

High School, Lifetime Wellness

Big Ideas/Key Concepts

Component: Personal Wellness (PW) – Subcomponents: Nutrition, Fitness,

Component: Mental, Emotional, and Social Health (MESH) – Subcomponents: Emotional Health, Mental Health, Social Health

Component: First Aid and Safety (FAS) – Subcomponents: First Aid Procedures, Personal Safety,

Component: Human Growth and Development (HGD)– Subcomponents: Relationships, Sexuality,

Component: Substance Use and Abuse (SUA) – Subcomponents: Appropriate Use, Health Risks, Risk Reduction

1st Quarter

Standards	Student Friendly “I Can” Statements
PW.1 Nutrition Identify the relationship between healthy eating and total wellness.	PW.1 I can examine factors that influence a healthy diet. I can interpret information provided on food labels.
PW.2 Nutrition Evaluate personal nutritional and energy needs.	PW.2 I can list and describe the six nutrient classifications. I can identify the three nutrients that provide the body with energy.
PW.3 Nutrition Examine the relationship between diet and disease. (e.g., metabolic syndrome, hypertension, hyperlipidemia).	PW.3 I can analyze the relationship between food choices and diseases
PW.4 Fitness Implement the health-related and skill-related components of fitness.	PW.4 I can list, compare, and differentiate health-related and skill-related components of fitness.
PW.5 Fitness Analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness.	PW.5 I can practice skills associated with different cardiovascular activities.

Standards	Student Friendly "I Can" Statements
<p>PW.6 Fitness Describe and apply principles related to physical activity (i.e., principles of training, target heart rate, warm- up/cool-down).</p>	<p>PW.6 I can calculate personal resting, maximum and target heart rates. I can recognize and apply proper warm up and cool down procedures associated with exercise.</p>
<p>PW.7 Fitness Construct fitness goals (i.e., S.M.A.R.T.).</p>	<p>PW.7 I can design and evaluate a personal fitness program.</p>
<p>2nd Quarter MESH.1 Emotional Health Identify emotions and their effects on the mind and body.</p>	<p>MESH.1 I can identify various emotions and their effects on my mind and body.</p>
<p>MESH.2 Emotional Health Recognize stressors and formulate personal stress management techniques.</p>	<p>MESH.2 I can analyze the causes of stress in my life and create personal stress management techniques.</p>
<p>MESH.3 Emotional Health Design useful strategies for suicide prevention.</p>	<p>MESH.3 I can identify the signs of someone contemplating suicide and know of at least two trusted adults I can talk to about my concerns.</p>
<p>MESH.4 Mental Health Examine characteristics of mental health conditions (i.e., anxiety, depression, eating).</p>	<p>MESH.4 I can list various emotions, personal stressors, characteristics of a positive support group, and ways to resolve interpersonal conflicts.</p>
<p>MESH.5 Mental Health Describe the stages of grief.</p>	<p>MESH.5 I can identify and define the five stages of grief.</p>

Standards	Student Friendly “I Can” Statements
<p>MESH.6 Social Health Identify positive ways of resolving interpersonal conflict.</p>	<p>MESH.6 I can examine various roadblocks to good mental health and strategies that are useful to meet my needs.</p>
<p>MESH.7 Social Health Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).</p>	<p>MESH.7 I can identify various strategies I can utilize when faced with an uncomfortable situation and can be confident in saying “No.”</p>
<p>3rd Quarter FAS.1 First Aid Procedures Identify and demonstrate the skills necessary in responding to medical emergencies (e.g., common injuries, AED, choking).</p>	<p>FAS.1 I can identify signs and symptoms of life-threatening and non-life-threatening situations.</p>
<p>FAS.2 First Aid Procedures Demonstrate hands-on CPR.</p>	<p>FAS.2 I can simulate steps for administering CPR and using an AED.</p>
<p>FAS.3 Personal Safety Explain how potential risks associated with technology, transportation, and high-risk behaviors affect safety.</p>	<p>FAS.3 I can list situations considered to be emergencies. I can understand the consequences of participating in high-risk behaviors.</p>
<p>HGD.1 Relationships Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).</p>	<p>HGD.1 I can explain various aspects of positive relationships when it comes to my family, friends, dating, at work, and in the community.</p>
<p>HGD.2 Relationships Determine the influence of families, media, cultural traditions, and economic factors on human development.</p>	<p>HGD.2 I can examine the role that others play in human development.</p>

Standards	Student Friendly “I Can” Statements
<p>HGD.3 Sexuality Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).</p>	<p>HGD.3 I can explain the basic structure of the human reproductive system as they relate to the human life cycle.</p>
<p>HGD.4 Sexuality Recognize abstinence from all sexual activity as a positive choice.</p>	<p>HGD.4 I can examine the positive outcomes pertaining to abstinence.</p>
<p>HGD.5 Sexuality Identify potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs).</p>	<p>HGD.5 I can examine the risks involved in engaging in sexual activity.</p>
<p>HGD.6 Sexuality Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).</p>	<p>HGD.6 I can describe the practices such as self-examinations necessary to maintain reproductive health.</p>
<p>4th Quarter SUA.1 Appropriate Use Describe the proper use of over the counter and prescription drugs.</p>	<p>SUA.1 I understand the proper use of over-the-counter drugs and their purpose.</p>
<p>SUA.2 Appropriate Use Predict the benefits of a lifestyle free from chemical misuse (e.g., career goals, healthy relationships, life expectancy).</p>	<p>SUA.2 I can describe several benefits from living a lifestyle free from drug use.</p>
<p>SUA.3 Health Risks Summarize the consequences of drug use. (i.e., alcohol, tobacco [e-cigs/vaping], prescription medications, marijuana.).</p>	<p>SUA.3 I can discuss the health risks associated with alcohol and substance abuse.</p>
<p>SUA.4 Health Risks Analyze the role of family, community, and cultural norms in deciding to use drugs.</p>	<p>SUA.4 I can analyze outside factors and how other people can play a role in my decision to use or not use drugs.</p>

Standards	Student Friendly "I Can" Statements
<p>SUA.5 Health Risks Articulate the effects of substance misuse and abuse on society (e.g., on school, job, crime, physical enhancement).</p>	<p>SUA.5 I can examine and explain the role drug use has on our society.</p>
<p>SUA.6 Health Risks Identify common warning signs of opioid and IV drug abuse.</p>	<p>SUA.6 I can name three warning signs of opioid and IV drug use.</p>
<p>SUA.7 Health Risks Identify common symptoms of opioid prescription and IV drug overdose.</p>	<p>SUA.7 I can recognize the symptoms if someone is experiencing a drug overdose due to opioid prescription or IV drug use.</p>
<p>SUA.8 Health Risks Demonstrate how to tell a trusted adult that someone you know may be misusing drugs.</p>	<p>SUA.8 I can describe what I would say to an adult if I suspected someone I knew was misusing drugs.</p>
<p>SUA.9 Risk Reduction Research school and community resources for treatment and intervention.</p>	<p>SUA.9 I can name at least 3 school or community-based drug treatment or intervention services.</p>
<p>SUA.10 Risk Reduction Predict the short- and long-term effects of drug use on an individual's health.</p>	<p>SUA.10 I can identify consequences of substance misuse both short and long-term.</p>