

Course Overview:

This one-credit course is designed as an interdisciplinary approach to health education. All content from the high school health and physical education is included along with content from vocational education. The main focus of this course is the promotion of a healthy lifestyle through proper nutrition, physical activities, and lifestyle choices. The course model for health education includes core content from practical living and vocational studies content chart. Activities and extensions for diverse learners are designed to enhance the understanding of all students about holistic health and the healthcare industry. Upon completion of this course, students will be able to answer the question, “How does my physical, mental, and social well-being influence the lifestyle choices I make each day?”

Models are organized around guiding questions. Guiding questions direct teachers’ choices of activities and are the questions students should be able to answer at the end of the course. Pages of models are arranged in pairs. On the left-hand page of each pair are guiding questions along with related academic expectations and correlation to the and the wellness content chart. Sample activities and sample extensions for diverse learners are found on the right-hand page. While sample activities address content or content from elective areas, they are not intended to be comprehensive. Teachers still are responsible for planning instruction to meet the diverse needs of all their students.

Guiding Questions:

- How can I continue to stay healthy?
- How can I develop healthy relationships?
- What do I need to know and be able to do to remain physically healthy and accept responsibility for my own physical well-being?
- What strategies can I use to become and remain mentally and emotionally healthy?
- How can my involvement in organized social and recreational activities influence my physical, mental, and emotional health?
- How can I evaluate and use services and resources available in my community?
- What guidelines and influences can I use to evaluate consumer products and services and make effective decisions?

Health and Wellness

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Academic Expectations	Guiding Questions	Correlations to the Program of Studies
<p style="text-align: center;">Individual Well-Being (2.29)</p> <p style="text-align: center;">Physical Wellness (2.31)</p> <p style="text-align: center;">Lifetime Activity (2.35)</p>	<p>How can I continue to stay healthy?</p> <p>How can I develop healthy relationships?</p>	<p>Students will</p> <p>Health Education</p> <ul style="list-style-type: none"> • analyze individual actions and interactions within groups. • explain how the functioning of body systems are interrelated. • explain the process of human growth and development. • identify abstinence as the only sure means of preventing pregnancy and sexually transmitted diseases. <p>Physical Education</p> <ul style="list-style-type: none"> • describe how benefits of exercise are interrelated. • establish, develop, and implement a lifetime personal fitness and activity plan. <p>Wellness Content Chart</p> <ul style="list-style-type: none"> • examine economic, social, cultural, and religious influences on wellness. • describe components of holistic health. • apply mathematics, science, and communication skills to technical content.

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Sample Activities	Sample Extensions for Diverse Learners
<p>Students will</p> <ul style="list-style-type: none"> investigate factors (e.g., heredity, family structure, peers, media) that influence personal behaviors. Distinguish between positive and negative behaviors. Develop and complete individual and group behavior inventories. Evaluate and use results to improve performance within individual and group settings. Write dialogues analyzing behaviors over a three-month period. examine important relationships (e.g., peers, family, church, work, recreational). Examine roles, including strengths and weaknesses of group members. Discuss rights and responsibilities of each member and impact of individuals on groups. Identify needed adjustments to improve relationships. Role-play suggested interactions. <p><i>Technology suggestion: Use camcorders to videotape presentations.</i></p> <ul style="list-style-type: none"> research effective interpersonal communication skills in group relationships. Observe diversified age and gender groups in local communities (e.g., workplaces, schools, geriatric facilities). Record and discuss behaviors of group members. Discuss factors that facilitate communication and factors that are barriers. Role-play communications breakdowns and conflict resolutions. Prepare informational brochures for peers that illustrate effective communication skills. <i>Use this activity to develop possible writing portfolio entries (WP - Transactive).</i> Share videos and brochures with parent-teacher organizations, school councils, and local social intervention agencies. <p><i>Technology suggestions: Use desktop publishing software to create brochures. Use camcorders to film role-playing situations.</i></p> <ul style="list-style-type: none"> determine typical physical growth patterns. Investigate how behavior impacts growth and wellness. Compare physical growth to other areas of growth (e.g., chronological, intellectual, emotional, social, philosophical). Write personal, reflective essays on ways different individual growth patterns have been impacted by health and wellness (WP - Transactive). 	<p>Students with difficulty understanding or mastering complex words or directions may have picture cards for new vocabulary (e.g., appropriate interrelationship in picture form) and directions limited to no more than five steps. Students are given longer completion times (<i>Types of extensions: resources and materials, complexity</i>).</p> <p>Lela and Peter have been deaf since birth. They communicate through the use of American Sign Language and an interpreter. Their vocabulary, language development and use of language are below age peers. Using concept maps and caption videos that represent some of the concepts of the unit, the teacher reviews words that she anticipates will be used in group discussions and brainstorming activities (e.g., compromise, pros and cons, conflict resolution, priority, goal setting). As they brainstorm and discuss, Lela and Peter sign their contributions as the interpreter voices their ideas. Each group is to turn in notes of its discussion. Copies are made for Lela and Peter to match written language with oral language (<i>Types of extensions: order of learning, routines and procedures, level of support, participation, purpose and appropriateness</i>).</p>

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Sample Activities	Sample Extensions for Diverse Learners
<p>Students will</p> <ul style="list-style-type: none"> • research life expectancy in Kentucky and U.S. Survey local communities to determine average life expectancy. Compare findings and discuss reasons for likenesses and differences. Design plans and conduct surveys to determine factors (e.g., behaviors, heredity) that contribute to longevity. Discuss quantity versus quality of life. Create histograms comparing data from all fifty states. Desegregate data to show differences among ethnic groups. • investigate factors that contribute to enjoyment of daily activities by older adults. Investigate factors that contribute to long-term enjoyment and active involvement. Investigate interests and activities and record age of first participation. Interview persons enjoying longevity and active involvement. Volunteer at local long-term care facilities. Interview adults about strategies they use for coping with health problems. Write articles on ways to increase enjoyment of activities as one ages. • examine sensory losses that contribute to difficulty in normal functioning. Design and simulate experiments (e.g., glasses with petroleum jelly, cotton in ears, heavy gloves) to experience sensory losses. Write plans to assist persons with sensory losses (<i>WP - Transactive</i>). • investigate role self-esteem plays in individual health and well-being. Design experiments to collect and analyze self-evaluations by peers. Discuss importance of self-esteem in healthy behaviors (e.g., cleanliness, rest, self-image, exercise, sexual behaviors). • investigate structures and functions of organ systems. Compare information in graphic organizers. Create models of each system. Research common diseases of each system and identify successful methods of treatment. Analyze how problems in one system disrupt the functioning of another. Create skits or dialogues depicting interrelationships among organ systems. • research social, emotional, and physical benefits of abstinence. Create public service announcements encouraging abstinence among unmarried teens. • research economic, social, and political issues related to teen pregnancy. Use information to create educational books for younger students about the implications of teen pregnancy. 	

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Sample Activities	Sample Extensions for Diverse Learners
<p>Students will</p> <ul style="list-style-type: none"> • develop instruments to evaluate lifestyle practices including regular exercise. Develop personal plans to adhere to sound physical fitness programs. • research impact of peer pressure on behavioral choices (e.g., dieting, drug use, alcohol use). Create and perform skits depicting peer pressure on lifestyle choices. • investigate role nutrition plays in individual health and wellness. Interview nutritionists about importance of reading food labels and pros and cons of various diets. Use information to prepare for public service announcements. <p style="text-align: center;"><i>Technology suggestion: Use camcorders to videotape public service announcements.</i></p> <ul style="list-style-type: none"> • research impact of physical activity on individual health and wellness. Interview school athletes and fitness center directors about relationship of exercise to health. Graph, analyze, and present findings at faculty meetings to encourage participation in fitness activities. <p style="text-align: center;"><i>Technology suggestion: Use integrated software packages or graphing software to create databases and graphs.</i></p> <ul style="list-style-type: none"> • investigate emergency plans and strategies for disaster situations. Simulate mock disaster drills with cooperation of local Emergency Management Service (EMS) Team. Develop scoring guides for participants and rescuers. Review results and implement improvement strategies. • research school-safety measures. Investigate number, type and frequency of accidents in schools. Identify causes and discuss ways to reduce number of accidents. Present plans to school councils and student leadership groups. • investigate first-aid items needed in all kits for school and work sites. Research cost and identify areas that need kits. Purchase items, assemble kits, and distribute to schools, libraries, supermarkets, and recreational areas. 	<p>Students in the gifted and talented program will have the opportunity to shadow healthcare professionals. <i>(Types of extensions: purpose and appropriateness, motivation).</i></p> <p>Marshall is a paraplegic due to a driving accident at age 10. He uses a motorized wheelchair. In order to build his upper body strength and to decrease the possibility of atrophy, Marshall will develop a fitness survey and collect information regarding upper body conditioning. He will work with a nondisabled partner to develop the survey and a report that is inclusive of other physical needs of individuals with disabilities. In order to visit a fitness center, he uses his special transportation which includes a lift <i>(Types of extensions: purpose and appropriateness, resources and materials, motivation).</i></p> <p>Students who work better in small groups or require reinforcement may do so. Rules for group conduct and expectations should be posted <i>(Types of extensions: motivation, procedures and routines).</i></p>

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Sample Activities	Sample Extensions for Diverse Learners
<p>Students will</p> <ul style="list-style-type: none"> • compare local, state, and national statistics on communicable diseases. Create histograms comparing data from all fifty states. • research common diseases caused by microorganisms. Discuss and implement strategies to reduce spread of diseases. Produce infomercials to share findings. <p style="text-align: center;"><i>Technology suggestion: Use camcorders to videotape commercials or CD-ROMs, laser disks, video, and audio, and digital cameras to create multimedia presentations.</i></p> <ul style="list-style-type: none"> • collect and culture bacteria from various locations in school buildings. Prepare presentations for all health classes explaining how cultures were grown. • design and conduct experiments to test effectiveness of germ fighting hand soaps. Make recommendations to school-based councils and parent-teacher groups on using most effective germ-fighting hand soaps in local schools. • research educational materials and programs (e.g., American Heart Association, American Diabetes Association, American Cancer Society) that promote wellness and prevention. Compare programs and write articles for local newspapers on available materials and programs (<i>WP - Transactive</i>). 	<p>Students will be placed in multiability groups for activities (e.g., reading groups for students unable to read at the appropriate reading level) to allow all students to be successful (<i>Type of extensions: appropriateness and purpose, complexity, motivation</i>).</p>

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Sample Activities	Sample Extensions for Diverse Learners
<p>Students will</p> <ul style="list-style-type: none"> • investigate stress and impact of stress on different individuals. Use results to create lists of recommended stress reduction strategies. Research biofeedback techniques of stress management. Compare to traditional methods. Design questionnaires to survey causes of stress among various groups (e.g., young, old, male, female). Examine current events articles related to stress and stress management. Prepare lists of stress-reducing activities. Compile class recommendations in brochures and distribute to students and teachers. • research abusive behaviors (e.g., fighting, drug and alcohol use). Compare assertive and aggressive behaviors. Create skits depicting conflict-resolution strategies. <p style="text-align: center;"><i>Technology suggestion: Use camcorders to videotape skits.</i></p> <ul style="list-style-type: none"> • research successful personal and business strategies. Interview successful community members. Share findings in steps-to-success brochures. • research various cultural and religious groups and their beliefs concerning death and dying. Interview medical examiners, hospital chaplains, hospice volunteers, and funeral directors. Investigate techniques used to lessen impact of grief. Discuss grieving techniques that assist in maintaining good mental health maintenance. Prepare charts depicting how different groups deal with end of life. • investigate local, state, and national programs to assist persons with mental and emotional disorders. Create brochures for Youth Services Centers that summarize information. 	

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Sample Activities	Sample Extensions for Diverse Learners
<p>Students will</p> <ul style="list-style-type: none">• research substance abuse programs. Interview alcoholics anonymous participants and halfway house members to discuss recovery programs. Collect data on average time for recovery and factors that affect recovery. Investigate peer pressure in relation to substance abuse. Interview psychologists about addictive behaviors. Create dialogues among friends on substance abuse and effects of negative peer pressure. Role-play methods of dealing with peer pressure. Write books for adolescents on dangers of substance abuse (<i>WP - Transactive</i>). Design public service announcements that include addiction-avoidance strategies. <p><i>Technology suggestions: Use integrated packages or desktop publishing to create books. Use camcorders to videotape role-playing situations and public service announcements.</i></p>	

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		<p>performance.</p> <p>Wellness Content Chart</p> <ul style="list-style-type: none">• examine economic, social, cultural, and religious influences on wellness.• describe components of holistic health.
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Sample Activities	Sample Extensions for Diverse Learners
<p>Students will</p> <ul style="list-style-type: none"> • participate in team and individual sports and activities (e.g., volleyball, softball, basketball, throwing, catching, tennis, badminton, golf) demonstrating correct movement techniques and adherence to rules of play. Analyze movement via videotapes to help improve performance. Work with partners to perfect techniques (e.g., golf swing, catching, throwing). • use elements of dance (e.g., space, time, force, levels, pathways) to develop creative movement sequence. Participate in rhythmic activities and dance demonstrating movement concepts, sequences, and patterns. <p style="text-align: center;"><i>Technology suggestion: Use camcorders to develop videotapes to critique peer movement.</i></p> <ul style="list-style-type: none"> • use Internet to research biomechanics of movement. Identify major muscle groups used. Record use of muscles through classroom movements and activities. Observe muscles used in different activities (e.g., walking, running, golfing, dancing). Choose the use of one muscle to illustrate in posters. • develop dance sequences in pairs and groups, using three culturally different types of music. Demonstrate for class. • investigate what is meant by good sportsmanship. Use graphic organizers to compare sports heroes' actions. Include those that are considered to be examples of good and poor sportsmanship. Create posters on the do's and don'ts of good sportsmanship. Write sports opinion columns for school newspapers (<i>WP-Transactive</i>). Role-play acceptable sportsmanship behaviors of different sports. • plan and implement activity day where teachers and students compete. • examine community activity careers (e.g., YMCA). Prepare consumer guides explaining benefits of these centers and resources they provide. Write letters to community leaders persuading them to fund more centers (<i>WP-Transactive</i>). • develop and plan community activities (e.g., bowl-a-thon, marathon). Research location, cost, volunteer resources, and safety. Plan for involvement of all age groups. Produce written proposals containing all pertinent information and present to local government for approval 	

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<p><i>Technology suggestion:</i> Use multimedia resources to make presentations.</p>	
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		<p>performance.</p> <p>Wellness Content Chart</p> <ul style="list-style-type: none">• examine economic, social, cultural, and religious influences on wellness.• describe components of holistic health.
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Sample Activities	Sample Extensions for Diverse Learners
<p>Students will</p> <ul style="list-style-type: none">• examine studies comparing health of persons who regularly engage in sports related activities to those who live sedentary lifestyles. Compare medical expenditures of classmates who participate in physical activities (e.g., ball, dance, golf, swimming) to non-active individuals. Debate benefits of physical activity. Create presentations for classmates convincing them to participate in sports.• investigate community recreational opportunities (e.g., baseball, golf, swimming, square dancing). Design and conduct surveys to determine community participation (e.g., frequency, age level). Design brochures to explain benefits of participation in recreational activities.• compare training programs of amateur sports figures to those of professional sports figures. Interview professionals to discover how they became successful. Create how-to booklets or articles for amateurs. <p><i>Technology suggestion: Use camcorders to videotape presentations.</i></p>	

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Sample Activities	Sample Extensions for Diverse Learners
<p>Students will</p> <ul style="list-style-type: none"> • compare public and private healthcare facilities, including an analysis of level of care, cost, and services provided. Interview leaders of communities using public and private healthcare services. Determine if needs are met by existing services and facilities. Investigate public healthcare facility guidelines. Create charts outlining standards and regulations for each health care cluster. Develop multimedia presentations for healthcare administrators. <p><i>Technology suggestion: Use camcorders to videotape commercials or CD-ROMs, laser disks, video, and audio, and digital cameras to create multimedia presentations.</i></p> <ul style="list-style-type: none"> • research and develop directories of local and state health care agencies and resources. Work with Youth Services Centers to distribute information to parents. Collaborate with businesses to create presentations of community resources. Share with local magistrates and chamber of commerce or tourism commissions. • investigate local water and sewage treatment plants. Write articles explaining potential health issues related to unsafe water supplies (<i>WP - Transactive</i>). • develop questionnaires concerning volunteerism rates among peers. Write volunteer agencies requesting information about services and guidelines for volunteers. Interview recipients of volunteer help. Write articles for school newspapers encouraging peers to volunteer their services to those in need (<i>WP - Transactive</i>). 	<p>Nathan's transition goals include volunteering after he leaves high school. He recognizes functional words in his environment. He will need supportive assistance for daily activities as an adult. Working with a nondisabled peer, he chooses two volunteer agencies based on his interests (e.g., Humane Society and local hospital). They visit the agencies to observe possible roles that he can perform as a volunteer and take pictures. With assistance from his peer, he prepares a bulletin board. As a part of high school program, he begins volunteering two hours per week (<i>Types of extensions: purpose and appropriateness, complexity, size, environment, level of support, demonstration of knowledge, participation, motivation</i>).</p>

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Sample Activities	Sample Extensions for Diverse Learners
<p>Students will</p> <ul style="list-style-type: none"> • investigate factors affecting consumer decision making. Survey peers to determine highest priority (e.g., cost, packaging, quantity, quality, advertising) when selecting products or services for personal use. Graph and analyze findings. Write articles for consumer newsletters explaining purchasing decisions of youth (<i>WP -Transactive</i>). • investigate behaviors that represent conflicting values (e.g., convenience of automobiles and importance of clean air). Develop plans to lessen impact of identified conflicts. • analyze nutritional information on food labeling. Collect food product labels. Create spreadsheets to organize data. Analyze and discuss percentages of different nutrients in food items. Develop balanced, low-fat diets and publish in brochures. Distribute at local supermarkets (<i>WP-Transactive</i>). • investigate advertising techniques. Collect, compare and analyze various newspaper, magazine, and TV advertisements. Create bulletin boards contrasting positive and negative advertisements. Plan weekend camping trips, create budgets, and apply decision-making process to purchase necessary items. Discuss choices and evaluate decisions. 	<p>Jason is a diabetic with numerous food allergies. He collects and analyzes product labels paying particular attention to the nutritional content and ingredients while comparing to his personal health needs. His brochure focuses on special considerations for individuals like himself. He shares his findings with the local health department's nutritionists and creates a Web site for adolescents with similar health issues and makes it available through the school's Web site (<i>Types of extensions: purpose and appropriateness, complexity, size, demonstration of knowledge, motivation, resources and materials, participation</i>).</p>

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Health Science Introduction

Course Description: Health Science Introduction is an orientation and foundation for occupations and functions across the health care cluster. The course includes broad health care core standards which specify the knowledge and skills that the vast majority of health care workers should have. The student will learn about the health care industry, health care economics and the career opportunities available. Leadership development, employability skills and medical terminology will be integrated throughout the course. This introductory course may be a prerequisite for additional courses in the Health Science Program. All core content for Vocational Studies is included in this course.

Academic Expectations	Content/Process
	<p>Students will</p> <ul style="list-style-type: none"> • examine factors that influence the health care industry.
2.20	<ul style="list-style-type: none"> • research the organizational structure of various health care facilities.
1.1	<ul style="list-style-type: none"> • identify how key systems affect services performed and the quality of health care.
2.16	<ul style="list-style-type: none"> • describe ethical practices with respect to cultural, social and ethnic differences within the health care environment.
2.14; 2.17	<ul style="list-style-type: none"> • recognize legal responsibilities, limitations and the implications of actions within the health care delivery system.
2.14	<ul style="list-style-type: none"> • investigate medial/health milestones that have led to advances in health care.
2.20	<ul style="list-style-type: none"> • evaluate available health systems, services and resources available in the community and state.
2.33	<ul style="list-style-type: none"> • evaluate consumer products and services and make effective consumer decisions.
2.30	<ul style="list-style-type: none"> • use appropriate technology to input, store and retrieve information.
1.16	<ul style="list-style-type: none"> • use strategies for choosing and preparing for a career in the health care industry.
2.36	<ul style="list-style-type: none"> • demonstrate skills (e.g. interviewing, writing resumes, completing applications) that are needed to be accepted into college or other post secondary training or to get a job.
2.38	<ul style="list-style-type: none"> • explore Maslow’s Hierarchy of Needs.
2.16	<ul style="list-style-type: none"> • utilize effective self-management skills.
3.5	<ul style="list-style-type: none"> • recommend an acceptable Code of Conduct for a health care worker.
2.14	<ul style="list-style-type: none"> • utilize activities of Health Occupations Students of America (HOSA) as an integral component of course content and leadership development.
4.2	<ul style="list-style-type: none"> • apply mathematics, science, and communication skills within the health science content.
6.1	
Connections	
<ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • National Health Care Core Standards • Secretary’s Commission on Achieving Necessary Standards (SCANS) 	

Health and Wellness

- Kentucky Tech Curriculum