

Wallenpaupack Area School District Planned Course Curriculum Guide

Department: Health & Physical Education

Course: Health & Driver Education Grade 10

Course Description:

The 10th grade health education program is a required course that is one semester of the school year. This program is devoted to driver education theory and various health topics.

With regards to Driver Education, this course will meet the mandate for 30 hours of classroom instruction and includes all aspects of driving techniques and safety, automotive care, financial responsibility, defensive driving, and the study of traffic laws and regulations.

Health Education topics include but are not limited to: CPR/AED Education, Mental Health, Healthy Relationships/Sexual Health, Nutrition, & Drug Education.

Revision Date: April 4th, 2023

Wallenpaupack Area School District Curriculum	
COURSE: Health	GRADE: 10
UNIT 1: Healthy Relationships & Sexual Health	TIME FRAME: 2 weeks (4-5 lessons)
PA/ National COMMON CORE STANDARDS:	
<p>PA:</p> <ul style="list-style-type: none"> • 10.1.9: A. Analyze factors that impact growth and development between adolescence and adulthood. • relationships (e.g., dating, friendships, peer pressure) • interpersonal communication • risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) • abstinence • STD and HIV prevention • community • 10.2.9: A. Identify and describe health care products and services that impact adolescent health practices • 10.2.9: C. Analyze media health and safety messages and describe their impact on personal health and safety. <p>National:</p> <ul style="list-style-type: none"> • Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. • Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. • Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. • Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 	
UNIT OBJECTIVES (SWBATS):	
<ul style="list-style-type: none"> • Compare and contrast Healthy/Unhealthy relationships and communication methods • Analyze and compare the effectiveness of different contraceptive methods • Describe the dangers and risks associated with unprotected sex • Explain the difference between viral and bacterial STIs • List and describe the symptoms associated with the six most common STIs 	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
<ul style="list-style-type: none"> • PowerPoint instruction • WebQuest • Study guides • Poster • Videos 	
ANCHOR VOCABULARY:	
<ul style="list-style-type: none"> • Abstinence • Refusal Skills • Consent • Sexually Transmitted Infection • Contraception 	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):	

- Relationship activity
- Birth Control packet
- Sexually transmitted Infections WebQuest Project

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Cumulative average of at least 67% on all subjective assessments

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Appropriate accommodations based on the student's IEP/504 Plan
- Online resources for students learning virtually

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Abstinence Video
- Birth Control Video
- CDC, Planned Parenthood and US Department of Health and Human Services websites

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: Health	GRADE: 10
UNIT 2: Nutrition	TIME FRAME: 2 weeks (4-5 lessons)

COMMON CORE STANDARDS:

PA:

10.1.9

B. Analyze the interdependence existing among the body systems.

C. Analyze factors that impact nutritional choices of adolescents.

- body image • advertising • dietary guidelines • eating disorders • peer influence • athletic goals

10.2.9

C. Analyze media health and safety messages and describe their impact on personal health and safety.

National:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

UNIT OBJECTIVES (SWBATS):

Food Labels

- Students will learn how to properly read food labels and compare two food items

MyPlate

- Compare the five food groups and describe the importance of having a well-balanced diet

Fast Food

- Students will examine the nutritional value of fast-food menu options and negative effects they can have on the body.

Energy Balance

- Explain the importance that energy balance has on maintaining a healthy weight

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- PowerPoint instruction
- Worksheets
- Videos/DVDs (Super-Size Me/That Sugar Film)

ANCHOR VOCABULARY:

- Calorie
- Serving size
- Carbohydrate
- Protein
- Sodium
- Saturated and Unsaturated Fat
- Vitamins and Minerals
- Percent Daily Value
- Food Groups and Nutrients

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Worksheets

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Cumulative average of at least 67% on all subjective assessments

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Appropriate accommodations based on the student's IEP/504 Plan
- Online resources for students learning virtually

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

PowerPoints

<https://fastfoodnutrition.org/>

<https://www.myplate.gov>

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum

COURSE: Health

GRADE: 10

UNIT 3: Drug Education

TIMEFRAME: 2 weeks (4-5 lessons)

PA/National COMMON CORE STANDARDS:

PA:

10.1.9 D

Analyze prevention and intervention strategies in relation to adolescent and adult drug use.

- decision-making/refusal skills • situation avoidance • goal setting • professional assistance (e.g., medical, counseling, support groups) • parent involvement

10.2.9 C

Analyze media health and safety messages and describe their impact on personal health and safety.

10.9.12 D

Evaluating issues relating to the use/non-use of drugs.

National:

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

UNIT OBJECTIVES (SWBATS):

- Compare and contrast the different categories of Drugs and describe the effects they have on the body
- Demonstrate proper refusal skills
- Define positive and negative peer pressure
- Explain synergistic effects of drugs
- Identifying the dangers of abusing over the counter drugs and prescription drugs

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- PowerPoint Instruction
- Videos/DVDS- The Chemistry of Addiction, What the science says about the safety of e-cigarettes, and The Rise of Fentanyl
- EverFi

ANCHOR VOCABULARY:

- Addiction
- Withdrawal
- Overdose
- Peer pressure
- Abuse
- Alcoholism
- BAC
- DUI
- Implied consent
- Zero Tolerance

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- EverFi quizzes
- Bell Ringers
- Fact Sheet

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Cumulative average of at least 67% on all subjective assessments

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Appropriate accommodations based on the student's IEP/504 Plan
- Online resources for students learning virtually

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- EverFi
- YouTube
- Edpuzzle

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: Health	GRADE: 10
UNIT 4: Understanding Mental Wellness	TIME FRAME: 2 weeks (4-5 lessons)
<p>National/PA COMMON CORE STANDARDS:</p> <p>PA:</p> <p>10.1.9 C Analyze factors that impact nutritional choices of adolescents.</p> <ul style="list-style-type: none"> • body image • advertising • dietary guidelines • eating disorders • peer influence • athletic goals <p>10.2.9 C Analyze media health and safety messages and describe their impact on personal health and safety.</p> <p>10.2.9 D Analyze and apply a decision-making process to adolescent health and safety issues.</p> <p>National:</p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>	
<p>UNIT OBJECTIVES (SWBATS):</p> <p>Examine and apply a decision-making process to the development of short and long-term health goals Evaluate factors that impact the body systems and apply protective/preventive strategies</p> <ul style="list-style-type: none"> • Fitness level • Mental health (stress and depression) • Social health 	
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • PowerPoint Instruction • Videos/DVDS- Walk in our Shoes • EverFi • Microsoft forms • EdPuzzle 	
<p>ANCHOR VOCABULARY:</p> <ul style="list-style-type: none"> • Mental Health • Depression • Stress • Stressors • Stigma • Suicide • Therapy • Anxiety • Empathy • Resilience 	

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- EverFi Quizzes
- Self-Evaluation
- Bell Ringers

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Cumulative average of at least 67% on all subjective assessments

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Appropriate accommodations based on the student's IEP/504 Plan
- Online resources for students learning virtually

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- www.EverFi.com
- Edpuzzle
- Microsoft forms
- www.Walkinourshoes.org

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: Health	GRADE: 10
UNIT 5: CPR/AED Education	TIMEFRAME: 2 weeks (4-5 lessons)
<p>National/PA COMMON CORE STANDARDS: PA: 10.3.12 B: Analyze and apply strategies for the management of injuries.</p> <p>National: Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p>	
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> Analyze and apply strategies for the management of life saving techniques 	
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES</p> <ul style="list-style-type: none"> CPR/AED Power point instruction Skills: <ul style="list-style-type: none"> Rescue breaths Compressions Obstructed airway CPR/AED study guide 	
<p>ANCHOR VOCABULARY:</p> <ul style="list-style-type: none"> Cardio-Pulmonary Resuscitation Automatic External Defibrillator Rescue breaths Compressions Abdominal thrusts 	
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> ASHI written test ASHI skills test CPR Scenario Lab 	
<p>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</p> <ul style="list-style-type: none"> Must score 75% on written test Must demonstrate knowledge of steps for CPR Must demonstrate compression skills 	
<p>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</p>	
<p>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</p> <ul style="list-style-type: none"> American Health and Safety Institute AED Trainers Manikins PowerPoint Presentation 	

- YouTube

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: Driver Education	GRADE:10
UNIT 1: Driver Education	TIME FRAME: 1 Quarter (9 weeks)
<p>PA COMMON CORE STANDARDS: Pennsylvania State Standards *****</p> <p>14.1 A: Identify and explain traffic laws related to safe driving.</p> <p>14.1 B: Identify and explain laws that relate to responsible use of a vehicle.</p> <p>14.1 C: Describe the Pennsylvania licensing procedures.</p> <p>14.2 B: Identify and describe the pre-trip preparation inside the vehicle.</p> <p>14.2 C: Identify and assess the purpose of modern vehicle technology.</p> <p>14.2 D: Describe and explain the proper application of basic driving skills.</p> <p>14.3 A: Describe perception as a mental process that is selective and can be improved</p> <p>14.3 B: Describe visual search categories for identifying risk situations.</p> <p>14.3 C: Identify traffic situations and develop avoidance strategies.</p> <p>14.3 D: Analyze the need for divided visual and mental attention from path of travel to driving tasks, then back to the path of travel for brief periods of time.</p> <p>14.4 A: Identify and know a model of decision-making.</p> <p>14.4 C: Identify how emotions affect driver decisions.</p> <p>14.4 E: Identify appropriate responses to the aggressive driver.</p> <p>14.4 F: Identify driver distractions and the appropriate responses to them.</p> <p>14.4 G: Analyze the consequences of high-risk driver actions and human error.</p> <p>14.5 A: Describe hazardous conditions and their effects on vision, motion and steering control tasks while driving.</p> <p>14.5 D: Identify the dangers of sudden emergencies.</p> <p>14.6 A: Know legal aspects of alcohol and other drug use.</p> <p>14.6 C: Define and analyze the problem of driving under the influence (DUI).</p>	
<p>UNIT OBJECTIVES (SWBATS): *****</p> <p>PA Driver Manual/You Are the Driver</p> <ul style="list-style-type: none"> • Explain the importance of being a courteous driver • Recognize and describe the differences and purpose of a learner’s permit and driver’s license <p>Signs, Signals, & Pavement Markings</p> <ul style="list-style-type: none"> • List and define the meanings of different colors in traffic signs • Explain what you do at a red light, yellow light, and green light • Identify specific lanes with distinctive roadway markings • Describe the proper way to execute right and left turns <p>Basic Vehicle Operation</p> <ul style="list-style-type: none"> • Describe permanent physical conditions that can limit your ability to drive safely • Describe activities you should avoid while driving • Identify the gauges and warning lights on a typical instrument panel • Describe the proper procedure for backing up in a vehicle • Explain how physics applies to driving <p>Managing Risks</p> <ul style="list-style-type: none"> • Describe defensive driving techniques • Describe activities you should avoid while driving • Recognize the importance of scanning ahead and reducing speed in rural areas 	

- List and explain the responsibilities motorists have to pedestrians, bicyclists, and motorcyclists
- Describe some of the dangers of driving with reduced visibility
- Describe the dangers of driving in the rain
- List and explain how to prepare for driving in adverse weather conditions

Dangers of Impaired & Distracted Driving

- Define BAC and explain how it is measured
- Explain how alcohol affects judgement
- Describe how peer pressure affects driving under the influence

Driving in Adverse Conditions

- Compare and contrast how adverse weather affects the driving task
- Describe how to prepare for driving in adverse weather conditions

Handling Emergencies

- Demonstrate the proper steps to jumpstart a vehicle
- Demonstrate the proper way to change a tire
- Describe how to correct a skid and identify the main causes of skidding

Buying & Maintaining a Vehicle

- Compare and contrast the finance options involved in purchasing or leasing a vehicle
- List and describe the preventative maintenance necessary for vehicle longevity
- Explain the effect that fuel efficiency and recycling have on the environment
- Describe how to check tires for inflation and tread wear

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- PA Driver Manual/You Are the Driver
- Signs, Signals, & Pavement Markings
- Basic Vehicle Operation
- Managing Risks
- Dangers of Impaired & Distracted Driving
- Driving in Adverse Conditions
- Handling Emergencies
- Buying & Maintaining a Vehicle

ANCHOR VOCABULARY:

- Junior Driver License
- Highway transportation system
- Roadway user
- IPDE Process
- Zone control
- Low-risk driving
- Collision
- Risk
- Warning signs
- Flashing signal
- Regulatory sign
- Shared left-turn signal
- Rumble strip

- International sign
- Wheel lock up
- Target
- Shift lever
- Key fob
- Shift indicator
- Braking point
- Tachometer
- Antilock braking system
- Identify
- Orderly visual search pattern
- Predict
- Open zone
- Line of sight
- Target-area range
- Brake fade
- Grade
- Liability insurance
- Deductible
- Blowout
- Forward vision
- Depressant
- Prescription medication
- Blood alcohol concentration
- Inhibitions
- Nystagmus
- Synergistic effect
- Illegal per se laws
- Skid
- Rocking
- Fishtail
- Controlled braking
- Overdriving headlights
- Hydroplaning
- Understeer situation
- Catalytic converter
- Budget
- Electronic control module
- Muffler
- Variable ride-height suspension
- Alternative fuel

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Quizzes
- Study Guides
- Video Scenarios

- Vehicle Parts/Under the Hood Lab
- Handling Emergencies Lab
- Buying a Car Project

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Cumulative average of at least 67% on all subjective assessments

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Appropriate accommodations based on the student's IEP/504 Plan

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- YouTube
- Kahoot
- EdPuzzle
- SRO & Driver Ed Vehicle
- Vision Impairment Goggles
- PowerPoint Instruction
- PA Driver's Manual
- Drive Right Textbook
- Drive Right Skills & Application

RESOURCE SPECIFIC VOCABULARY:

