

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

<p><b><i>Mission Statement</i></b></p>	<p>Today's young people face a greater array of threats to their mental and physical health than any previous generation. These threats include alcohol and drug use, alcohol-related accidents, unplanned pregnancies, violence, depression, suicide, and sexually transmitted infections, including HIV. Because of the high incidence of risk-taking behaviors among school-age children, it is important to develop decision-making and refusal skills.</p> <p>The purpose of Geneva's health curriculum is to provide a comprehensive program that addresses student physical, mental, emotional, and social health. The program is concerned with the total wellbeing of students. Basic concepts on health provide students with the knowledge, skills, and opportunities for developing personal health goals for life long maintenance of wellness.</p>
<p><b><i>Course Sequence</i></b> (Grades 6-12)</p>	<p>Sophomore: Health is required for one semester and is a graduation requirement.</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>Health</p> <p>Sophomores</p> <p>1 Semester</p> <p>No prerequisites</p>
<p><b>Course Description</b></p>	<p>Health is a required course for graduation and satisfies the State of Illinois health requirement. It is scheduled during the sophomore year in lieu of 1 semester of physical education. Geneva’s health course provides a comprehensive program that addresses students’ physical, mental, emotional, spiritual, and social health. The curriculum emphasizes the total well-being of students. Basic concepts of health provide students with the knowledge, skills, and opportunities for developing personal health goals and plans for the lifelong maintenance of wellness. Units and topics taught in health include human growth and development, nutrition and fitness, mental health, coping with death and dying, drug education, human sexuality, standard first aid, CPR and diseases. During the semester, students have the opportunity to earn the Red Cross First Aid and Adult CPR cards. Students will also hear speakers representing several of the health agencies that serve Kane County and Geneva Township.</p>
<p><b>District-approved Materials and/or Resources</b></p>	<ol style="list-style-type: none"> <li>1. <u>Health</u>; Publisher: Prentice Hall; Authors: Pruitt, Prothrow-Stith, Allegrante 2007.</li> <li>2. <u>Community First Aid and Safety</u>; Publisher: American Red Cross, 2006.</li> </ol>

### *Unit Frameworks*

<b>Unit of Study: major topics</b>	Personal Wellness	Resources that will support instruction Health textbook
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p><b>STATE GOAL 22:</b> Understand principles of health promotion and the prevention and treatment of illness and injury.</p> <p><b>STATE GOAL 24:</b> Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p>	
<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>	<p>By the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>● Define health (definition established by the World Health Organization).</li> <li>● List the top 10 causes of death today.</li> <li>● Understand good health is related to risk factors: heredity, environment, life-style, and health care.</li> <li>● Understand that good decision-making skills can help students reach their full health potential and help keep control of their life-style.</li> <li>● Understand total wellness requires a holistic approach to health: physical, behavioral, intellectual, social, spiritual, and emotional.</li> <li>● List the top 3 causes of death for their age group.</li> <li>● Evaluate their health by taking a wellness test and listing changes they could make to improve their life expectancy.</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>● Seven Dimensions of Wellness Inventory</li> <li>● Health Behavior Contract</li> <li>● Unit Exam</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>● Class discussions</li> <li>● Weekly Progress Report on HBC</li> <li>● Student led review activity</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Nutrition and Non-communicable Disease	Resources that will support instruction Health textbook Mypyramid.gov Current Health Magazine Linden Oaks Guest Speaker
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p><b>STATE GOAL 22:</b> Understand principles of health promotion and the prevention and treatment of illness and injury.</p> <p><b>STATE GOAL 23:</b> Understand human body systems and factors that influence growth and development.</p> <p><b>STATE GOAL 24:</b> Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p>	
<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>	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand nutritional concepts used in selecting balanced meals.</li> <li>• Understand the relationship between caloric intake and growth.</li> <li>• Recognize nutritional needs from adolescence through adulthood.</li> <li>• Understand the relationship between diet and cardiovascular disease, cancer, and other major diseases.</li> <li>• Understand cholesterol and saturated fats and the relationship to heart disease and cancer.</li> <li>• Know ways to gain and lose weight safely.</li> <li>• Understand effects of obesity on heart disease and strokes.</li> <li>• Understand diseases related to improper diet: anorexia, bulimia, compulsive overeating, and how to recognize warning signs of these diseases.</li> <li>• Know local agencies that treat diet related diseases.</li> <li>• Understand how to compare and select foods through use of labels.</li> <li>• Analyze food groups, calories, and percentage of fat in their diet. List any ways their diet is inadequate.</li> <li>• Understand the importance of an adequate amount of sleep to a health life-style.</li> <li>• Understand the immediate and long-term effects of exercise and lack of exercise on the circulatory system.</li> <li>• Know the characteristics of the 6 basic nutrients.</li> <li>• Know symptoms of diseases associated with the different body systems.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Know symptoms, risk factors, and prevention for cardiovascular disease, stroke, diabetes, and cancer.</li> <li>• Recognize methods of detecting cancer.</li> <li>• Each student will know what his/her blood pressure is and how that relates to his/her overall health.</li> <li>• Recognize many diseases can be controlled by exercising responsible personal health habits, early detection, and proper disease treatment.</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Mypyramid.gov Menu Project</li> <li>• Unit Exam</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Homework assignments</li> <li>• Class discussions</li> <li>• Life Choices Inventory</li> <li>• Model based student practice</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Mental Health	Resources that will support instruction Health textbook Guidance department Current Health
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p><b>STATE GOAL 22:</b> Understand principles of health promotion and the prevention and treatment of illness and injury.</p> <p><b>STATE GOAL 24:</b> Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p>	
<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>	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>● Know the different types of stress.</li> <li>● Know constructive ways of coping with stress.</li> <li>● Practice in class relaxation drills.</li> <li>● Understand the relationship between self-esteem and personality development.</li> <li>● Understand behaviors associated with defense mechanisms.</li> <li>● Know characteristics of mentally healthy persons.</li> <li>● Know basic steps in problem solving related to health issues.</li> <li>● Know how to seek information relevant to making decisions regarding health practices.</li> <li>● Understand how individual responsibility relates to making decisions regarding health practices.</li> <li>● Know community agencies which specialize in the treatment of mental and emotional problems.</li> <li>● Analyze factors contributing to mental illness.</li> <li>● Practice goal setting by writing down a goal to be completed by the semester and the short-term goals to help them achieve the main goal.</li> <li>● Know the relationship between a stressful lifestyle and diseases.</li> <li>● Be able to give positive feedback to each student in the class.</li> <li>● Know the 5 emotional stages of dealing with death.</li> <li>● Understand the relationship between adolescent stress and suicide.</li> <li>● Know possible causes and symptoms or adolescent suicide.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Understand how to deal with a grieving person.</li> <li>• Know steps to follow if you suspect someone is suicidal.</li> </ul>	
<b>Assessments</b>	<p>Performance Tasks  Unit Exam  Suicide Pamphlet  Kenny White Reflection</p>	<p>Other Evidence  Observations of relaxation practice  In class assignments  Class discussion</p>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Alcohol, Tobacco, and Other Drugs	Resources that will support instruction Health textbook Current Health Guest Speaker (paramedic)
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p><b>STATE GOAL 22:</b> Understand principles of health promotion and the prevention and treatment of illness and injury.</p> <p><b>STATE GOAL 23:</b> Understand human body systems and factors that influence growth and development.</p> <p><b>STATE GOAL 24:</b> Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p>	
<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>	<p>By the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>● Know structures and functions of the respiratory, circulatory, and nervous systems.</li> <li>● Know disease related to cigarette smoking and tobacco products.</li> <li>● Know the effects of second hand smoke.</li> <li>● Know the effects of drugs on the unborn child.</li> <li>● Know common reasons people give for choosing to use chemical substances.</li> <li>● Understand how peers and media can influence the decision making process relative to substance use.</li> <li>● Understand the differences a natural high and a drug high.</li> <li>● Know positive alternatives to substance use in meeting human needs.</li> <li>● Know the basic effects of different chemical substances on the body.</li> <li>● Understand the effects of alcohol on mental functioning as blood alcohol levels rise.</li> <li>● Know what the state level for intoxication is.</li> <li>● Know symptoms of alcoholism or addiction.</li> <li>● Recognize behaviors commonly seen in chemically dependent people.</li> <li>● Know differences between adult and adolescent drug addiction.</li> <li>● Know physiological dangers of various illicit drug administration techniques.</li> <li>● Understand the dangers of synergism or mixing drugs.</li> <li>● Know different categories of drugs.</li> <li>● Understand advertising and its effect on decision making and use of drugs.</li> <li>● Know how drug addiction affects the individual, family, and society.</li> </ul>	



	<ul style="list-style-type: none"> <li>• Know agencies and programs that deal with treatment and prevention of drug addiction.</li> </ul>	
<b>Assessments</b>	Performance Tasks Unit Exam Drug Debate Alternatives Presentations Tobacco Interview	Other Evidence Class Discussion Journal Reflections In class assignments

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Sexuality and Reproduction	Resources that will support instruction Health textbook Mutual Ground Guest Speaker Independence Highway Guest Speaker Reducing the Risk Curriculum
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p><b>STATE GOAL 22:</b> Understand principles of health promotion and the prevention and treatment of illness and injury.</p> <p><b>STATE GOAL 23:</b> Understand human body systems and factors that influence growth and development.</p> <p><b>STATE GOAL 24:</b> Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p>	
<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>	<p>By the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>● Know structure and functions of reproductive systems.</li> <li>● Know physical and mental changes that occur during puberty and menopause.</li> <li>● Understand stages of human growth and development during prenatal, infancy, childhood, adolescence, adulthood, and aging.</li> <li>● Know stages of fetal development, childbirth, and type of genetic defects.</li> <li>● Understand problems that may arise in teenage pregnancy.</li> <li>● Know the different types of birth control devices, how they are properly used, and their effectiveness.</li> <li>● Understand the function of the placenta, umbilical cord, and amniotic sac during human development.</li> <li>● Know signs that indicate pregnancy.</li> <li>● Understand the importance of medical care during pregnancy and know services are provided locally.</li> <li>● Recognize steps pregnant woman can take to ensure a healthy pregnancy.</li> <li>● Know how the endocrine system influences growth and development.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Understand the importance of verbal and nonverbal communication.</li> <li>• Understand the function of dating.</li> <li>• Distinguish among the types of abuse.</li> <li>• Know characteristics of an abusive relationship.</li> <li>• Identify Mutual Ground as the local center for abused women and rape prevention.</li> <li>• Recognize how choices in relationships can affect future well-being.</li> <li>• Know differences between communicable and non-communicable diseases.</li> <li>• Know types of pathogens and how a disease progresses.</li> <li>• Know the body's defense mechanisms against pathogens.</li> <li>• Understand the effects of major epidemics throughout history.</li> <li>• Know symptoms of diseases associated with the body systems.</li> <li>• Recognize local testing and treatment centers for sexually transmitted infections.</li> <li>• Know ways to reduce the spread of communicable diseases.</li> <li>• Identify vaccines that children, adolescents, and adults should be given.</li> <li>• Know sexually transmitted infections, their symptoms, and methods of prevention.</li> <li>• Know the effects of today's communicable diseases on society, especially the effects of AIDS.</li> <li>• Know lifestyles that contribute to the spread of communicable disease.</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> Unit Exam(s) Real World Project	<b>Other Evidence</b> In class activities Journal reflections Class discussions

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	First Aid and Safety	Resources that will support instruction American Red Cross Community First Aid Training Manual and Video
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p><b>STATE GOAL 22:</b> Understand principles of health promotion and the prevention and treatment of illness and injury.</p> <p><b>STATE GOAL 24:</b> Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p>	
<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>	<p>By the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>● Know the actions to be taken at the scene of an accident.</li> <li>● Know the techniques for controlling severe bleeding in proper order.</li> <li>● Know how to position a victim for various life saving skills.</li> <li>● Demonstrate CPR on the manikin.</li> <li>● Demonstrate first aid for a conscious and unconscious adult choking victim.</li> <li>● Know first aid for shock, burns, and eye and nose injuries, bites and stings, fractures, dislocations, sprains and strains.</li> <li>● Know how to respond to poisoning emergencies.</li> <li>● Know first aid for diabetic emergencies, strokes, seizures, and heat or cold exposure.</li> <li>● Know when to move a victim.</li> <li>● Pass written test with 80% efficiency and pass all skill tests in order to receive CPR and first aid cards.</li> <li>● Understand procedures to follow in case of a natural disaster.</li> <li>● Know agencies that teach and provide life saving services.</li> <li>● Know what it takes to become an organ donor.</li> </ul>	
<b>Assessments</b>	Performance Tasks Skill testing Written certification test First aid packet	Other Evidence Observing practices Class discussion