

## Health and Wellness II

### Course Description:

Through the Health and Wellness II course, students will continue to study the functions and interactions of the body systems and analyze the relationship between these systems and optimal health. They also examine the impact of personal safety, emergency skills, and illegal substances on health, welfare, and personal fulfillment. Through the learning activities in this course, students practice their skills of informed decision making while planning for keeping them safe from personal harm, what to do in an emergency situation and working to maintain mental and physical health.

### Essential Questions:

- What influences my behavior and decisions? How do I make good decisions?
- What do I need to know to make good decisions about my physical health? Mental health?
- What can I do to avoid or reduce health risks?
- How and where can I locate health resources?
- How can goal setting enhance and improve my health?
- What can I do to advocate for myself when I am at risk?
- What can I do when myself or others are physically at risk?

### Course Curriculum:

#### Unit I: Substance Abuse ( 6 weeks)

In this unit , students study the impact of specific illegal substances on the brain and body, including opioids, hallucinogens, depressants and stimulants.

#### Focus Questions:

- How are drugs scheduled by the federal government?
- What do Scheduled drugs actually do to brain and body function?
- What are the legal impacts of the scheduled drugs and their usage?
- When one body system is directly affected by drugs, how are other systems impacted?
- What is the cycle of addiction? Why is it so hard to stop using?
- How do drugs impact decision making? What are the long term implications on the individual?
- How are teens targeted by drug sellers to buy/use their products?
- How does the combination of illegal and legalized drugs put you at risk?
- How does peer pressure affect the decision making process?
- How can you find help for yourself or someone else who is dealing with an addiction problem?

#### Concepts/Skills:

- Explain the basic anatomy of the nervous, respiratory systems and digestive systems.
- Explain/diagram the circulatory system
- Investigate the impact of opioids and fentanyl on the brain and all body systems.
- Investigate the impact of hallucinogens on the brain and all body systems.
- Investigate the impact of depressants and stimulants on the brain and all body systems.
- Compare the impact of smoking, absorption, digesting and the injecting drugs on the body systems.
- Investigate various diseases and their relation to usage of specific substances.

- Explain the stages of drug addiction and recovery.

#### Formative and Summative Assessments:

- Summarize the impact of heroin, cocaine, opioids, hallucinogens, crystal meth, fentanyl, depressants, and stimulants on the brain and body systems.
- Investigate the stages and impacts of drug addiction.
- Participate in a class debate focused on one topic studied in the unit. Students research, form an opinion, and defend this opinion with accurate relevant facts and expert opinions. Students make accurate and valid points during the debate and logically rebut incomplete material or invalid conclusions that are presented.
- Research the life of a celebrity who has died due to a drug overdose. This could be a celebrity that died at their own hands or one that died due to someone else's drug usage. Create a presentation focusing on the impacts of addiction.

### **Unit2: Personal Safety (5 weeks)**

In this unit , students study the importance of personal safety when it comes to dating and relationships.

#### Focus Questions:

- What is a healthy relationship?
- What is an abusive relationship? What is the Cycle of Abuse and its effect on mental health?
- How can you and those you care about get help for an abusive relationship?
- What are the causes, symptoms, and effects of STD's or STI's?
- What is abstinence?
- What is the definition of rape? What is the meaning of consent from a legal standpoint?

#### Concepts/Skills

- Discuss the difference between a healthy and abusive relationship. Understand that abusive relationships can occur in all types of relationships.
- Identify the signs of abusive relationships; diagram the Cycle of Abuse and its impact on mental health. Investigate resources for help if in an abusive relationship.
- Discuss the causes and effects of STDs/STIs. Understand the essential role of medical support.
- Participate in the AIDS transmission activity to show how diseases can pass from one partner to another. Draw conclusions based on the activity and discuss.
- Understand the difference between sexual assault and rape. Explain the legal definition of consent.
- Research how to access help.

#### Formative and Summative Assessments

- Create an STI chart including the name of the disease, signs, symptoms, treatment, and classification of the organism that has caused transmission.
- Write an informative essay based on a topic studied in the unit. (Teacher approval required.)

### **Unit 3: Emergency Situations ( 6 weeks)**

In this unit the students will study and demonstrate CPR . Students will also research what to do in the face of different types of natural disasters.

Focus Questions:

- What does CPR stand for? When and how would you perform CPR?
- When and how would you perform the Heimlich Maneuver?
- What are the signs of a heart attack and stroke?
- When and how do you contact 911? What information do you need to provide?
- How do you use an AED? What are the locations of AEDs in our school?
- If a natural disaster happened to you or your family, what should you do?
- What are the natural disasters that we often see in Connecticut?
- How do you prepare for natural disasters in a new environment?
- How should you react in the event of an accident, including an automobile accident?

In this performance-based unit, Concepts and Skills are the same as Assessments:

- Perform CPR on adult and infant manikins.
- Perform the Heimlich Maneuver on adult and infant manikins.
- Explain how to use an AED.
- Detail the items and information for a natural disaster kit in CT.
- Demonstrate the steps of calling for first responder help.

### **Grading Policy**

Students are graded on a points policy. Every assignment given inside or outside of the classroom is designated a certain amount of points. Projects and large individual or group assignments are given once a quarter and are given the largest amounts of points. At the end of the quarter the grade is determined by the number of points awarded divided by the number of points available to earn.