style="list-style-type: none"> <li>• Observations of relaxation practice</li> <li>• In class assignments</li> <li>• Class discussion</li> </ul>	

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Unit 7: Environmental Health	Resources that will support instruction <u>Access to Health</u> Book Library Resources Internet Sites
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	State Learning Standards <ul style="list-style-type: none"> <li>• State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.</li> <li>• 22.A.5b: Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations.</li> <li>• 22.A.5c: Explain how health and safety problems have been altered by technology, media and medicine.</li> <li>• 22.C.5: Compare and contrast how individuals, communities and states prevent and correct health-threatening environmental problems.</li> </ul>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	By the end of the unit, students will be able to: Essential Questions <ol style="list-style-type: none"> <li>1. How can individuals make a difference in the global impact of environmental health issues?</li> <li>2. How does one’s environment affect his/her health?</li> </ol> Essential Knowledge/Strategies <ol style="list-style-type: none"> <li>1. Identify common daily practices that individuals participate in that contribute to an unhealthy environment.</li> <li>2. Identify how laws and technology work to improve environmental health issues.</li> </ol> Essential Skills <ol style="list-style-type: none"> <li>1. Demonstrate changes to daily practices to improve environmental health issues.</li> <li>2. Persuade others to change daily practices to improve environmental health issues.</li> </ol>	
<b>Assessments</b>	Performance Tasks <ul style="list-style-type: none"> <li>• Unit Exam</li> <li>• Environmental Health Topic Presentation</li> </ul>	Other Evidence <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Journal Reflections</li> <li>• In class assignments</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Unit 8: Careers in Health	Resources that will support instruction Guest Speaker (paramedic) Library Resources Internet Sites
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	State Learning Standards <ul style="list-style-type: none"> <li>• State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.</li> <li>• 22.A.4d: Research and report about a career involved in health promotion, health care and injury prevention.</li> <li>• 22.A.5b: Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations.</li> <li>• 22.A.5c: Explain how health and safety problems have been altered by technology, media and medicine.</li> <li>• 22.C.5: Compare and contrast how individuals, communities and states prevent and correct health-threatening environmental problems.</li> </ul>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	By the end of the unit, students will be able to: Essential Questions <ol style="list-style-type: none"> <li>3. What career clusters are available in health care?</li> <li>4. What are the prerequisites for specific health-care careers?</li> <li>5. What interpersonal skills are necessary for careers in health?</li> <li>6. How does one evaluate whether or not a career is a good choice?</li> </ol> Essential Knowledge/Strategies <ol style="list-style-type: none"> <li>3. Identify the health-care career clusters.</li> <li>4. Describe health-care prerequisites.</li> <li>5. Recognize interpersonal skills related to job performance.</li> </ol> Essential Skills <ol style="list-style-type: none"> <li>1. Research a selected health-care career.</li> <li>2. Create a fact sheet from research.</li> <li>3. Verbally communicate findings.</li> <li>4. Evaluate the attractiveness of the careers researched.</li> <li>5. Advocate for the importance of a health career.</li> </ol>	
<b>Assessments</b>	Performance Tasks <ul style="list-style-type: none"> <li>• Health Career Fact Sheet</li> <li>• Health Career Interview Assignment</li> <li>• Health Career Advocacy Letter</li> </ul>	Other Evidence <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Journal Reflections</li> <li>• In class assignments</li> <li>• Field Trip to Delnor</li> </ul>