

CHRISTIAN HEALTH AND WELLNESS

Instructors: Andre Gosch, Dale Walz

Text: None (Perspectives On Health by D.C. Heath is a reference)

Offering: Required one semester course for Freshmen

Purpose: The purpose of Christian Health and Wellness is to develop a health-conscious Christian, who applies Christian principles to personal matters of physical, emotional, social, and spiritual health.

Course Outcomes: Students will:

1. Identify the components of health(heredity, environment, wellness, lifestyle,) and explain how these components have impacted their lives.
2. Describe basic nutritional principles and integrate this knowledge into decisions regarding nutrition choices.
3. Explain the components and identify Biblical principles, Strategies, and skills that foster the development of a healthy personalities, and integrate these components into their personal lives.
4. Distinguish the various roles in the Christian family and explain the importance of each role.
5. Identify Biblical principles, strategies and skills that foster the development of healthy relationships(friends, dating, marriage).
6. Identify the various stages of physical and emotional Development from adolescence to adulthood and relate this information to one's personal experience.
7. Develop an understanding of God's gift of sexuality and the influence this has on individual choices regarding sexuality.
8. Identify modern health problems (substance abuse, infectious diseases, sexually transmitted diseases, non-infectious diseases) and develop God -pleasing plans and strategies to prevent or minimize the possibility of these problems impacting their lives.

Course Goals: Students will:

1. Develop a greater appreciation for their body(Psalm 139:14, “I will praise God for I am fearfully and wonderfully made. Your works are wonderful, I know that full well.”).
2. Live a healthy Christian lifestyle.
3. Apply Christian principles in decision making relative to health matters.
4. Support and encourage others in living healthy Christian lives.

School Outcomes Addressed By Christian Health and Wellness:

1. Fruits of their faith in Jesus Christ through Christians love, service, and witness.
2. Perceptive thinking which integrates experience, research, and reason with God’s will as revealed in His Holy Word in critical analysis, problem solving, and decision making.
3. Effective communication skills by listening; expressing their thoughts, feelings, faith, and ideas; and working cooperatively with others in family, school church, work and community settings.
4. The knowledge, skills, and attitudes necessary to become self-initiating and self-directing life-long learners.

Department Outcomes

1. A knowledgeable participant who:
 - Demonstrates competency in many, and proficiency in a few movement activities.
 - organizes/plans activities.
 - Applies movement concepts and principles to the learning and development of motor skills.
2. A physically active person who:
 - Analyzes fitness needs.
 - Designs a personal fitness program.
 - Applies fitness in his/her personal life.
3. A cooperative Christian sportsman who

- Communicates encouragement, support, and understanding
 - Applies Christian love in competitive situations
 - Demonstrates understanding and respect for differences among people in physical activity settings.
4. A health-conscious Christian who:
- Analyzes personal lifestyles
 - Applies Christian principles to health questions
 - Communicates health-conscious concepts to others
 - Applies physical, mental, social, and spiritual wellness practices to personal life.

Course Outline:

Unit One: Help Yourself to Health

- Identify, differentiate and classify the components of wellness.
- Explain a decision making process and apply a decision making model to real life wellness problems.
- Categorize foods on the food pyramid and relate the 6 nutrients to these basic food groups.
- Keep a 24 hour diary of food consumption and then develop a diet to adapt for any nutritional shortcomings in their diet.
- Classify forms of exercise and recognize their contributions to total physical wellness.

Number of days: 15

School Outcomes: 1, 2, 3, 4

Department Outcomes: 2, 4

WI State Standards: A(12): 1,2,3,4,5,6,7,8; B(12): 1,2,3,4; C(12): 1,2,3,4; D(12): 3;

E(12): 1,2,3,4; G(12): 1.2.4.

Unit Two: Mental Health

- Describe how mental health relates to wellness.
- Identify and explain the hereditary and environmental factors affecting behavior and assess the role of these factors as obstacles to developing a healthy personality.
- Define personality and recognize common personality traits.
- Identify and inventory their own personality traits.
- Recognize forces that tear down personality and develop an attitude of tolerance and understanding toward the differences that make an individual.
- Recognize how greatness of character develops through a close walk with the Savior by looking at Biblical characters.
- Identify the characteristics of a mentally healthy person.
- Identify the key concepts in handling stress.

- Recognize the causes of anger and violence and how to prevent violent conflicts.
- Explain the difference between stress and distress.
- Describe the three stages of physiological stress response.
- Identify common stressors in their lives.
- Explain the relationship between stress and health.
- Identify the common warning signs of a potential suicide.
- Identify resources for helping someone who is depressed and having thoughts of suicide.
- Identify myths about suicide which leave dangerous impressions.
- Understand how to help a friend who may be suicidal.
- List effective time management techniques.
- Understand Christian conduct, character, and convictions; and the role they play in mental wellness.
- To gain insight into managing the inside and outside pressures of life.
- Recognize the causes of anger and violence and how to prevent violent conflicts.
- Identify the keys to achieving mental wellness.

Number of days: 10

School Outcomes: 2, 3, 4,

Department Outcomes: 4

WI State Standards: A(12): 1,2,4,6,7,8; B(12): 1,2,3,4,6; C(12): 1,2,3,4; D(12): 2,3; E(12): 1,2; F(12): 1,2,3,4,5,6; G(12): 1,2,4.

Unit Three: Human Development

- Identify and describe characteristics of healthy relationships.
- Distinguish between infatuation and love.
- Describe responsible behavior in dating relationships.
- Identify dating concerns, pressures, and sexuality.
- Outline God's limits for sexual relationships.
- Describe strategies for abstinence.
- Discuss dating limits in accordance with God's plan.
- Discuss the differences in male and female emotions, needs, and desires relative to love and sex.
- Identify and describe types of harassment.
- Discuss the sorrows associated with the sin of premarital sex.
- Discuss ways to reduce the risks of harassment and teen pregnancy.
- Identify ways to reduce the risk of rape and date rape.
- Discuss the dangers of pornography.
- Describe characteristics of a healthy Christian marriage.
- Identify open communication as a key in maintaining family relationships.
- Identify sources of help for resolving family crises.
- Marvel at God's wonderful creation - - the human body.
- Describe how the endocrine system helps maintain balance between all body systems.

- Identify bodily functions regulated by the hormones produced by each endocrine gland.
- Describe the major disorders of the endocrine system.
- Compare and contrast the bodily changes occurring with the onset of puberty for males and females.
- Trace the path of the egg cell from its point of origin to the uterus.
- Identify the hormones responsible for the menstrual cycle.
- Outline the stages of the menstrual cycle.
- Identify and explain the function of the female reproductive organs.
- Describe common disorders of the female reproductive system.
- Trace the path of the sperm cell from its point of origin to its exit from the body.
- Identify and explain the function of the male reproductive organs.
- Describe common disorders of the male reproductive system.
- Explain God's plan for human reproduction.

Number of Days: 14

School Outcomes: 2, 3, 4

Department Outcomes: 4

WI State Standards: A(12): 4,5,6,7,8; B(12): 1,2,3,6; C(12): 1,2,3,4; D(12):4,5; E(12): 1,2,3,4; F(12): 1,2,3,4,5; G(12): 1,4.

Unit Four: Preventing Substance Abuse

- Discuss being good stewards of the body God has given us.
- Identify the major factors leading to tobacco use.
- Describe the stages of developing a nicotine addiction.
- Identify the harmful substances in tobacco smoke.
- Identify the long-term health risks associated with tobacco use.
- Describe the effects of tobacco smoke on the non-smoker.
- Distinguish between mainstream and side stream smoke.
- Identify the physical and psychological benefits of quitting tobacco use.
- List techniques that help people quit tobacco use.
- Master techniques for saying "no" to tobacco use.
- Describe the psychoactive effects of alcohol on the mind and body.
- list the factors that may influence young people to drink.
- Describe the drinking patterns of American adults.
- Describe the characteristics of problem drinkers.
- Define alcoholism.
- Determine the reasons people use alcohol.
- Describe various techniques to avoid alcohol abuse.
- Describe the effects of alcohol intoxication.
- Explain the dangers in drinking large amounts of alcohol in a short time.
- Describe the consequences of mixing alcohol and other drugs.
- Describe the long-term effects of alcohol abuse on the body and mind.

- Explain the effects of alcohol during pregnancy.
- Describe methods of recovery for alcohol addiction.
- Describe the effects of alcohol abuse on the home and job.
- Describe the effects of alcohol abuse on driving cars, boats and other vehicles.
- Identify reasons teens should choose not to drink.
- Discuss ways to deal with temptation and peer pressure to drink.
- Describe strategies to avoid riding with a drinking driver.
- Identify sources of help for teens who are experiencing a problem related to alcohol..
- Define drug abuse.
- List reasons people abuse drugs.
- Identify and describe factors related to drug dependence.
- Explain the role of alcohol and tobacco as gateway drugs.
- Identify the dangers of drug abuse.
- Classify examples of psychoactive drugs as stimulants, depressants, analgesics/narcotics, or hallucinogens.
- Identify examples of commonly abused drugs and describe their major risks and harmful effects.
- Describe the consequences of drug abuse.
- Identify the effects of drug abuse on crime, disease, pregnancy, and personal relationships.
- Describe methods for treating drug dependence.
- Identify strategies for avoiding drugs.
- Recognize the signs of drug abuse.
- Describe ways of getting help for someone who abuses drugs.

Number of Days: 32

School Outcomes: 2, 3, 4

Department Outcomes:3, 4

WI State Standards: A(12): 1,2,3,4,5,6,7,8; B(12): 1,2,3,4,6; C(12): 1,2,3,4; D(12): 1,2,3,4; E(12): 1,2,3; F(12): 1,2,3,4,5,6; G(12): 1,2,3,4,5;

Unit Five: Modern Health Problems

- Identify and describe five pathogens and investigate how they are spread.
- Describe the body's structural and cellular defenses against pathogens.
- Describe the body's immune system and immune deficiency syndrome.
- Examine how vaccines work to control disease.
- Identify and describe the most common infectious diseases including sexually transmitted diseases.
- Describe the major cardiovascular diseases, their treatments, and steps that lead to prevention.
- Discuss the wellness approach to infectious and non-infectious diseases.

Number of Days: 7

School Outcomes: 2, 3, 4, 5

Department Outcomes: 3, 4

WI State Standards: A(12): 1,2,3,4,5,6,7,8; B(12): 1,2,3,4,6; C(12): 1,2,3,4; D(12): 1,2,3,4; E(12): 1,2,3; F(12): 1,2,3,4,5,6; G(12): 1,2,3,4,5.

Instructional Strategies:

Lecture:	30%
Small group work:	15%
Class discussion:	30%
Student Reports:	5%
Video Presentation:	15%
Review:	5%

Evaluation:

Tests:	55%
Quizzes:	15%
Assignments, reports, and projects:	30%

Grading:

Points are assigned to each assignment, project, quiz, test, or report. At the conclusion of the quarter a percentage grade will be assigned, based on the number of points earned and the number of points possible.

The final semester grade is achieved in the following manner:

Quarter 1 grade = 40%
Quarter 2 grade = 40%
Semester test grade = 20%

Appendix

Health and Physical Education Outcomes / Wisconsin State Standards

Course: Christian Health and Wellness

Instructors: Andre Gosch, Dale Walz

Health and Physical Education Department Outcomes

Unit One: Help Yourself to Health

- 2.1 Analyze fitness needs.
- 2.2 Design personal fitness programs
- 2.3 Apply fitness in their personal lives.
- 4.1 Analyze personal lifestyles
- 4.2 Apply Christian principles and values to health questions.
- 4.3 Communicate health-conscious concepts to others.
- 4.4 Apply physical, mental, social, and spiritual wellness practices to their personal lives.

Unit Two: Mental Health

- 4.1 Analyze personal lifestyles
- 4.2 Apply Christian principles and values to health questions.
- 4.3 Communicate health-conscious concepts to others.
- 4.4 Apply physical, mental, social, and spiritual wellness practices to their personal lives.

Unit Three: Human Development

- 4.1 Analyze personal lifestyles.
- 4.2 Apply Christian principles and values to health questions.
- 4.3 Communicate health-conscious concepts to others.
- 4.4 Apply physical, mental, social, and spiritual wellness practices to their personal lives.

Unit Four: Preventing Substance Abuse

- 3.1 Communicate encouragement, support, and understanding.
- 4.1 Analyze personal lifestyles.
- 4.2 Apply Christian principles and values to health questions.
- 4.3 Communicate health-conscious concepts to others.
- 4.4 Apply physical, mental, social, and spiritual wellness practices to their personal lives.

Unit Five: Modern Health Problems

- 3.1 Communicate encouragement, support, and understanding.
- 4.1 Analyze personal lifestyles.
- 4.2 Apply Christian principles and values to health questions.
- 4.3 Communicate health-conscious concepts to others.
- 4.4 Apply physical, mental, social, and spiritual wellness practices to their lives.

Wisconsin State Standards

Unit One: Help Yourself to Health

- A12.1 Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.
- A12.2 Analyze how the environment influences the health of the community.
- A12.3 Describe how to enhance health and reduce risks throughout life.
- A12.4 Analyze how the prevention and control of health problems are influenced by education, research, and advances in all health-care fields.
- A12.5 Explain the impact of personal health behaviors on the functioning of the body systems.
- A12.6 Analyze how the family, peers, and community influence the health of individuals.
- A12.7 Analyze how behavior can impact health maintenance and disease and injury prevention.
- A12.8 Analyze how public health and social policies, along with government regulations, influence health promotion and disease prevention.
- B12.1 Analyze the role of individual responsibility for enhancing health.
- B12.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.
- B12.3 Analyze the short-term and long-term consequences of various behaviors.
- B12.4 Demonstrate strategies to improve and maintain personal, family, and community health.
- C12.1 Demonstrate the ability to use various decision-making strategies related to health needs and risks.
- C12.2 Apply knowledge of individual, family, and community influences to decision-making processes.
- C12.3 Predict immediate and long-term impacts of health decisions on the individual, family, and community.
- C12.4 Develop, implement, and evaluate an effective plan for a healthy and productive life.
- D12.3 Evaluate factors that influence personal selection of health products and services.
- E12.1 Evaluate the influences of culture on health behaviors and services.
- E12.2 Evaluate the effect of media and other factors on personal, family, and community health.
- E12.3 Evaluate the effect of technology on personal, family, and community health.
- E12.4 Analyze how information from the community influences health.
- G12.1 Evaluate the effectiveness of various methods to accurately express health information and ideas.
- G12.2 Convey valid information and express opinions about health issues.
- G12.4 Demonstrate the ability to influence and support others in making positive health choices.

Unit Two: Mental Health

- A12.1 Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.
- A12.2 Analyze how the environment influences the health of the community.

A12.4 Analyze how the prevention and control of health problems are influenced by education, research and advances in health-care fields.

A12.6 Analyze how the family, peers, and community influence the health of individuals.

A12.7 Analyze how behavior can impact health maintenance and disease and injury prevention.

A12.8 Analyze how public health and social policies, along with government regulations, influence health promotion and disease prevention.

B12.1 Analyze the role of individual responsibility for enhancing health.

B12.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.

B12.3 Analyze the short-term and long-term consequences of various behavior.

B12.4 Demonstrate strategies to improve and maintain personal, family, and community health.

B12.6 Continue to demonstrate ways to avoid and reduce threatening situations.

C12.1 Demonstrate the ability to use various decision-making strategies related to health needs and risks.

C12.2 Apply knowledge of individual, family, and community influences to the decision-making processes.

C12.3 Predict immediate and long-term impacts of health decisions on the individual, family, and community.

C12.4 Develop, implement, and evaluate an effective plan for a healthy and productive life.

D12.2 Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.

D12.3 Evaluate factors that influence personal selection of health products and services.

E12.1 Evaluate the influences of culture on health behaviors and services.

E12.2 Evaluate the effect of media and other factors on personal, family, and community health.

F12.1 Demonstrate skills to communicate effectively with family, peers, and others.

F12.2 Demonstrate healthy ways to express needs, wants, and feelings.

F12.3 Demonstrate ways to communicate care, consideration, and respect for themselves and others.

F12.4 Demonstrate strategies to solve interpersonal conflicts without harming self or others.

F12.5 Analyze possible causes or conflicts.

F12.6 Demonstrate strategies to prevent and resolve conflict in healthy ways.

G12.1 Evaluate the effectiveness of various methods to accurately express health information and ideas.

G12.2 Convey valid information and express opinions about health issues.

G12.4 Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.

Unit Three: Human Development

A12.4 Analyze how the prevention and control of health problems are influenced by education, research, and advances in health-care fields.

A12.5 Explain the impact of personal health behaviors on the functioning of body systems.

A12.6 Analyze how the family, peers, and community influence the health of individuals.

A12.7 Analyze how behavior can impact health maintenance and disease and injury prevention.

A12.8 Analyze how public health and social policies, along with government regulations, influence health promotion and disease prevention.

B12.1 Analyze the role of individual responsibility for enhancing health.

B12.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.

B12.3 Analyze the short-term and long-term consequences of various behaviors.

B12.6 Continue to demonstrate ways to avoid and reduce threatening situations.

C12.1 Demonstrate the ability to use various decision-making strategies related to health needs and risks.

C12.2 Apply knowledge of individual, family, and community influences to decision-making processes.

C12.3 Predict immediate and long-term impacts of health decisions on the individual, family, and community.

C12.4 Develop, implement, and evaluate an effective plan for a healthy and productive life.

D12.4 Demonstrate the ability to access school and community health-care services for themselves and others.

D12.5 Analyze cost and accessibility of health-care services.

E12.1 Evaluate the influences of culture on health behaviors and services.

E12.2 Evaluate the effect of media and other actors on personal, family, and community health.

E12.3 Evaluate the impact of technology on personal, family, and community health.

E12.4 Analyze how information from the community influences health.

F12.1 Demonstrate skills to communicate effectively with family, peers, and others.

F12.2 Demonstrate healthy ways to express needs, wants, and feelings.

F12.3 Demonstrate ways to communicate care, consideration, and respect for themselves and others.

F12.4 Demonstrate strategies to solve interpersonal conflicts without harming self or others.

F12.5 Analyze possible causes of conflict.

G12.1 Evaluate the effectiveness of various methods to accurately express health information and ideas.

G12.4 Demonstrate the ability to influence and support others in making positive health choices.

Unit Four: Preventing Substance Abuse

A12.1 Describe the interrelationships of mental, emotional, social, and physical health through adulthood.

A12.2 Analyze how the environment influences the health of the community.

A12.3 Describe how to enhance health and reduce risks throughout life.

A12.4 Analyze how the prevention and control of health problems are influenced by education, research, and advances in all health-care fields.

A12.5 Explain the impact of personal health behaviors on the functioning of body systems.

A12.6 Analyze how the family, peers, and community influence the health of individuals.

A12.7 Analyze how behavior can impact health maintenance and disease and injury prevention.

A12.8 Analyze how public health and social policies, along with government regulations, influence health promotion and disease prevention.

B12.1 Analyze the role of individual responsibility for enhancing health.

B12.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.

B12.3 Analyze the short-term and long-term consequences of various behaviors.

B12.4 Demonstrate strategies to improve and maintain personal, family, and community health.

B12.6 Continue to demonstrate ways to avoid and reduce threatening situations.

C12.1 Demonstrate the ability to use various decision-making strategies related to health needs and risks.

C12.2 Apply knowledge of individual, family, and community influences to decision-making processes.

C12.3 Predict immediate and long-term impacts of health decisions on the individual, family, and community.

C12.4 Develop, implement, and evaluate an effective plan for a healthy and productive life.

D12.1 Evaluate the validity of health information, products, and services.

D12.2 Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.

D12.3 Evaluate factors that influence personal selection of health products and services.

D12.4 demonstrate the ability to access school and community health services for themselves and others.

E12.1 Evaluate the influences of culture on health behaviors and services.

E12.2 Evaluate the effect of media and other factors on personal, family, and community health.

E12.3 Evaluate the impact of technology on personal, family, and community health.

F12.1 Demonstrate skills to communicate effectively with family, peers, and others.

F12.2 Demonstrate healthy ways to express needs, wants, and feelings.

F12.3 Demonstrate ways to express care, consideration, and respect for themselves and others.

F12.4 Demonstrate strategies to solve interpersonal conflicts without harming self or others.

F12.5 Analyze possible causes of conflict.

F12.6 Demonstrate strategies to prevent and resolve conflict in healthy ways.

G12.1 Evaluate the effectiveness of various methods to accurately express health information and ideas.

G12.2 Convey valid information and express opinions about health issues.

G12.3 Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, schools, and communities.

G12.4 Demonstrate the ability to influence and support others in making positive health choices.

G12.5 Utilize strategies to overcome barriers when promoting information, ideas, feelings, and opinions about health issues.

Unit Five: Modern Health Problems

A12.1 Describe the interrelationships of mental, emotional, social, and physical health through adulthood.

A12.2 Analyze how the environment influences the health of the community.

A12.3 Describe how to enhance health and reduce risks throughout life.

A12.4 Analyze how the prevention and control of health problems are influenced by education, research, and advances in all health-care fields.

A12.5 Explain the impact of personal health behaviors on the functioning of body systems.

A12.6 Analyze how the family, peers, and community influence the health of individuals.

A12.7 Analyze how behavior can impact health maintenance and disease and injury prevention.

A12.8 Analyze how public health and social policies, along with government regulations, influence health promotion and disease prevention.

B12.1 Analyze the role of individual responsibility for enhancing health.

B12.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.

B12.3 Analyze the short-term and long-term consequences of various behavior.

B12.4 Demonstrate strategies to improve and maintain personal, family, and community health.

B12.6 Continue to demonstrate ways to avoid and reduce threatening situations.

C12.1 Demonstrate the ability to use various decision-making strategies related to health needs and risks.

C12.2 Apply knowledge of individual, family, and community influences to decision-making processes.

C12.3 Predict immediate and long-term impacts of health decisions on the individual, family, and community.

C12.4 Develop, implement, and evaluate an effective plan for a healthy and productive life.

D12.1 Evaluate the validity of health information, products, and services.

D12.2 Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.

D12.3 Evaluate factors that influence personal selection of health products and services.

D12.4 demonstrate the ability to access school and community health services for themselves and others.

E12.1 Evaluate the influences of culture on health behaviors and services.

E12.2 Evaluate the effect of media and other factors on personal, family, and community health.

E12.3 Evaluate the impact of technology on personal, family, and community health.

F12.1 Demonstrate skills to communicate effectively with family, peers, and others.

F12.2 Demonstrate healthy ways to express needs, wants, and feelings.

F12.3 Demonstrate ways to express care, consideration, and respect for themselves and others.

F12.4 Demonstrate strategies to solve interpersonal conflicts without harming self or others.

F12.5 Analyze possible causes of conflict.

F12.6 Demonstrate strategies to prevent and resolve conflict in healthy ways.

G12.1 Evaluate the effectiveness of various methods to accurately express health information and ideas.

G12.2 Convey valid information and express opinions about health issues.

G12.3 Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, schools, and communities.

G12.4 Demonstrate the ability to influence and support others in making positive health choices.

G12.5 Utilize strategies to overcome barriers when promoting information, ideas, feelings, and opinions about health issues.

Unit One: Help Yourself to Health

Unit Outline: (15 days)

A. Introduction to Unit One (1 day)

1. Lesson materials: Bible, notes, worksheets
2. Method: Small group discussion of related Bible passages
3. Goals:
 - To gain an appreciation for this wonderful creation
 - To understand how sin changed the world and affects our health; physically, mentally, socially, and spiritually.
 - To understand how we can use our bodies to the glory of God

B. Components of Health (4 days)

1. Lesson materials: Topic outline, transparencies
2. Method: Lecture and discussion
3. Goals:
 - To understand how the definition of health has changed over the years with medical advances and technology
 - To understand the reasons for increased life expectancy
 - To learn the four components of wellness
 - To understand the four health determining factors and how each relates to us
 - To learn and use a decision making model and apply it to real life situations

C. Nutrition (6 days)

1. Lesson materials: Topic notes, videos (“The New Food Guide Pyramid,” and “Fast Foods,”), The “DINE” program and worksheets, the stewards’ lab(1 day)
2. Methods: Video presentations, teacher explanation and guidance, computer program (DINE).
3. Goals:
 - Identify the 6 key nutrients and describe their function
 - Describe and explain the Food Guide Pyramid
 - Identify and classify a personal day’s intake of food according to the five food groups and the six nutrients
 - To understand the value of food labeling for consumers

- Identify the characteristics of eating disorders and the health issues they present

D. Exercise (3 days)

1. Lesson materials: Topic notes, transparencies
2. Method: Lecture and discussion
3. Goals:
 - To identify the components of physical fitness
 - To classify forms of exercise and recognize their contribution to total physical wellness
 - To understand the benefits of fitness through exercise
 - To understand the key factors in designing a personal fitness program
 - To be able to calculate a person's target heart rate

E. Assessment (1 day) Written test

Unit Two: Mental Health

Unit Outline: 10 days

A. Personality (1 day)

1. Lesson materials: Topic notes, transparencies, handout: "Clues to Your Personality," and "Describing Your Personality"
2. Methods: Lecture, discovery, and discussion
3. Goals:
 - Describe how mental health relates to wellness
 - Identify and explain the hereditary and environmental factors affecting behavior and assess the role of these factors in developing a healthy personality
 - Define personality and recognize common personality traits
 - Identify and inventory their own personality traits
 - Recognize forces that tear down personality and develop an attitude of tolerance and understanding toward the differences that make an individual
 - Recognize how greatness of character develops through a close walk with the Savior by looking at Biblical characters
 - Identify the characteristics of a mentally healthy person

B Stress (2 days)

1. Teacher materials: Topic notes, transparencies, worksheet-"How Does Your Stress Score?" and "Stress Busters"
2. Method: Lecture, discovery, discussion

3. Goals:
 - Identify the key concepts in handling stress
 - Recognize the causes of anger and violence and how to prevent violent conflicts
 - Explain the difference between stress and distress
 - Describe the three stages of physiological stress response
 - Identify common stressors in life
 - Explain the relationship between stress and health

C. Depression and Suicide (2 days)

1. Lesson materials: Topic notes, video – Edge TV, Edition 10, “Suicide.”
2. Methods: Lecture, discussion, video on suicide
3. Goals:
 - Identify the common warning signs of a potential suicide
 - Identify resources for helping someone who is depressed and having thoughts of suicide
 - Identify myths about suicide which leave dangerous impressions
 - Understanding how to help a friend who may be suicidal

D. Managing Your Life and Achieving Mental Wellness (3 days)

1. Lesson materials: Topic notes, worksheets _”Your Anger Style Inventory,” and “How Fights Start,”; video- “Body Image”
2. Methods: Lecture, discussion, and discovery
3. Goals:
 - Understand Christian conduct, character, and convictions; and the role they play in mental wellness
 - To gain insight into managing inside and outside pressures
 - To recognize the causes of anger and violence and how to prevent violent conflicts
 - Identify the keys to achieving mental wellness

E. Review (1 day)

Play “Gender Feud” using terms and concepts from unit two.

F. Assessment: (1 day) Written test

Unit Three: Human Development

Unit Outline: (14 days)

A. The Endocrine System (3 days)

1. Lesson materials: Video – “The Endocrine System”(20 min>), Topic notes, student outline and diagram, transparencies
2. Methods: Video and lecture
3. Goals:
 - Marvel at God’s wonderful creation - - the human body
 - Describe how the endocrine system helps maintain balance between all body systems
 - Identify bodily functions regulated by the hormones produced by each endocrine gland
 - Describe the major disorders of the endocrine system
4. Assessment: Written quiz

B. The Reproductive System (4 days)

1. Lesson materials: Reproductive system transparencies, topic notes, student outline and diagrams
2. Method: Lecture
3. Goals:
 - Compare and contrast the bodily changes occurring in puberty for males and females
 - Trace the path of the egg from ovary to uterus
 - Identify the hormones responsible for the menstrual cycle
 - Outline the stages of the menstrual cycle
 - Identify and explain the function of the female reproductive organs
 - Describe the common disorders of the female reproductive system
 - Trace the path of the sperm cell from its point of origin to its exit of the body
 - Identify and explain the function of the male reproductive organs
 - Describe common disorders of the male reproductive system
 - Explain God’s plan for human reproduction
4. Assessment: Written test including diagrams for identification of organs

C. Dating and Marriage (7 days)

1. Dating (3 days)
 - a. Lesson materials: Video – “The Great Mate Race”, topic notes, handouts – “How Far Should You Go?”; and “Dating Steam – O – Meter”
 - b. Methods: Video, lecture, discussion, small group discussion and discovery
 - c. Goals:
 - Identify and describe characteristics of healthy relationships
 - Distinguish between infatuation and love
 - Describe responsible behavior in dating relationships
 - Identify dating concerns, pressures, and sexuality
 - Outline God’s limits for sexual relationships
 - Describe strategies for abstinence
 - Discuss dating limits in accordance with God’s plan

- Discuss the differences in male and female emotions, needs, and desires relative to love and sex
2. Issues of Concern (2 days)
 - a. Lesson materials: Topic notes, articles – “Sexual Harassment in Schools”, “Tips For Staying Safe”, and articles on date rape drugs and rapists
 - b. Methods: Lecture and discussion
 - c. Goals:
 - Identify and describe types of harassment
 - Discuss the sorrows associated with the sin of premarital sex
 - Discuss ways to reduce the risks of harassment and of teen pregnancy
 - Identify ways to reduce the risk of rape and date rape
 - Discuss the dangers of pornography
 3. Marriage (1 day)
 - a. Lesson materials: Topic notes
 - b. Method: lecture
 - d. Goals:
 - Discuss the characteristics of a healthy Christian marriage
 4. Assessment: Written test on Dating and Marriage

Unit Four: Preventing Substance Abuse

Unit Outline:

A. Tobacco (8 days)

1. Tobacco products, history , and warnings: (1 day)
 - a. Lesson materials: Tobacco pretest, topic notes, samples of each type of tobacco, warning labels from products and advertisements
 - b. Methods: Lecture, demonstration, discovery, pre-test
 - c. Goals:
 - Explain the history of tobacco and its growth to popularity
 - Discuss the use of various warning labels used from 1966 to the present.
2. Why people start and how they reach tobacco addiction: (1 day)
 - a. Lesson materials: Topic notes, magazine ads, “Smoking Survey”
 - b. Methods: Lecture, discovery –“Smoking Survey”
 - c. Goals:

- Analyze tobacco- marketing techniques.
- Discuss being good stewards of the bodies God has given us.
- Identify the major factors leading to tobacco use.
- Describe the stages of developing a nicotine addiction.

3. Tobacco's effects on the human body: (2 days)

- a. Lesson materials: Topic notes, video – “Tobacco: Biology and Politics.”(17 min) and brochure titled “Five Ways Tobacco Companies Try To Trick You.”
- b. Methods: Lecture, video
- c. Goals:
 - Identify the harmful substances in tobacco smoke.
 - Identify the long-term health risks associated with tobacco use.
 - Describe the effects of tobacco smoke on the non-smoker.
- d. Assign the “Great American Smoke Out “ assignment.

4. Tobacco's long-term risks: For smokers, passive smokers, and the pregnant (1 day)

- a. Lesson materials: Topic notes, “To Tell The Truth”
- b. Methods Lecture and discovery
- c. Goals:
 - Identify the long-term risks associated with tobacco use.
 - Describe the effects of tobacco smoke on the non-smoker.
 - Distinguish between mainstream and side stream smoke.

5. Quitting tobacco use: (1 day)

- a. Lesson materials: Topic notes, video – “The Bog Leslie Story,” transparencies, product brochures
- b. Methods: Lecture, discussion, video
- c. Goals:
 - Identify the physical and psychological benefits of quitting tobacco use.
 - List the techniques or methods that help people quit tobacco use.

6. How to say “NO” and mean it: (1 day)

- a. Lesson materials: Topic notes, refusal skill cards,
- b. Methods: Lecture, small group demonstrations of refusal skills.
- c. Goals:
 - Master techniques for saying “NO” to tobacco use.

7. Tobacco Test (1/2 day)

B. Alcohol (11 days)

1. What is alcohol? Why do people drink? What is alcoholism? (3 days)
 - a. Lesson materials: Alcohol I.Q. test, topic notes, prepared transparencies (Identifying Problem Drinking), video – “The Truth About Alcohol” (30 min), handout – “Down The Hatch and Alcohol.”
 - b. Methods: Lecture, video presentations, alcohol pretest
 - c. Goals:
 - Describe the psychoactive effects of alcohol on the mind and body.
 - List the factors that may influence young people to drink.
 - Describe the drinking pattern of American adults.
 - Describe the characteristics of problem drinkers.
 - Define alcoholism.
 - Determine the reasons people use alcohol.
2. Alcohol’s effects and intoxication: (2 days)
 - a. Lesson materials: Transparency on BAC, handout – “Degree of Intoxication
 - b. Methods: Lecture and discussion
 - c. Goals:
 - Describe the effects of alcohol intoxication.
 - Explain the dangers in drinking large amounts of alcohol in a short time.
 - Describe the consequences of mixing alcohol and other drugs.
 - Describe the long-term effects of alcohol abuse on the body and mind.
 - Explain the effects of alcohol during pregnancy.
3. Alcohol’s long-term effects and recovery from addiction: (1 day)
 - a. Lesson materials: Topic notes
 - b. Method: Lecture
 - c. Goals:
 - Describe the methods of recovery for alcohol addiction.
 - Identify the physical and mental effects of long-term drinking.
4. Alcohol’s effect on home and society: (2 days)
 - a. Lesson materials: Topic notes, prepared transparencies, Video – “DWI – The dangerous road,” worksheet on “Alcohol and its Ripple Effect.”
 - b. Methods: Lecture and video
 - c. Goals:
 - Describe the effects of alcohol abuse on the home, job, and school.
 - Describe the effects of alcohol abuse on driving cars, boats, and other vehicles.

5. Deciding not to drink: (1 day)

- a. Lesson materials: Video – “Teen Alcoholics”(18 min), topic notes, handout – Contract For Life.”
- b. Methods: Lecture, video, discussion
- c. Goals:
 - Identify reasons teens should choose not drink.
 - Discuss ways to deal with temptation and peer pressure to drink.
 - Describe strategies to avoid riding with a drinking driver.
 - Identify sources of help for teens who are experiencing a problem related to alcohol.

6. Wrap up and review (1 day)

- a. Lesson materials: review sheet, Handout – “Surveying My Attitudes,”
- b. Methods: Discussion and discovery using worksheet
- c. Goals:
 - Complete all remaining work on alcohol unit.
 - Discuss results of worksheet – “Surveying My Attitudes,” and identify examples which affect others as being unacceptable.

7. Assessment: Written test (1 day)

C. Psychoactive Drugs and Steroids

1. Drug abuse - - What is it? How does it develop? Signs and dangers of drug abuse. (1 day)

- a. Lesson materials: Topic notes and outline
- b. Methods: Lecture
- c. Goals:
 - Define drug abuse
 - List reasons people use drugs
 - Identify and describe factors related to drug dependence
 - Recognize the signs of drug abuse
 - Identify the dangers of drug abuse
 - Describe the consequences of drug abuse
 - Identify the effects of drug abuse on crime disease, pregnancy and personal relationships

2. Classes of drugs and commonly abused drugs; Introduce, organize, and assign student presentations on drug topics. (1 day)

- a. Lesson materials: Topic notes, Psychoactive Drugs Presentation handout

- b. Method: Lecture, question and answer
 - c. Goals:
 - Classify examples of psychoactive drugs as stimulants, depressants, analgesics/narcotics, or hallucinogens
3. Student research on assigned drug topics (3 days)
- a. Lesson materials: Student presentation sheet, library resources
 - b. Methods: Research, conference
 - c. Goals:
 - Identify examples of commonly abused drugs and describe their use and abuse, risks, and dangers.
4. Final touches on presentations (1 day)
- a. Lesson materials: Student rough drafts of presentation
 - b. Methods: Conferencing, small group work
 - c. Goal:
 - Finalize and coordinate presentation details
5. Drug presentations (3-4 days)
- a. Lesson materials: Student presentations
 - b. Methods: Various methods used in student reports
 - c. Goals:
 - Identify commonly used drugs and describe their use and abuse
6. Treatment of drug abuse and prevention of drug abuse. (1 day)
- a. Lesson materials: Topic notes
 - b. Methods: lecture
 - c. Goals:
 - Describe methods for treating drug abuse
 - Describe ways of getting help for someone abusing drugs
 - Identify strategies for avoiding drugs
7. Review: “The Drug Video” (1 day)
- a. Lesson materials: The Drug video
 - b. Methods: Audio/visual presentation
 - c. Goals:
 - Reinforcing helpful drug information
 - Review for written test on drugs
8. Test on Psychoactive Drugs and Steroids (1 day)

Unit Five: Infectious/Non-infectious Diseases

Daily Outline: (7 days)

1. Causes of disease, disease transmission, and fighting infections (3 days)
 - a. Lesson materials: Topic notes, video – “Body Defenses Against Disease,” (22 min.) and Sexually Transmitted Disease.”
 - b. Methods: Video, lecture review
 - c. Goals:
 - Identify and describe five pathogens and investigate how they spread.
 - Describe the body’s structural and cellular defenses against pathogens.
 - Describe the body’s immune system and immune deficiency syndrome.
 - Examine how vaccines work to control disease.
 - Identify and describe the most common infectious diseases including sexually transmitted diseases.

2. Non-infectious diseases (2 days)
 - a. Lesson materials: Topic notes, cholesterol transparencies and article, work sheet on non-infectious diseases.
 - b. Methods: Lecture and discussion
 - c. Goals:
 - Describe the major cardiovascular diseases, their treatments, and steps that lead to prevention.
 - Discuss the wellness approach to infectious and non-infectious diseases.

3. Wrap up and review (1 day)
 - a. Lesson materials: review worksheet on non-infectious diseases
 - b. Method: Question and answer review with discussion
 - c. Goal:
 - Prepare for test on diseases

4. Assessment: Written test on unit (1 day)

Hand out review sheet for semester test.