

9-12

**Health and Wellness
Curriculum Framework**

Revised 2011

Course Title: Health and Wellness
 Course/Unit Credit: .05
 Course Number: 480000
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
 Grades: 9-12

Health and Wellness

Health and Wellness is a one-semester course that should provide content and learning experiences in nutrition, disease prevention, human growth and development, healthy life skills, personal health and safety, community health and promotion, decision-making skills, interpersonal communication skills, and information regarding the use and abuse of medications, alcohol, tobacco, and other drugs. The course content should focus on personal health and wellness and the practice of health-enhancing behaviors to avoid or reduce health risks. This course encompasses the Health and Wellness Content Standards defined by the Arkansas Physical Education and Health Curriculum Framework.

Strand	Content Standard
Human Growth and Development	1. Students shall analyze the characteristics relating to growth and development.
Disease Prevention	2. Students shall understand components related to disease prevention and analyze behaviors to promote health.
Community Health and Promotion	3. Students shall demonstrate the ability to access valid health information, products, and services that promote consumer, community, and environmental health.
Healthy Life Skills and Relationships	4. Students shall demonstrate the ability to use skills to enhance relationships and promote wellness.
Alcohol, Tobacco and Other Drugs	5. Students shall comprehend substance use and abuse when using decision-making skills to enhance health.
Personal Health and Safety	6. Students shall examine health-enhancing behaviors to reduce health risks.
Nutrition	7. Students shall understand concepts related to nutrition and develop skills for making healthy food choices.

*Each grade level continues to address earlier Student Learner Expectations as needed.

**Italicized words are found in the glossary.

Strand: Human Growth and Development

Standard 1: Students shall analyze characteristics relating to growth and development.

HGD.1.HW.1	Analyze the growth patterns and developmental changes in humans throughout the life-cycle (e.g., emotional, intellectual, mental, physical, social): <ul style="list-style-type: none">• infancy – childhood• adolescence – teen years• young adult – middle age• senior – death and dying
HGD.1.HW.2	Describe behaviors and methods for pregnancy <i>prevention</i> , including <i>abstinence</i>
HGD.1.HW.3	Compare and contrast <i>abstinence</i> to other forms of contraception to reduce the risks of unintended pregnancy
HGD.1.HW.4	Examine factors related to prenatal care, pregnancy, and child birth: <ul style="list-style-type: none">• <i>drug risks</i>• <i>Fetal Alcohol Syndrome (FAS)</i>• low birth weight• <i>nutrition</i> (e.g., adequate folic acid, iron, calcium, protein)• regular check-ups

Strand: Disease Prevention

Standard 2: Students shall understand components related to disease *prevention* and analyze behaviors to promote *health*.

DP.2.HW.1	<p>Compare and contrast <i>communicable</i> and <i>non-communicable diseases</i> (e.g., <i>STIs</i>, HIV/AIDS, bacterial/viral infections, heredity, lifestyle, environment):</p> <ul style="list-style-type: none"> • symptoms • causes • risk factors
DP.2.HW.2	<p>Research practices of early detection and disease <i>prevention</i>:</p> <ul style="list-style-type: none"> • <i>health</i> screenings • proper diet • regular physical activity • self-exams • vaccinations
DP.2.HW.3	<p>Discuss methods to prevent, reduce, and treat <i>communicable</i> and <i>non-communicable diseases</i> (e.g., <i>abstinence</i>, diet, exercise, medications, refrain from risky behaviors, vaccines)</p>
DP.2.HW.4	<p>Compare and contrast methods of disease transmission:</p> <ul style="list-style-type: none"> • airborne • animals • direct contact • food-borne • indirect contact • vectors (insects) • water-borne
DP.2.HW.5	<p>Review methods of HIV/<i>STI</i> transmission and contraction</p>
DP.2.HW.6	<p>Investigate treatments involved with <i>STI</i> (e.g., counseling, medications, vaccines)</p>
DP.2.HW.7	<p>Analyze the effects of family history and lifestyle choices on personal <i>health</i> (e.g., cancer, diabetes, epilepsy, heart disease, <i>obesity</i>)</p>

Strand: Community Health and Promotion

Standard 3: Students shall demonstrate the ability to access valid *health* information, products, and services that promote consumer, *community*, and environmental *health*.

CHP.3.HW.1	Access resources that aid an individual in maintaining a <i>healthy lifestyle</i> (e.g., American Heart Association, American Red Cross, Department of Human Services, <i>Health</i> Department, hospitals, HIV/AIDS clinics, emergency management teams, mental <i>health</i> agencies, State Dental Associations, school)
CHP.3.HW.2	Examine factors that influence choices related to current <i>health</i> products (e.g., culture, family, food labels, media, peers)
CHP.3.HW.3	Analyze the validity of advertisements surrounding <i>health</i> supplements, food products, and gimmicks (e.g., billboards, books, magazines, media, Internet)
CHP.3.HW.4	Analyze the impact of the environment on personal and <i>community health</i> : <ul style="list-style-type: none">• access to recreational facilities• quality of air and water• smoke free environment
CHP.3.HW.5	Describe the procedure to become an organ and tissue donor (e.g., <i>Arkansas Regional Organ Recovery Agency [ARORA]</i>)

Strand: Healthy Life Skills and Relationships

Standard 4: Students shall demonstrate the ability to use skills to enhance relationships and promote *wellness*.

HLSR.4.HW.1	Identify <i>healthy</i> and unhealthy behaviors in relationships (e.g., <i>communication skills</i> , controlling, co-dependency, jealousy)
HLSR.4.HW.2	Evaluate positive and negative effects of various relationships on all aspects of <i>health</i> (e.g., family, friendships, peers)
HLSR.4.HW.3	Analyze the dynamics of family roles and responsibilities relating to <i>healthy</i> behavior (e.g., <i>communication skills</i> , cultural diversity, family finances, family history, role models)
HLSR.4.HW.4	Apply a variety of strategies and/or skills to demonstrate respect for and responsibility to self and others
HLSR.4.HW.5	Apply a <i>decision making process</i> to various life situations (e.g., addictions, <i>drug</i> use, immunizations, medical check-ups, oral <i>health</i> , <i>sexual</i> activity, teen pregnancy)
HLSR.4.HW.6	Analyze the importance of <i>sexual abstinence</i> and other forms of contraception in teen relationships (e.g., confidentiality, emotional issues, social stigmas)
HLSR.4.HW.7	Examine short-term and long-term responsibilities and consequences of <i>sexual</i> behaviors (e.g., contraception, pregnancy, medical tests)
HLSR.4.HW.8	Utilize effective coping strategies and other <i>refusal skills</i> (e.g., guided practice, role playing)

Strand: Alcohol, Tobacco, and Other Drugs

Standard 5: Students shall comprehend substance use and abuse when using *decision-making* skills to enhance *health*.

ATOD.5.HW.1	<p>Investigate the effects of alcohol abuse (e.g., death, <i>DUI</i>, high <i>risk behaviors</i>, physical symptoms of alcohol poisoning):</p> <ul style="list-style-type: none"> • liver disease • <i>fetal alcohol syndrome (FAS)</i> • relationship dynamics • binge drinking
ATOD.5.HW.2	<p>Evaluate the harmful effects of tobacco use:</p> <ul style="list-style-type: none"> • cardiovascular disease • cancer • emphysema • financial cost • gum disease • second-hand smoke
ATOD.5.HW.3	<p>Compare and contrast methods for <i>cessation</i> of tobacco use (e.g., nicotine gum, patch, treatment programs)</p>
ATOD.5.HW.4	<p>Evaluate personal use and the effects of <i>prescription</i> and <i>non-prescription drugs</i> (e.g., abuse, dependency, financial costs, misuse, side effects)</p>
ATOD.5.HW.5	<p>Assess the effects of illegal <i>drugs</i> on the body:</p> <ul style="list-style-type: none"> • short term • long term • psychological • physiological
ATOD.5.HW.6	<p>Investigate treatment options for substance abuse (e.g., AA, detoxification centers, treatment centers)</p>
ATOD.5.HW.7	<p>Design a personal action plan for avoiding substance abuse (e.g., counseling, personal <i>health</i> behavior contract, personal journal, research paper)</p>

Strand: Personal Health and Safety

Content Standard 6: Students shall examine *health*-enhancing behaviors to avoid or reduce *health* risks.

PHS.6.HW.1	Reinforce and practice habits that promote personal <i>hygiene</i>
PHS.6.HW.2	Analyze the importance of personal <i>hygiene</i> : <ul style="list-style-type: none">• ears• eyes• piercings• skin, hair, and nails• tattoos• teeth and mouth
PHS.6.HW.3	Evaluate the effects of the following on oral <i>health</i> : <ul style="list-style-type: none">• <i>nutrition</i>• oral care• oral diseases• piercing• tobacco products
PHS.6.HW.4	Discuss proper usage of appropriate protective equipment in emergency and non-emergency situations (e.g., eye protection, gloves, helmets, mask, survival kit)
PHS.6.HW.5	Practice the <i>psychomotor</i> skills used for basic life support and first-aid procedures (e.g., <i>AED</i> , <i>CPR</i> , choking, poisonings)
PHS.6.HW.6	Design a personal action plan for various emergency situations (e.g., natural disasters, fire, medical)

Strand: Personal *Health* and Safety

Standard 6: Students shall examine *health*-enhancing behaviors to avoid or reduce *health* risks.

PHS.6.HW.7	Identify physical, emotional, and legal consequences of abusive and risky situations (e.g., bullying, cyber-bullying, date rape, <i>DUI</i> , Internet dangers, <i>sexual</i> abuse, teen pregnancy, seat belts, sexting)
PHS.6.HW.8	Determine safe and unsafe situations at home, at school, and in the community: <ul style="list-style-type: none">• fire safety• food handling safety• gun safety• home safety• Internet safety• traffic safety
PHS.6.HW.9	Compare and contrast short-term and long-term effects of stress and <i>depression</i> (e.g., appetite change, low activity level, personality change, sleep patterns)
PHS.6.HW.10	Identify risk factors associated with suicide (e.g., <i>depression</i> , destructive behaviors, feelings of hopelessness, poor coping skills, poor self-concept, social isolation)
PHS.6.HW.11	Identify intervention strategies and sources of professional intervention (e.g., counselor, crisis center, emergency numbers, hotlines, self-help programs)

Strand: Nutrition

Standard 7: Students shall understand concepts related to *nutrition* and develop skills for making *healthy* food choices.

N.7.HW.1	Evaluate personal eating habits for the inclusion of adequate nutrients (e.g., ChooseMyPlate, <i>nutrition</i> labels, personal food journal, United States Department of Agriculture [USDA])
N.7.HW.2	Discuss appropriate eating patterns to promote a <i>healthy lifestyle</i>
N.7.HW.3	Compare and contrast personal eating habits with “Dietary Guidelines for Americans” analyzing nutritional value (Refer to USDA)
N.7.HW.4	Analyze the relationship between caloric intake and daily physical activity (e.g., <i>FITT formula for nutrition</i>)
N.7.HW.5	Analyze the importance of appropriate hydration in maintaining <i>health</i>
N.7.HW.6	Analyze <i>health</i> consequences associated with eating disorders: <ul style="list-style-type: none">• anorexia• binge eating• bulimia

Health and Wellness Glossary

Abstinence	The act of refraining from, or not having, sex
AED	Automated External Defibrillator
ARORA	Arkansas Regional Organ Recovery Agency
Cessation	The process of discontinuing the practice of inhaling a smoked substance
Communicable disease	Diseases that are spread from one living thing to another or through the environment
Communication skills	Sharing thoughts and feelings with others
Community health	Activities, efforts, and strategies that influence individuals within a community to make healthy decisions
CPR	Cardio-Pulmonary Resuscitation
Decision Making Process	A cognitive process of reaching a decision
Depression	A prolonged feeling of helplessness, hopelessness, and sadness
Drug	A substance, other than food, that changes the structure or function of the body and mind
DUI	Driving under the influence of alcohol as defined by the law
FITT formula	A guideline in which each letter represents a factor important for determining nutritional fitness F = Frequency, I = Intensity, T = Time, T=Type
Fetal Alcohol Syndrome (FAS)	A group of alcohol-related birth defects that includes both physical and mental problems
Health	The state of physical, mental, and emotional well-being
Healthy lifestyle	Patterns of living including proper diet, adequate exercise, and appropriate rest, which help promote both physical and emotional well-being
Hygiene	A condition promoting sanitary practices

Non-communicable disease	A disease that is not transmitted by another person, by a vector, or from the environment
Nutrition	The study of foods, and the process by which they nourish the body
Obesity	The condition of being overly obese or having a high percentage of body fat
Prescription drug	A drug that can not be purchased legally without a physician's order
Prevention	To stop doing or to keep from happening
Psychomotor	Relating to movement or muscular activity associated with mental processes
Refusal skills	Techniques used to say "no" in a risk situation
Risk behaviors	Behaviors that represent a potential threat to a person's well-being
Sexual	Of or involving sex, the sex organs, or gender
STI/STD	Sexually Transmitted Infection/Sexually Transmitted Disease; an infectious disease that is spread from person to person during sexual activity
Wellness	A concept that suggests that all aspects of a person's life (physical, mental, emotional, and social well-being) are balanced; implies that a person will be active and free from disease