

## **Senior Health Curriculum Guide**

**Name of Course** Senior Health

**Course Numbers** 900.00 through 950.00

**Date Written** June 2012

**Level** **College Prep A**

**Number of Credits** Courses that meet 5 days a week = 5 credits  
Courses that meet 4 days= 4 credits

**Prerequisites** Successful completion of previous year

**Grade levels offered to** Grade 12 Students

### **Course Description:**

The senior health unit includes Current Health Issues and Research and Defensive Driving. Current Health Research provides students with the opportunity to investigate and discuss the more perplexing health issues of their choice. Each student will be part of a group that produces a research paper and oral report from a list of current topics.

The Defensive Driving segment of the unit is affiliated with the National Safety Council. Material covered includes hazard recognition, collision prevention and driving violations. Students passing the safety test and the course may be eligible to receive auto insurance reductions.

Because of the sensitive nature of the material in Family Life II, parents should thoroughly review the curriculum and contact the school if they have any questions or concerns about the material being presented or discussed in the class. Parents and guardians are encouraged to take an active role in the education of their children by discussing information obtained in the Family Life II class with their student.

High Point Regional High School's curriculum and instruction are aligned to the state's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in the education programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affection or sexual orientation, gender, religion, disability, or socio-economical status.

**Common Core Standards:**

**All objectives of the Senior Health Curriculum will address the Common Core Standards in Reading and Writing for Literacy in Science and Technical Subjects**

**Writing:**

**Text and Purposes:**

**WHST 11-12.1:** (Research Paper)

**WHST 11-12.2:** (Research Paper)

**Production and Distribution:**

**WHST 11-12.4:** (Research Paper)

**WHST 11-12.6:** (Multimedia Project (Power Point / Prezy))

**Research to Build and Present Knowledge:**

**WHST 11-12.7:** (Student Reflection Papers)

**WHST 11-12.8-9** (Research Paper)

(Reflection of Conclusion/ Point of view Page of the Research Paper)

**Range of Writing:**

**WHST 11-12.10** (Research / Reflection Papers)

**Reading:**

**Keys and Ideas:**

**RST 11-12.1:** (Research Paper)

**RST 11-12.2:** (Reflection/ Point of view Page of the Research Paper)

**Craft and Structure:**

**RST 11-12.4:** (General Diet Project-Nutrition)

**RST 11-12.5:** (Multimedia Project (Power Point / Prezy))

**RST 11-12.6:** (Research / Reflection Papers)

**Integration of Knowledge and Ideas:**

**RST 11-12.7-9** (Oral Presentations of the Current Health Issues Researched by the Students)

*College and Career Readiness Standards will be addressed in the students' reading and writing tasks throughout the senior health Curriculum.*

**Course Objectives:**

All students will recognize and identify their own views and beliefs on various current health issues in our society.

All students will identify, define, and present information regarding the causes and effects of various current health issues in our society.

All students will identify preventions, causes, signs, symptoms, transmissions, and treatments of various current health issues.

All students will be encouraged to participate in a field experience to research their health issue or topic.

All students will understand and identify of Current Health Issues of today and the future.

All students will understand the benefits of Defensive Driving skills

All students will understand the importance of driving defensively..

All students will identify risky attitudes and behaviors that cause problems on the road.

All students will identify whether a collision was preventable.

All students will identify ways to adjust and compensate for adverse physical and mental conditions.

All students will understand the effects that drugs, illegal and legal, have on their driving ability.

All students will identify alternatives to drug impaired driving.

All students will understand the six most common types of driving errors that contribute to collisions.

All students will understand and identify alternatives to speeding.

All students will understand and identify the concepts and/or decisions of a safe approach in passing another motor vehicle.

All students will understand the importance of a safe following distance.

All students will understand how to avoid a head on collision.

All students understand the importance of proper use of occupant restraints for adults and children.

All students will identify defensive driving strategies to avoid a collision.

**Core Curriculum content Standards:**

**CCCS 2.1** All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

**CCCS 2.2** All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

**CCCS 2.3** All students will learn and apply information about, alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

**Units (name # of weeks and objectives)** The following unit activities will be completed in one marking period. These activities will cover the course objectives and Core Curriculum Content Standards 2.1, 2.2, 2.3.

Current Health Issues and Research  
Defensive Driving

### **Assignments**

Written assignment on description and definition of the following current health  
Discussion on current health issues to choose one of interest with approval from the instructor:

Health Care	Organ Transplants
Smoking	Aging/Lifespan
Substance Abuse	Environmental Health
Abortion	Nutrition/ Fitness
Divorce	School/College Athletics
Sex Education	Professional Athletics
Homosexuality	Spouse Abuse
Consumer Health	Child Abuse
Mental Health	the Handicapped
Communicative Diseases	Suicide
Chronic Disease	Accident Prevention

Students will contact local agencies and organizations in and about the county to enhance their research project. (This is highly recommended)

Discussion on the components of Health Issues.

Research current topics of choice.

Five page written report on current health issue (Comparative- 10 years past to present to 10 years in the future)

Research the paper at the library, computer lab.

Presenters develop questions from research report for discussion and quiz.

Oral presentation of current health issue report use of Power Point.

Discussion on research topic and how it will pertain to their wellness.

### **DDC Workbook Assignments**

#### **Chapter 1**

“Be the Expert”

“Your Driving Risks”

“What is wrong with this picture?”

“What is in it for me?”

#### **Chapter 2**

“Be the Expert” – Drug Quiz

“Imaging”

“Eye of the Beholder”

“What can you Control?”

### **Chapter 3**

“Speeding”

“Right Away Violations”

“Turning Properly”

“Passing or Overtaking Improperly”

“Following too closely”

“What is wrong with this picture?”

### **Chapter 4**

“Imaging light, road, and traffic conditions”

“Be the Following Distance Expert”

“Be the Parking Expert”

“Traffic Mix”

“Vehicle Condition”

### **Chapter 5**

“Occupant-Protection Systems”

“What are you willing to do?”

Discussions based on above workbook assignments.

Written report on new safety features of vehicles.

Videos emphasizing and elaborating on above workbook assignments.

### **Additional Materials (needed or supplied)**

DDC workbook

Computer Lab

Flip Chart

Alcohol Poster

**Student Evaluation Tools:** The health grade will be based on participation, which will consist of 40 points. The written report will be based on 30 points. The oral presentation on the topic researched will be 30 points. **All health and physical education students will take a midterm based on the courses taken for the first semester. Midterm was developed in 2008.**

**1. Participation:** Demonstrating the knowledge of topics presented by listening to and making notes on the reports presented by fellow students in class.

**2. Reports:** 5-page report on selected topic.

**3. Oral Presentation:** A presentation of the topic will be given in front of the class.

#### **4. Workbook**

**5. Certification:** students will receive a DDC certification if they complete the DDC standard test with an 80% or better.

**Unit Policy:** Receiving a grade of 80% or better, will make the student eligible for insurance reduction. This course is in compliance with 18A: 35- 4.7 Exclusion of pupils from programs; statement of parents.

### **Course Policy**

Senior Health is a mandatory program that allows students to experience one unit each year, combined with two activities in one marking period.

Students' grades for Senior Health are one quarter of their Health and Physical Education grade. This health grade is combined with three quarters of Physical Education for their final grade for the year.

## **References, Text Books, and Optional Elements**

### **Additional Materials/ Books**

Drugs Alcohol and Tobacco

### **Compact Disc**

Road Rage

### **Driver Education and Current Health Tapes**

HIV and Drugs

HIV and AIDS

Suicide

Anorexia Nervosa

Child Abuse and Neglect

Dangerous Dieting

Eating Disorders and Student Athletes

Fitting in a New Look At Peer Pressure

Take a Bite Out of Rabies

Alzheimer's Disease, Alcoholism, Anorexia & Bulimia, Breast Cancer, Breast Depression, Diabetes, Endometriosis, Osteoporosis, Overweight & Obesity, Prostate Cancer, Prostate Disorders, Skin Cancer, Stress & Anxiety, Stroke, Thyroid Disorders, Ulcers

Teenage Blues - Coping with Depression

Teenage Stress - Course & Care

Teenage Suicide

Turrets Syndrome

Wasting Away - Anorexia & Bulimia

### **Harmful Substances Tapes**

Drugs Alcohol & Pregnancy

Sex Lies & Profit (Alcohol)

Straight Talk

### **Defensive Driving**

National Safety Council (DDC 8/6)

**Jane Pauley – Teen Drivers**

Stone Cold

Fatal Vision Goggles

**Web Links**

[www.health.com](http://www.health.com)

[www.healthtouch.com](http://www.healthtouch.com)

[www.gyn101.com](http://www.gyn101.com)

[www.birthcontrol.com](http://www.birthcontrol.com)

[www.cdc.gov](http://www.cdc.gov)

[www.kidshealth.org](http://www.kidshealth.org)

[www.who.int](http://www.who.int)

[www.familydoctor.org](http://www.familydoctor.org)

[www.disease.com](http://www.disease.com)

[www.youthhealth.com](http://www.youthhealth.com)

**[www.dea.com](http://www.dea.com)**

**Field Trips** May be taken as needed to accomplish course objectives.