


Health 1

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Physical Fitness Unit

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> HOW DO OUR LIFESTYLE BEHAVIORS IMPACT OUR HEALTH? WHAT IS HEALTHY LIVING? WHAT CAN I DO TO IMPROVE MY OVERALL PHYSICAL, MENTAL/EMOTIONAL, & SOCIAL HEALTH? <p>UEQ:</p> <ul style="list-style-type: none"> <i>What is physical fitness?</i> 	<p>Physical Fitness</p> <p>1. Identify the 5 components of physical activity</p> <p>2a. Analyze how regular physical activity will enhance and maintain health.</p> <p>2b. Describe the effects of regular physical activity on body systems.</p> <p>2c. Assess how regular physical activity aids in disease prevention.</p> <p>3a. Synthesize information and apply critical-thinking, decision making,</p>	<p>Physical Fitness</p> <p>LT1. I can list and explain the 5 components of physical fitness.</p> <p>LT2. I can explain how being physically active benefits my physical, mental, emotional, and social health.</p> <p>LT3. I can explain the health risks of being inactive.</p> <p>LT4. I can take my own pulse and use it to calculate my own target heart rate zone.</p> <p>LT5. I can identify eleven of the major muscle groups in the body and find exercises to work those muscle groups.</p>	<p>Physical Fitness</p> <p>1.1</p> <p>1.2</p> <p>1.3</p> <p>3.1</p> <p>6.1</p> <p>7.3</p>	<p>Physical Fitness</p> <p>CFA= Health in the News</p> <p>CFA = Physical Fitness Review</p> <p>CFA= Hands on Health Activity: Physical Activity Poster</p> <p>CFA= Calculating Body Mass Index (BMI)</p> <p>CSA= Creating a Physical Activity Plan</p> <p>CFA= Analyzing My Fitness Pal activity</p>	<p>Physical Fitness</p> <p>Powerpoint: 5 Components of Physical Fitness & 3 Principles of Exercise</p> <p>Prezi/Powerpoint: CDC Requirements</p> <p>Electro-impedance body composition sensor.</p> <p>Computer lab</p> <p>Chrome Books</p> <p>Websites: QuantifiedMind.com</p>

<ul style="list-style-type: none"> • <i>How do I become physically fit or improve my overall physical fitness?</i> • <i>What are the health benefits of physical activity?</i> <p>Physical Fitness</p> <ol style="list-style-type: none"> 1. 5 Components of Physical Fitness 2. Benefits of Physical Activity 3. Creating a plan to reach CDC activity recommendations 4. Anaerobic and Aerobic Exercise 5. Target Heart Rate Zone 6. Setting effective fitness goals 	<p>and problem-solving skills to develop a personal physical activity program to promote individual health</p> <p>3b. Identify the basic principles of a physical activity program</p> <p>4. Explain the difference between anaerobic and aerobic exercise.</p> <p>5. Find your personal target heart rate.</p> <p>6. Set realistic fitness goals</p>	<p>LT6. I can create a plan for an average teenager to meet the weekly recommendations for physical activity.</p> <p>LT7. I can utilize an activity tracking website (My FitnessPal) to review and analyze my personal activity level and suggest adjustments.</p>		<p>according to CDC standards</p> <p>CFA= Identifying Muscle Groups & Exercises worksheet</p> <p>CFA= Target Heart Rate Exercise Zone Training Calculations worksheet</p> <p>CFA= Target Heart Rate Zone Practice Problems</p> <p>CFA= Mental Performance Lab</p> <p>CSA= Physical Fitness Unit Test</p>	<p>myfitnesspal.com</p> <p>Cardio Machines in the weight room</p> <p>Key Vocabulary</p> <p>Cardiorespiratory</p> <p>Endurance</p> <p>Muscular</p> <p>Endurance</p> <p>Muscular Strength</p> <p>Body Composition</p> <p>Flexibility</p> <p>Target Heart Rate</p> <p>Body Mass Index</p> <p>Progression</p> <p>Overload</p> <p>Specificity</p> <p>Latissimus Dorsi</p> <p>Quadriceps</p> <p>Gastrocnemius</p> <p>Hamstrings</p> <p>Gluteus Maximus</p> <p>Trapezius</p> <p>Deltoids</p> <p>Rectus Abdominus</p> <p>Biceps</p> <p>Triceps</p> <p>Pectoralis Major</p>
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October

Nutrition Unit

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> • <i>What are the six essential nutrients?</i> • <i>What influences your food choices?</i> • <i>How do you safely achieve and maintain a healthy weight?</i> • <i>What are the</i> 	<p>Nutrition</p> <p>1a. Analyze the relationship between nutrition, quality of life and disease.</p> <p>1b. Evaluate various influences on food choices.</p> <p>2. Apply balance, variety, and moderation when making food</p>	<p>Nutrition</p> <p>LT1. I can list the six essential nutrient groups and identify which carry calories and which help in body processes.</p> <p>LT2. I can read a food label and understand how that food choice contributes to my daily nutritional needs and limits.</p> <p>LT3. I can explain the risks of fad diets and other quick</p>	<p>Nutrition</p> <p>1.3</p> <p>1.4</p> <p>2.1</p> <p>2.2</p> <p>3.1</p> <p>3.2</p> <p>5.4</p> <p>7.1</p> <p>7.2</p> <p>8.1</p> <p>8.3</p>	<p>Nutrition</p> <p>CFA= My Fitness Pal Diet Analysis</p> <p>CFA= Food Label Activity</p> <p>CFA= 6 Essential Nutrients Advertisement</p> <p>CFA= Fad Diet</p>	<p>Nutrition</p> <p>Powerpoint: Nutrition During the Teen Years</p> <p>Powerpoint: Fad Diets & Eating Disorders</p> <p>Movie "Supersize Me"</p> <p>choosemyplate.gov</p> <p>My Fitness Pal website/apps</p>

<p><i>dangers associated with poor eating habits?</i></p> <ul style="list-style-type: none"> <i>How can I improve my current diet?</i> <p>Nutrition</p> <ol style="list-style-type: none"> Influences on food choices My Fitness Pal/Fooducate Diet Recommendations Nutrients/Nutrition Food Labels Fad Diets and Eating Disorders 	<p>choices.</p> <p>3a. Describe the immediate and long-term benefits of nutrition on body systems.</p> <p>3b. Describe functions of the six basic nutrients in maintaining health.</p> <p>3c. List nutrients in a variety of foods.</p> <p>3d. Explain the relationship between nutrition, health promotion, and disease prevention.</p> <p>4. Analyze information on food labels.</p> <p>5a. Explain the risks of fad diets and other harmful weight loss strategies.</p> <p>5b. Describe the causes and symptoms of eating disorders.</p>	<p>weight loss ideas.</p> <p>LT4. I can explain Bulimia Nervosa, Anorexia Nervosa, and Binge Eating, and why they are harmful.</p> <p>LT5. I can record my daily food consumption and use My Fitness Pal or Food-u-cate apps/website to compare my diet to the recommendations for me.</p> <p>LT6. I can explain many of the influences that affect my food choices.</p>		<p>Evaluation</p> <p>CFA= "For the Love of Nancy" worksheet</p> <p>CFA= Nutrition Sense Article Quiz</p> <p>CFA= Nutrition Study Guide</p> <p>CSA: Nutrition Unit Exam</p>	<p>Movie "For Love of Nancy"</p> <p>Key Vocabulary</p> <p>Nutrition</p> <p>Nutrients</p> <p>Protein</p> <p>Fats</p> <p>Carbohydrates</p> <p>Water</p> <p>Minerals</p> <p>Vitamins</p> <p>Fat Soluble</p> <p>Water Soluble</p> <p>Anorexia</p> <p>Bulimia</p> <p>Binge Eating</p> <p>Fad Diets</p> <p>Saturated Fat</p> <p>Unsaturated Fat</p> <p>Simple Carbohydrates</p> <p>Complex Carbohydrate</p> <p>Complete Proteins</p> <p>Incomplete Proteins</p> <p>Amino Acid</p>
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October

Mental Health Unit

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> • <i>How do needs impact mental health?</i> • <i>How can stress affect individuals?</i> • <i>What can be done to manage stress?</i> • <i>What is depression?</i> • <i>What is suicide?</i> • <i>What are some common mental health disorders?</i> <p>Mental Health</p>	<p>Mental Health</p> <p>1. Identify ways to build self-esteem. 2a. Examine the causes and effects of stress. 2b. Differentiate how stress can affect physical, mental/emotional, and social health. 2c. List personal causes of stress. 2d. Discover strategies for managing stress. 2e. Develop healthful behaviors that help reduce</p>	<p>Mental Health</p> <p>LT1. I can list personal causes of stress in my life. LT2. I can explain how stress affects how I look (physical), how I feel (mental/emotional), and how I interact with my friends/peers (social). LT3. I can identify strategies I use in my life to manage stress. LT4. I can list healthful behaviors that help reduce stress. LT5. I can explain bullying behaviors that happen around me in</p>	<p>Mental Health</p> <p>1.2 3.1 3.3 4.4 7.2 8.1</p>	<p>Mental Health</p> <p>CFA= Stress Article Quiz</p> <p>CFA= Dealing with Stress - worksheet</p> <p>CFA= Managing your Health: Depression - video quiz using Kahoot It</p> <p>CFA= Suicide Hotline Roleplay</p> <p>CFA= Teen Suicide: A permanent solution to a temporary problem - video quiz using</p>	<p>Mental Health</p> <p>Glencoe Health Student Text (Pages 172-174; 196-210; 230-233)</p> <p>Powerpoint: Effects of Stress</p> <p>Content Area Reading "Stress Article"</p> <p>United Streaming - "Managing your Health: Depression"</p> <p>United Streaming - "Teen Suicide: A Permanent Solution to a Temporary Problem"</p>

<p>1. Stress 2. Depression 3. Suicide 4. Mental Health Disorders 5. Bullying</p>	<p>stress. 3a. Identify symptoms of depression/suicide. 3b. Apply strategies for coping with depression. 3c. List warning signs of major depression/suicide that should prompt individuals to seek professional help. 4a. Name the different type of mental disorders 4b. Identify situations requiring professional mental health services 4c. Discuss the types of mental health disorders that affect our society 4d. Identify different types of treatment/help available for people with mental health issues</p>	<p>school and outside of school. LT6. I can demonstrate effective ways to combat bullying, and encourage acceptance and tolerance. LT7. I can list symptoms of depression and major depression. LT8. I can identify common mental health disorders. LT9. I can list common warning signs of suicide. LT10. I can list strategies to prevent suicide. LT11. I can identify methods for addressing critical mental health issues. LT12. I can identify bullying behaviors that happen around me at school. LT13. I can explain the effects bullying has on</p>		<p>Kahoot It CFA= Mental Health Disorder Website CFA= Mental Health Disorder Notes CFA= D5. Bully Movie reflection CFA= Fishbowl Discussion on Bullying CSA= Mental Health Unit Exam</p>	<p>Myth or Reality: Suicide - worksheet Review Activity "Mental Health Jeopardy" Guest Speakers- personal stories about depression/suicide Guest Speaker- Mindy Kragness on Bullying Computer Lab/media center Bully Movie Google Sites Key Vocabulary Stress Stressors Biological Stressor Environmental Stressor Personal Behavior Stressor Life Situation Stressor Cognitive Stressor</p>
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	<p>5a. Identify symptoms of bullying and being bullied.</p> <p>5b. Identify helpful strategies for fighting bullying and getting help for bully victims and bullies.</p>	kids and teenagers.			<p>Major Depression</p> <p>Suicide</p> <p>Bullying</p> <p>Bipolar Disorder</p> <p>ADHD</p> <p>OCD</p> <p>Generalized Anxiety Disorder</p> <p>PTSD</p> <p>Avoidant Personality Disorder</p> <p>Antisocial Personality Disorder</p> <p>Dysthymia</p>
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November

Human Sexuality Unit

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> • <i>What are healthy relationships?</i> • <i>What is abstinence?</i> 	<p>Human Sexuality</p> <p>1a. Analyze the importance and benefits of abstinence from sexual activity in</p>	<p>Human Sexuality</p> <p>LT1. I can explain characteristics of a healthy relationship.</p>	<p>Human Sexuality</p> <p>1.1</p> <p>1.2</p> <p>1.3</p>	<p>Human Sexuality</p> <p>CFA= Talk to Your Parents - worksheet</p> <p>CFA = Sexually</p>	<p>Human Sexuality</p> <p>Glencoe Health Human Sexuality Textbook; pages 22-26</p>

<ul style="list-style-type: none"> • <i>What are the responsibilities of becoming a parent?</i> • <i>What are contraceptives?</i> • <i>What are Sexually Transmitted Infections?</i> <p>Human Sexuality</p> <ol style="list-style-type: none"> 1. Healthy Relationships & Abstinence 2. Teen Pregnancy 3. Contraception 4. Sexually Transmitted Infections 	<p>promoting emotional health and preventing pregnancy, STIs, and HIV/AIDS.</p> <p>1b. Evaluate ways to practice abstinence in a dating relationship.</p> <p>1c. Demonstrate refusal strategies to reinforce the decision to remain abstinent.</p> <p>2a. Identify the risks associated with teenage pregnancy.</p> <p>2b. Describe the roles and responsibilities of parents in promoting healthy families.</p> <p>2c. Evaluate the effects of becoming a teen parent on physical, mental/emotional, and social health.</p> <p>3a. Analyze the effectiveness of contraceptive methods and how they prevent pregnancy and STIs.</p>	<p>LT2. I can recognize and explain the characteristics of an unhealthy relationship.</p> <p>LT3. I can explain the consequences for getting pregnant as a teenager.</p> <p>LT4. I can demonstrate strategies for abstaining from sex in a relationship.</p> <p>LT5. I can list all the means of transmission for STI's (Sexually Transmitted Infections).</p> <p>LT6. I can name and describe some methods of contraception, and know which help against STI's in addition to pregnancy</p> <p>LT7. I can talk about what my family thinks a healthy teen relationship looks like</p> <p>LT8. I can identify key symptoms of sexually</p>	<p>1.4</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> <p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.6</p> <p>5.4</p> <p>7.1</p> <p>7.3</p>	<p>Transmitted Diseases/Contraceptive research assignment (informational posters)</p> <p>CFA- Abstinence Book Assignment p. 26 review questions</p> <p>CFA- Dear Sammy Worksheet</p> <p>CSA = Human Sexuality Unit Exam</p>	<p>Powerpoint: Teenage Pregnancy</p> <p>Powerpoint: Healthy Relationships</p> <p>Movie - "Mom at 16" or "She's too Young."</p> <p>Teen pregnancy in America video: https://www.youtube.com/watch?v=YHennhq1cMg</p> <p>Teen mom: day in the life videos- Part 1 & 2 https://www.youtube.com/watch?v=CZTxlvOwV3U&NR=1 https://www.youtube.com/watch?v=rb4u46f9fS8&feature=youtu.be</p> <p>http://www.babycenter.com/baby-cost-calculator</p> <p>STI Water Activity-Fluid Exchange Activity, Pre-Test, STI Review</p> <p>United Streaming Video</p>
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	<p>3b. Discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy and STIs, including HIV/AIDS.</p> <p>4a. Describe the relationship between high-risk behaviors and the risk of contracting a sexually transmitted disease.</p> <p>4b. Identify and describe specific STIs</p> <p>4c. Develop and analyze strategies to prevent spreading STIs.</p>	<p>transmitted infections as well as ways to prevent and treat them.</p> <p>LT9. I know how to apply the use of refusal skills to dating and physical intimacy</p>		<p>"Hope is not a method"</p> <p>Contraceptives Notes</p> <p>United Streaming Video- "Prescription for Learning: Sexually Transmitted Diseases"</p> <p>United Streaming Video- "The Safest Choice"</p> <p>Sexually Transmitted Infections Notes</p> <p>Computer lab/media center</p> <p>Guest Speakers: H.E.A.R.T Birthline Center on healthy relationships</p> <p>Key Vocabulary Standards Abstinence Sexually Transmitted Infections Contraceptives Sexual Activity Physical Intimacy Emotional Intimacy</p>
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