



iHealth

Course Description

Last updated: 11/15/16

Overview: iHealth is a full set of teaching tools for high school health education. Lessons, assignments, evaluations, resources, quizzes, and exams enable **blended learning** so teachers have more in-school class time for ‘flipped classroom’ activities like project based learning (PBL), small group discussions, community engagement, role-modeling exercises, physical activity, guest lecturers, etc.

The Health Education Curriculum Analysis Tool (HECAT) helps school districts, schools, and others conduct a clear, complete, and consistent analysis of health education curricula based on the National Health Education Standards and CDC’s Characteristics of an Effective Health Education Curriculum.



The iHealth approach allows students to learn in ways best suited to their needs - on their own time, at their own pace - enabling individualized learning opportunities.

Blended learning is a formal education program in which a student learns in part through digital delivery of content and instruction with some element of control over individual learning style. Students complete lessons and assignments on their own time allowing more time for physical activity during class.



Quick Facts:

- Comprehensive high school curriculum (1 semester)
- Meets all state and national standards.
- Replaces the need to purchase textbooks (“ditch it”).
- Addresses the **Healthy Behavior Outcomes (HBOs)** as identified in the HECAT.
- Maximizes classroom time for deeper learning.
- High levels of student adoption and parent support.
- Individualized learning, adapted for ENL/IEP.
- Analytics for teacher evaluation artifacts.
- No investment in technology, training, or support.

How iHealth works. Students complete each lesson in sequential order culminating with the “big idea” that answers the lesson title. Formative questions in each lesson allow the student to self-access their understanding.





iHealth Course Outline

01 Before you Begin

- Pre-course evaluation
- Welcome to iHealth
- What do I need for iHealth?
- What do I need to learn in iHealth?
- How am I graded?
- What is the best way to take iHealth
- What is the iHealth honor code?
- Huddle Up: Your Attentive Brain
- Essay Question: Your Attentive Brain

02 Making Healthy Decisions

- Pre-Unit Evaluation (S)
- What does health really mean?
- Who is in charge of my health?
- How long will I live?
- What does quality of life mean?
- What are the biggest risk factors?
- What are the most significant decisions a person makes?
- How should I make decisions?
- What is a healthy behavior outcome?
- Huddle Up: Your Positive Thinking Brain
- Essay Question: Your Positive Thinking Brain

03 Your Feelings

- Pre-Unit Evaluation
- How does my personality affect my health?
- What causes stress?
- How does stress affect my body?
- What's the best way to deal with stress?
- What is my self-image?

- How do I boost my self-esteem?
- How do I cope with my emotions?
- What are defense mechanisms?
- Huddle Up: Your Compassionate Brain
- Essay Question: Your Compassionate Brain

04 More About Your Feelings

- Pre-Unit Evaluation (PHW)
- How do I express my feelings in a healthy way?
- Are mental disorders real?
- Are there different types of mental disorders?
- How do I deal with setbacks?
- What are the signs of depression?
- What is love?
- What should I do when I get angry?
- Huddle Up: Your Angry Brain
- Essay Question: Your Angry Brain

05 All in the Family

- Are all families alike?
- What causes family stress?
- What can I do to help keep the family healthy?
- How can I reduce family conflict?
- Why can't I make my own rules?
- What's my role in the family?
- How do I deal with divorce?
- Huddle Up: Your Brain's Perspective
- Essay Question: Your Brain's Perspective



06 My Friends, My Health

- Are there different types of friends?
- How do my friends define me?
- What should I look for in a friend?
- How can I be a good friend?
- Why do problems arise in friendships?
- What does a genuine apology look like?
- What's up with cliques?
- Huddle Up: Your Conforming Brain (Peer Influence)
- Essay Question: Your Conforming Brain

07 Out of Harm's Way

- Pre-Unit Evaluations (V)
- How do most fights start?
- Is cyberbullying real?
- Can I avoid violent situations?
- Is hazing ever acceptable?
- Is sexual harassment legal?
- How should I act if I am stopped by an officer of the law?
- What is distracted driving?
- Huddle Up: Your Moral Brain
- Essay Question: Your Moral Brain

08 Alcohol

- Pre-Unit Evaluation (AOD)
- Why do so many people drink alcohol?
- If alcohol is a drug, why is it legal?
- What does alcohol do to my body?
- Are there benefits associated with drinking alcohol?
- Why do I have to be 21 years old to consume alcohol?
- What is BAC and what does it mean?
- What drinking laws do I need to know?
- What factors influence drinking?
- What is binge drinking?
- What is alcoholism?
- What is the cost of drinking?
- Huddle Up: Your Addictive Brain
- Essay Question: Your Addictive Brain



09 Up in Smoke

- Pre-Unit Evaluation (T)
- Why do people start to smoke?
- What does tobacco do to my body?
- Are there benefits to smoking?
- Why are cigarettes legal?

- What about eCigarettes?
- Is smokeless tobacco safe?
- What about secondhand smoke?
- How much does it cost to be a smoker?
- Is it too late to quit smoking?
- Huddle Up: Your Sleeping Brain
- Essay Question: Your Sleeping Brain



10 Substances: Legal and Illegal

- Why do people take drugs?
- Is there an issue if substances make people feel good?
- What's the difference between legal and illegal substances?
- What substances are free from side effects?
- What are the most commonly abused substances?
- What are the dangers of substance abuse?
- Isn't marijuana legal now?
- What is the cost of a dependency?
- How can I rise above the influence of drugs?
- Huddle Up: Your Risky Brain
- Essay Question: Your Risky Brain

11 Reproduction

- Pre-Unit Evaluations (SH)
- What causes my body to change?
- Am I ready to date?
- Is everyone sexually experienced?
- Is it safe to be sexually intimate?
- Does birth control really work?
- Is abstinence realistic?
- What about self-exams?
- Huddle Up: Your Brain's Gender
- Essay Question: Your Brain's Gender

12 Infectious and Chronic Diseases

- What's the difference between bacteria and viruses?
- How do germs spread?
- What do I need to know about STIs?
- What's the difference between AIDS and HIV?
- Why do some people have allergies and some don't?
- Do I have sitting disease?
- Huddle Up: Your Intuitive Brain
- Essay Question: Your Intuitive Brain

13 Making Healthy Decisions

- How do I set my own health goals?
- How can I be a wise consumer?
- How does media and technology affect health?
- What web sources can I trust?
- What are the signs of personal maturity?
- How often should I see a doctor?
- How much does healthcare cost?
- How do I just say no (yes)?
- Huddle Up: Your Common Sense Brain
- Essay Question: Your Common Sense Brain



14 Your Nutrition

- Pre-Unit Evaluation (HE)
- How many calories do I burn in a day?
- How many calories do I burn when I exercise?
- What is the real scoop on calories?
- How do I make the calories in-calories out connection?
- How do I read the nutrition label?
- What is the best food plan?
- Can I "out-exercise" poor eating?

- What's the real scoop on bread, carbs, and grains?
- What's the skinny on fats?
- Huddle Up: Your Food Brain
- Essay Question: Your Food Brain



15 Your Fitness

- Pre-Unit Evaluation (PA)
- What is physical fitness?
- What is the best activity for overall fitness?
- How often should I exercise?
- What does it mean to be physically healthy?
- What is the secret to fitness?
- How does daily exercise improve my school day?
- Is vigorous exercise necessary?
- Who is in charge of my fitness?
- Huddle Up: Your Logical Brain
- Essay Question: Your Logical Brain

16 In an Emergency

- How should I respond in an emergency?
- What is hands only CPR?
- How do I perform CPR?
- Should I perform CPR on children?
- Huddle Up: Your Imaginative Brain
- Essay Question: Your Imaginative Brain

17 Your Final

- Course evaluation
- Extra Credit: Change the World
- Practice Test
- Final Exam

Health Education Standards

- 1** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- 2** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- 3** Students will demonstrate the ability to access valid information, products, and services to enhance health.
- 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5** Students will demonstrate the ability to use decision-making skills to enhance health.
- 6** Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8** Students will demonstrate the ability to advocate for personal, family, and community health.



Health Behavior Outcomes

Alcohol and Other Drug Prevention (AOD)

1. Avoid misuse and abuse of over-the-counter and prescription drugs.
2. Avoid experimentation with alcohol and other drugs.
3. Avoid the use of alcohol.
4. Avoid the use of illegal drugs.
5. Avoid driving while under the influence of alcohol and other drugs.
6. Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
7. Quit using alcohol and other drugs if already using.
8. Support others to be alcohol- and other drug-free.

Healthy Eating (HE)

1. Eat the appropriate number of servings from each food group every day.
2. Eat a variety of foods within each food group every day.
3. Eat an abundance of fruits and vegetables every day.
4. Choose to eat whole grain products and fat-free or low-fat milk or equivalent milk products regularly.
5. Drink plenty of water every day.
6. Limit foods and beverages high in added sugars, solid fat, and sodium.
7. Eat breakfast every day.
8. Eat healthy snacks.
9. Eat healthy foods when dining out.
10. Prepare food in healthful ways.
11. Balance caloric intake with caloric expenditure.
12. Follow an eating plan for healthy growth and development.
13. Support others to eat healthy.

Mental and Emotional Health (MEH)

1. Express feelings in a healthy way.
2. Engage in activities that are mentally and emotionally healthy.
3. Prevent and manage interpersonal conflict in healthy ways.
4. Prevent and manage emotional stress and anxiety in healthy ways.
5. Use self-control and impulse-control strategies to promote health.
6. Get help for troublesome thoughts, feelings, or actions for oneself and others.
7. Show tolerance and acceptance of differences in others.
8. Establish and maintain healthy relationships.

Physical Activity (PA)

1. Express feelings in a healthy way.
2. Engage in activities that are mentally and emotionally healthy.
3. Prevent and manage interpersonal conflict in healthy ways.
4. Prevent and manage emotional stress and anxiety in healthy ways.
5. Use self-control and impulse-control strategies to promote health.
6. Get help for troublesome thoughts, feelings, or actions for oneself and others.
7. Show tolerance and acceptance of differences in others.
8. Establish and maintain healthy relationships.

Personal Health and Wellness (PH)

1. Brush and floss teeth daily.
2. Practice appropriate hygiene habits.
3. Get an appropriate amount of sleep and rest.
4. Prevent vision and hearing loss.
5. Prevent damage from the sun.
6. Practice behaviors that prevent infectious diseases.
7. Practice behaviors that prevent chronic diseases.
8. Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy.
9. Practice behaviors that prevent foodborne illnesses.
10. Seek out help for common infectious diseases and chronic diseases and conditions.
11. Seek out healthcare professionals for appropriate screenings and examinations.
12. Prevent health problems that result from fads or trends.

Safety (S)

1. Follow appropriate safety rules when riding in or on a motor vehicle.
2. Avoid driving a motor vehicle—or riding in a motor vehicle driven by someone—while under the influence of alcohol or other drugs.
3. Use safety equipment appropriately and correctly.
4. Apply safety rules and procedures to avoid risky behaviors and injury.
5. Avoid safety hazards in the home and community.
6. Recognize and avoid dangerous surroundings.
7. Get help for oneself or others when injured or suddenly ill.
8. Support others to avoid risky behaviors and be safe.

Sexual Health (SH)

1. Establish and maintain healthy relationships.
2. Be sexually abstinent.
3. Engage in behaviors that prevent or reduce sexually transmitted disease (STD), including HIV infection.
4. Engage in behaviors that prevent or reduce unintended pregnancy.
5. Avoid pressuring others to engage in sexual behaviors.
6. Support others to avoid or reduce sexual risk behaviors.
7. Treat others with courtesy and respect without regard to their sexuality.
8. Use appropriate health services to promote sexual health.

Tobacco Use Prevention (T)

1. Avoid using (or experimenting with) any form of tobacco.
2. Avoid second-hand smoke.
3. Support a tobacco-free environment.
4. Support others to be tobacco-free.
5. Quit using tobacco, if already using.

Violence (V)

1. Manage interpersonal conflict in nonviolent ways.
2. Manage emotional distress in nonviolent ways.
3. Avoid bullying, being a bystander to bullying, or being a victim of bullying.
4. Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.
5. Avoid situations where violence is likely to occur.
6. Avoid associating with others who are involved in or who encourage violence or criminal activity.
7. Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes.
8. Get help to prevent or stop inappropriate touching.
9. Get help to stop being subjected to violence or physical abuse.
10. Get help for oneself or others who are in danger of hurting themselves.

