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| **Content** | **Skills – (GLE)** | **Learning Objective** | **Journal Prompt** | **Assessment** | **Resources** |
| Introduction to Health and Wellness |  |  |  |  | [..\Health\Health Syllabus.doc](../Health/Health%20Syllabus.doc) |
| Day 1  Intro to Health  List of Hobbies – Categorize into three domains of health  Interconnection between different domains  Health Triangle  What is the Definition?  Improving Physical, Mental, Emotional | 2. A. Social, Mental ,Physical Health  State Standard HPE 2  Cite evidence that supports the rights both individuals and the communities have when making social health decisions  2. B. Social, Mental ,Physical Health  State Standard HPE 2  Develop a list of attributes needed to live effectively with others | *Identify the three areas of health along with how they interconnect with each other.* | What is your definition of health? How much time do you spend thinking about your health or the health of others? Where does most of your knowledge about what is healthy come from? As a teenager, should you be concerned about what you eat or drink or much you exercise? Why or why not? |  | [Health\Unit 1 Health and Wellness\Introduction to Health and Wellness.ppt](../Health/Unit%201%20Health%20and%20Wellness/Introduction%20to%20Health%20and%20Wellness.ppt) |
| Day 2  Influences on Health – Group Work 5 pos./5 neg.  Heredity  Environment  Physical  Mental  Social  Cultural  Media/ Technology | Describe patterns of physical, social, and mental/emotional health that promote healthy long-term relationships (e.g., dating, work environment, friendship, and marriage) | *Analyze and differentiate between the different areas that influence health while identifying which are positive or negative* | What are some influences on your health? Explain or describe five influences and give reasons why it is a healthy or unhealthy influence. | [Reteaching Act. 1 & 2](file:///C:\Documents%20and%20Settings\hagegra\Desktop\Health\Unit%201%20Health%20and%20Wellness\Reteaching%20Act.%201%20&%202.pdf) | [Health\Unit 1 Health and Wellness\Introduction to Health and Wellness.ppt](file:///C:\Documents%20and%20Settings\hagegra\Desktop\Health\Unit%201%20Health%20and%20Wellness\Introduction%20to%20Health%20and%20Wellness.ppt) |
| Day 3  Risk Behaviors/ Influences  Lifestyle Factors – notes  Decision Making Model |  | *Generate a list of healthy lifestyle factors and risky behaviors and determine which areas of health those factors or choices affect.* | What are some activities or tasks you do that contribute to your total health. Mention at least one for each category of health. (physical, mental, social) |  | [Health\Unit 1 Health and Wellness\Introduction to Health and Wellness.ppt](file:///C:\Documents%20and%20Settings\hagegra\Desktop\Health\Unit%201%20Health%20and%20Wellness\Introduction%20to%20Health%20and%20Wellness.ppt) |
| Day 4  Decision Making Model Role Play Project |  | *Formulate a scenario where students must use the decision making model to generate possible outcomes and make a healthy decisions* | Describe and reflect on two separate decisions that you have made recently that resulted in a positive outcome and negative outcome. | [Health\Unit 1 Health and Wellness\Decision Making Model Role Play Scoring Guide.xls](file:///C:\Documents%20and%20Settings\hagegra\Desktop\Health\Unit%201%20Health%20and%20Wellness\Decision%20Making%20Model%20Role%20Play%20Scoring%20Guide.xls) | [Health\Unit 1 Health and Wellness\Decision Making Model Role Play.docx](file:///C:\Documents%20and%20Settings\hagegra\Desktop\Health\Unit%201%20Health%20and%20Wellness\Decision%20Making%20Model%20Role%20Play%20Assignment.docx) |
| Day 5 Decision Making Mode Role Play Project |  |  |  |  |  |
| Day 6  Present Role Play  Notes over Health Literacy |  | *Critique the validity of websites that present health information to identify valid or invalid health sources* | Name a reliable source for health information and an unreliable source for health information and how do you know the difference. |  | [Health\Unit 1 Health and Wellness\Introduction to Health and Wellness.ppt](file:///C:\Documents%20and%20Settings\hagegra\Desktop\Health\Unit%201%20Health%20and%20Wellness\Introduction%20to%20Health%20and%20Wellness.ppt) |
| Day 7  Healthy People 2010 Slideshow Review  Discussion and notes  2010 Worksheet – Computer Lab | 2. B. Social, Mental, Physical Health  State Standard HPE 2  Develop a list of attributes needed to live effectively with others | *Analyze the Healthy People 2010 Publication and discuss its effectiveness and originate new ideas or focus areas for the next publication* | If you have heard of Healthy People 2010 and Healthy People 2020, please give a brief description of the program. If you have not heard of either one, what do you think this program tries to accomplish or provide to the American public? | [Health\Unit 1 Health and Wellness\Healthy People 2010 Slideshow Guide.doc](../Health/Unit%201%20Health%20and%20Wellness/Healthy%20People%202010%20Slideshow%20Guide.doc) | **Computer Lab**  [www.healthypeople.gov](http://www.healthypeople.gov) |
| Day 8  Online Assessment – Unit 1 Intro to Health  Current Event |  |  |  | Unit 1 Test Introduction to Health and Wellness  [Health\Current Events.doc](file:///C:\Documents%20and%20Settings\hagegra\Desktop\Health\Current%20Events.doc) | [www.spoofhoundshealth.com](http://www.spoofhoundshealth.com)  **Computer Lab** |
| Components of Fitness and Avoiding Injuries |  |  |  |  |  |
| Day 9  Introduce new unit on fitness and avoiding injuries  Begin Commercials over Benefits of Exercise | 1 D. HPE 4 Health and Skill Related Fitness Components  Analyze factors (e.g., time, cost, accessibility) and benefits (physical and psychological) related to regular participation in physical activity | *Compare the different components of fitness including different types of exercise and how they are used to help design a fitness plan.* | Please turn to page 45 in your health book and copy the statements down from the Self Inventory and answer each question with a yes, no, or sometimes and circle your answer. Please copy the statements so you can look back at what the question was later on in the semester. When you are done, compare your responses with a partner close by and discuss the similarities and differences. |  |  |
| Day 10 Commercial Announcements Project |  |  |  |  |  |
| Day 11  Present Commercial Announcements on Benefits of Exercise |  |  | What are three ways we can measure different components of fitness and provide examples? | [Health\Unit 2 Fitness\Commercial Announcement Scoring Guide.xls](../Health/Unit%202%20Fitness/Commercial%20Announcement.xls) | [Health\Unit 2 Fitness\Commercial Announcement.doc](../Health/Unit%202%20Fitness/Commercial%20Announcement.doc) |
| Day 12  Notes over Components of Fitness  Skill Related  Health Related |  | *Compare the different components of fitness including exercise and how they are used to help design a fitness plan.* | Describe one component of fitness you have worked on and describe if it is health or skill related and what were the benefits? |  |  |
| Day 13  Continue notes over Components of Fitness  FITT Principle  Notes over Avoiding Injuries | 2 C. Activity Related Injuries HPE 5 State Standard - Recognize activity related conditions and take appropriate action for each situation | *Apply the FITT principle when designing a fitness plan model* | Explain what heart rate target zone is and give at least 3 reasons why it is important to exercise in that zone for more than 20 minutes at least 3 times a week. | [Health\Unit 2 Fitness\Concept Map 6 Comp. of Fit.pdf](../Health/Unit%202%20Fitness/Concept%20Map%206%20Comp.%20of%20Fit..pdf) |  |
| Day 14  Finish notes over Avoiding Injuries  Heat Related/ Cold Related Injuries  RICE  Concussions  Article over Concussions | 2 C. Activity Related Injuries HPE 5 State Standard -  Recognize weather-related emergencies (e.g., dehydration, asthma, heat exhaustion, heat stroke, hypothermia, frostbite) and perform appropriate first aid procedures and practices | *Name or identify the correct treatment for minor or major injuries and heat/cold related injuries* | What is the worst injury you have ever sustained? Explain how it happened, was it preventable and how were you treated or what rehabilitation took place to repair or heal the injury? |  |  |
| Day 15 Teens are Headed for Trouble Article |  | *Examine the effects of concussions on teenagers involved in sports including physical and mental changes and the lack of reporting or unnoticed symptoms by coaches and parents.* |  | [..\Health\Unit 2 Fitness\Young Athletes Could be Headed for Trouble Questions.docx](../Health/Unit%202%20Fitness/Young%20Athletes%20Could%20be%20Headed%20for%20Trouble%20Questions.docx) | [..\Health\Unit 2 Fitness\Young Athletes Could be Headed for Trouble.docx](../Health/Unit%202%20Fitness/Young%20Athletes%20Could%20be%20Headed%20for%20Trouble.docx) |
| Day 16 Concussion Article Discussion |  | *Discuss “second impact syndrome” from the article and develop an action plan that would limit or eliminate this from happening in the future.* | Why do athletes choose not to tell people about their symptoms? Why is there a difference between males and females when it comes to reporting injuries? |  |  |
| Day 17  Online Test over Fitness and Avoiding Injuries  Current Event |  |  |  | Unit 2 Test Components of Fitness and Avoiding Injuries  [Health\Current Events.doc](file:///C:\Documents%20and%20Settings\hagegra\Desktop\Health\Current%20Events.doc) | [www.spoofhoundshealth.com](http://www.spoofhoundshealth.com)  **Computer Lab** |
| **Unit 3 Nutrition** |  |  |  |  |  |
| Day 18  Class Debate over Fast Food is the main cause of Obesity |  | *Analyze and compose an argument about the impact of fast food on society as it relates to health.* | Do you believe that fast food has been one of the biggest changes in our country over the past fifty years? Please explain why or why not. | [Debate Scoring Guide.docx](../Health/Debate%20Scoring%20Guide.docx) |  |
| Day 19 Documentary Film – Forks over Knives – | 2 B. Balance, Moderation, and Variety – HPE 2 Investigate and analyze the factors that influence dietary choices (e.g., lifestyle, ethnicity, family, media, and advertising) | *Examine the effects of fast food related to the health of individuals and our nation and create a solution or guidelines for eating healthy.* | Do you think that fast food is one of the major causes of the obesity epidemic in the United States? Please explain why or why not. |  | [www.netflix.com](http://www.netflix.com) |
| Day 20 Documentary Film –Finish Forks over Knives – Discussion Questions |  | *Develop a solution or guidelines to eating out healthy and responsibly.* | What do you think the reaction from the food industry was like and what are some of the changes they could/have made since?  Did this change your opinion or persuade you to not eat so much fast food, why or why not? |  |  |
| Day 21 Documentary Film – Food Inc. |  | *Examine the effects of turning our food production industry into a monopolized assembly line of cheap, affordable, and unhealthy food. Analyze the current situation and whether or not the changes we’ve made are worth the risk.* |  |  | [www.netflix.com](http://www.netflix.com) |
| Day 22 Documentary Film – Finish Food Inc. | 2 D. Food Handling and Safety HPE 2, HPE 6 Discuss the cause and effect relationships that influence a safe food supply (e.g., regulatory agencies, food handling and production, food storage techniques, pesticides, additives, bioterrorism) | *Summarize the arguments made in the film along with analyzing any bias that may have been presented during the movie.* | What should the filmmaker have done differently to be more persuasive or what flaws did you find in the process he used to discredit the fast food companies? | [Food inc discussion questions.docx](../Health/Unit%203%20Nutrition/Food%20inc%20discussion%20questions.docx) |  |
| Day 23 Film Discussion |  | *Compare the different styles used to present and persuade the audience about fast food and the production of our food. What arguments were valid or not valid and explain why.* | Explain the problems associated with the Atkins diet and why it works? ( no carbs) |  |  |
| Day 24 Notes and discussion over hunger and appetite | 2 B. Balance, Moderation, and Variety – HPE 2 Investigate and analyze the factors that influence dietary choices (e.g., lifestyle, ethnicity, family, media, and advertising) | *Identify the differences between hunger and appetite along with understanding how the body reacts when hungry. Identify what factors affect appetite and why.* | What is your reaction or opinion of the movie, explain what your expectations of the movie were and what really happened? |  | [..\Documents\Health\Unit 3 Nutrition\Food Influences.pptx](../Documents/Health/Unit%203%20Nutrition/Food%20Influences.pptx) |
| Day 25  Vending machine in schools debate | 2 B. Balance, Moderation, and Variety – HPE 2 Analyze food choices and discuss how it should be used to develop a proper diet | *Justify the use of the vending machines in schools and examine the effect and influence vending machines have on nutrition in schools.* | What are several reasons why most schools have removed vending machines that sell pop and candy bars? What has replaced those vending machines in the past few years? | [Debate Scoring Guide.docx](file:///C:\Users\hagegra\Desktop\Health\Debate%20Scoring%20Guide.docx) | [H:\Backup of Laptop from jump drive for rootkit\School Vending Machines.docx](file:///H:\Backup%20of%20Laptop%20from%20jump%20drive%20for%20rootkit\School%20Vending%20Machines.docx) |
| Day 26  Nutrition Fact Labels | 2 C. Food Labels HPE 2, HPE 6 Apply concepts using food labels to meet the dietary needs of individuals for a healthy lifestyle (e.g., diabetes, lactose intolerance, food allergies) | *Describe which nutrients are listed on a food label and identify which ones should be limited and which ones we should get enough of. Calculate serving size and daily value percent and how to use these numbers and information to eat the right amount of healthy foods.* | Provide several reasons why the United States requires food labels and speculate or guess how long food labels have been required in our country. |  | [Food Labels.pptx](../Health/Unit%203%20Nutrition/Food%20Labels.pptx) |
| Day 27 Nutrition Fact Labels |  | *Develop a daily food intake pattern that is aligned with the number of calories an individual should eat. Calculate servings, daily value percentages, calorie intake, and balance fats, carbs, and protein for three days.* | Do you or anyone in your family use the nutrition fact label listed on the foods you buy? If yes, what information do you consider most important. If no, how would you describe the foods that you or your family eats on a normal day? | [Food Item Sheet.xlsx](../Health/Unit%203%20Nutrition/Food%20Item%20Sheet.xlsx) | [Food Item 1.docx](../Health/Unit%203%20Nutrition/Food%20Item%201.docx)  [Food Labels.docx](../Health/Unit%203%20Nutrition/Food%20Labels.docx) |
| Day 28 Food Guide Pyramid | 2 A. HPE 2 Assess key nutrients and their specific functions and influences on body processes*.* | *Compare and contrast the new food guide pyramid to the old one and understand why the changes were made. Identify the different areas and sections of the food guide pyramid. Determine how the different parts or images represent and emphasize a specific concept or guideline.* | What changes were made to the new food guide pyramid compared to the old food guide pyramid? |  | [Understanding the New Food Guide Pyramid.ppt](../Health/Unit%203%20Nutrition/Understanding%20the%20New%20Food%20Guide%20Pyramid.ppt) |
| Day 29 Food Guide Pyramid Notes continued |  |  |  |  | [Understanding the New Food Guide Pyramid.ppt](file:///C:\Users\hagegra\Desktop\Health\Unit%203%20Nutrition\Understanding%20the%20New%20Food%20Guide%20Pyramid.ppt) |
| Day 30 MyPyramid.gov website exploration | 2 B. Balance, Moderation, and Variety HPE 2 Create a meal plan (s) through the selection of appropriate food based on energy needs, food preferences and nutrient requirements as represented in “My Pyramid” | *Explore the different areas of mypyramid.gov and utilize the personal planning tools provided to determine individual calorie intake recommendations* |  |  | [www.mypyramid.gov](http://www.mypyramid.gov)  **Computer Lab** |
| Day 31 MyPyramid.gov website exploration |  | *Develop a menu for one week using the Pyramid Meal Planner based on specific individual information.* | What is one change you can make to your current food intake pattern that can lower the amount of sugar or solid fat you eat for a week? |  | [www.mypyramid.gov](http://www.mypyramid.gov)  **Computer Lab** |
| Day 32 Carbs, Proteins, Fats, Minerals, and Water |  | *Distinguish the different roles nutrients play and how they affect the body positively or negatively. Understand how body uses the foods and nutrients we eat on a daily basis.* | What percent of your diet should come from carbs, proteins, and fats, and what percent for each reflects your diet? |  | [Carbohydrates, Proteins, Fats, Vitamins, Water.pptx](../Health/Unit%203%20Nutrition/Carbohydrates,%20Proteins,%20Fats,%20Vitamins,%20Water.pptx) |
| Day 33 Carbs, Proteins, Fats, Minerals, and Water |  |  | What are some of the reasons why obesity has become a problem? |  | [Carbohydrates, Proteins, Fats, Vitamins, Water.pptx](file:///C:\Users\hagegra\Desktop\Health\Unit%203%20Nutrition\Carbohydrates,%20Proteins,%20Fats,%20Vitamins,%20Water.pptx) |
| Day 34 Milk Article Review | 2 B. Balance, Moderation, and Variety – HPE 2 Prove how a well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain disease | *Examine two different viewpoints on milk and develop conclusions based on the information in the article.* |  |  | [..\Health\Unit 3 Nutrition\Debate Over Milk.docx](../Health/Unit%203%20Nutrition/Debate%20Over%20Milk.docx) |
| Day 35 Menu Project | 2 A. Balance, Variety, and Moderation HPE 2 Create a meal plan (s) through the selection of appropriate food based on energy needs, food preferences and nutrient requirements | *Create a menu of healthy foods that will offer a full list of vitamins and minerals while keeping the total number of calories and fat low.* | *Describe one unhealthy eating habit that you have? How many calories would you eliminate from your diet if you were to stop this habit?* | [..\Health\Unit 3 Nutrition\Menu Scoring Guide.xlsx](../Health/Unit%203%20Nutrition/Menu%20Scoring%20Guide.xlsx) | [..\Health\Unit 3 Nutrition\Restaurant Project.docx](../Health/Unit%203%20Nutrition/Restaurant%20Project.docx) |
| Day 36 Menu Project |  | *Continue to work on menu project by constructing a list of several foods and meals that meet the requirements of the scoring guide* | What healthy food items have you discovered as a result of this project that you might try? |  |  |
| Day 37 Menu Project |  |  | What has been the biggest struggle or hurdle to developing a healthy menu over the last several days? | [..\Health\Unit 3 Nutrition\Teen Restaurant Presentation Scoring Guide.docx](../Health/Unit%203%20Nutrition/Teen%20Restaurant%20Presentation%20Scoring%20Guide.docx) |  |
| Day 38 Unit 3 Test Nutrition |  |  |  |  | **Computer Lab** |
| Day 39 Eating Disorders Notes | 2 B. Balance, Moderation, and Variety – HPE 2 Prove how a well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain disease | *Identify the different types of eating disorders* | Have you ever eaten or avoided a meal because of how you felt about yourself or something going on in your life? If so, how did you feel after you ate or did not eat? |  | [..\Health\Unit 3 Nutrition\Unit 5 Eating Disorders\Eating Disorders.pptx](../Health/Unit%203%20Nutrition/Unit%205%20Eating%20Disorders/Eating%20Disorders.pptx) |
| Day 40 Eating Disorders Notes | 2 B. Balance, Moderation, and Variety – HPE 2  Recognize the symptoms of various eating disorders and proper referral sources | *Develop a list of possible signs or symptoms that a person might notice if a person has a certain eating disorders* | How would you approach a friend if you were suspicious of their eating habits? Would you be more willing to talk to your parents, a counselor, other friends, doctors etc. if you suspected an eating disorder? | [..\Health\Unit 3 Nutrition\Unit 5 Eating Disorders\Article Review Questions.docx](../Health/Unit%203%20Nutrition/Unit%205%20Eating%20Disorders/Article%20Review%20Questions.docx) | [..\Health\Unit 3 Nutrition\Unit 5 Eating Disorders\Anorexia Strategy.docx](file:///C:\Users\hagegra\Desktop\Health\Unit%203%20Nutrition\Unit%205%20Eating%20Disorders\Anorexia%20Strategy.docx) |
| Day 41 Eating Disorders Notes | 3 A. Consumer Health and Safety HPE 6 Evaluate the role the media can play in influencing young adults’ self concept by idealizing body image and elite performance levels of famous people | *Produce a list of causes that might lead a person to develop an eating disorder. Hypothesize what the form of treatment might be for each eating disorder.* |  |  |  |
| **Unit 4 Drugs** |  | **Learning Objective** | **Journal Prompt** | **Assessment** | **Resources** |
| Day 43 Introduce Drug Unit – Myths and Facts about Drugs and Alcohol |  | *Determine what is myth and what is fact regarding drugs and alcohol and understand why those myths exist.* | Please describe some myths or what you might think are myths about drugs and alcohol that you or your friends may have. |  | [..\Health\Unit 4 Drugs\7 Myths Alcohol Advertisers Want You to Believe.docx](../Health/Unit%204%20Drugs/7%20Myths%20Alcohol%20Advertisers%20Want%20You%20to%20Believe.docx) |
| Day 44 Causes of Drug Use | 3 C. Substance Use vs. Non Use HPE 5 Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society | *Develop a list of causes that might lead to drug use. Discuss prevention techniques or strategies that might help teenagers avoid using drugs or alcohol* | What are two reasons that teenagers might start using drugs or alcohol? What are some tactics that can be utilized by teenagers to avoid making bad decisions about using drugs and alcohol? |  | [..\Health\Unit 4 Drugs\Drug Use.pptx](../Health/Unit%204%20Drugs/Drug%20Use.pptx) |
| Day 45 Notes over Illegal Drugs |  | *Discover how the different illegal drugs are classified and what affects they have on the body* | What are some different affects that drugs can have on the body in the short term and long term? Distinguish between short and long term when you make your list? | **CPS Embedded Quiz** | [..\Health\Unit 4 Drugs\Drug Use.doc](../Health/Unit%204%20Drugs/Drug%20Use.doc) |
| Day 46 Continue Notes over Illegal Drugs |  | *Identify gateway drugs and discuss why teenagers experiment with such drugs.* | What is the difference between being dependent on drugs or addicted? |  |  |
| Day 46 Drug Abuse Signs |  | *Develop a chart about the signs of drug abuse and examine why these signs may or may not be present.* | What are some signs or symptoms you might notice if a friend started abusing drugs? | **CPS Embedded Quiz** | [..\Health\Unit 4 Drugs\Drug Abuse - 10 signs.doc](file:///C:\Users\hagegra\Desktop\Health\Unit%204%20Drugs\Drug%20Abuse%20-%2010%20signs.doc) |
| Day 47 Classification of Legal Drugs | 3 B. OTC Drugs and Medicines – HPE 2 Explain why individuals need to follow label guidelines for all substances (e.g., compatibility of ingested substances) | *Investigate the different types of drugs and medicines used today and how they impact the body.* |  |  | [..\Health\Unit 4 Drugs\Classification of Drugs - guided reading.doc](../Health/Unit%204%20Drugs/Classification%20of%20Drugs%20-%20guided%20reading.doc) |
| Day 48 Continue Notes over Classification of Legal Drugs | 3 B. OTC Drugs and Medicines Explain the guidelines and precautions needed when using OTC and prescription drugs (e.g., take with trusted adult, follow the label directions, only take your own, check safety seal) | *Develop awareness of how legal prescription drugs can be misused or abused depending on the intent of the person.* | What would you do if prescription drugs were offered to you at school, practice…..? Would you report it to your parents, friends, teachers, coaches, administrators? Why or why not? |  |  |
| Day 49 Alcohol Use | 3 C. Substance Abuse HPE 5 Explain how risk behaviors can contribute to the development of chronic disease (e.g., relationships between smoking and emphysema or alcohol consumption and cirrhosis) | *Discuss what happens to the body and brain when a person drinks alcohol.* | List at least five ways that alcohol can affect a person’s ability to drive safely. |  |  |
| Day 50 Finish Notes over Alcohol Use and Drunk Driving |  | *Goggles Activity – Explain what happens when a person drinks and drives and how the senses are affected.* | Why do some people act the way they do when they have been drinking? Why are they more willing to take risks and make very poor decisions? |  |  |
| Day 51 Begin Drug Research Project |  | *Through specific research, students will discover in depth information regarding one type of illegal drug and report back to the class on what they find.* |  |  | [..\Health\Unit 4 Drugs\Health Report.doc](../Health/Unit%204%20Drugs/Health%20Report.doc) |
| Day 52 Continue Drug Research Project |  |  |  |  |  |
| Day 53 Finish Drug Research Project and present |  |  |  | [..\Health\Unit 4 Drugs\Drug Research Scoring Guide Written.doc](../Health/Unit%204%20Drugs/Drug%20Research%20Scoring%20Guide%20Written.doc) |  |
| Day 54 Unit 4 Drug Test |  |  |  |  | **Computer Lab** |
| **Unit 4 Sexual Education** |  | ***Learning Objective*** | **Journal Prompt** | **Assessment** | **Resources** |
| Day 55 – Introduce Sexual Education Unit - Myths about sexually active teenagers |  | *Differentiate between what is myth and what is fact about being sexually active.* |  |  | [..\Health\Unit 5 Sexual Education\Human Sexuality Letter to Parents.docx](../Health/Unit%205%20Sexual%20Education/Human%20Sexuality%20Letter%20to%20Parents.docx) |
| Day 56 – Emotional and Psychological Consequences of adolescent sexual activity and pregnancy | 1 D. Disease Prevention and Control STI’s HPE 5, 7 Explain how sexually transmitted infections can affect an individual’s physical, social, mental/emotional, intellectual, professional, and economic well-being (e.g., HIV/AIDS sterility, Kaposi Sarcoma, pneumonia, PCP, stress, oral thrush, yeast infections) | *Develop a list of the emotional and psychological outcomes from being sexually active. Determine how those emotions and feelings could affect a teenager’s everyday life and their future.* | What percentages of Freshman at Maryville High School are sexually active because they feel that is the only way to fit in? Of those who fall into that category, is that reason more common for boys or girls? Please explain why. | [..\Health\Unit 5 Sexual Education\Consequences of Sexual Activity for Teens.docx](../Health/Unit%205%20Sexual%20Education/Consequences%20of%20Sexual%20Activity%20for%20Teens.docx) |  |
| Day 57 – Financial burden of becoming pregnant as a teenager |  | *Analyze and discover the cost of having a baby including health insurance costs and everyday expenses.* | Please list all the expenses that would be associated with having a child and provide an estimate of the total cost per month. |  |  |
| Day 58 – Contraceptive Effectiveness Notes | 1. F. Disease Prevention and Control - Abstinence, Prevention, Teen Pregnancy HPE 3 Evaluate the progression of reliability of various contraceptive methods from most reliable to least reliable (e.g., abstinence, barrier methods, oral methods, surgical methods, injectable methods, implants) | *Compare the different methods used to prevent pregnancy and STI’s and identify which method is the best.* |  |  | [..\Health\Unit 5 Sexual Education\Contraception Effectiveness.ppt](../Health/Unit%205%20Sexual%20Education/Contraception%20Effectiveness.ppt) |
| Day 59 - Cont. Notes on Contraception |  | *Continue to compare the different methods and construct a chart based on which methods are most reliable.* | Most teenagers do not use contraceptive devices because often they have not planned for the moment. Do you agree or disagree with this statement and please explain your answer. |  |  |
| Day 60 - STI’s – STD’s Notes | 1 D. Disease Prevention and Control STI’s HPE 5, 7 Compare signs and symptoms of common sexually transmitted infections | *Discuss how STI’s are transmitted and identify strategies to avoid contracting STI’s.* | Why do you think that STI’s continue to spread at such a rapid rate in the United States even with our Sex Ed programs and access to contraception. |  | [..\Health\Unit 5 Sexual Education\Sexually Transmitted Infections.pptx](../Health/Unit%205%20Sexual%20Education/Sexually%20Transmitted%20Infections.pptx) |
| Day 61 – Continue Notes over STI’s |  | *Recognize symptoms that might indicate a possible STI and breakdown the different types of treatment for bacterial and viral infections.* |  |  |  |
| Day 62 – Resisting and dealing with unwanted sexual advances | 1. F. Disease Prevention and Control - Abstinence, Prevention, Teen Pregnancy HPE 3 Analyze and evaluate how teen pregnancy and parenting can impact personal, family and societal perspectives (e.g., dropout, low self-esteem, abandonment, and economics) | *Develop strategies and techniques for teenagers to deal with unwanted sexual advances* | Should sexual harassment or unwanted sexual advances ever be tolerated in the school setting? What would you do if you witnessed such an act in the school setting? Would you help or aid a person who is being bullied or harassed or would you stand by and let it happen? Is it your place to step in and do something? |  |  |
| Day 63 – Gender Day- Girls with nurse – Boys learn about prostate cancer and screenings | 1 K. Structure and Function of the body Reproductive System HPE 1, 2, 3, Discuss the importance of routine physical examinations and tests (e.g., pap smears, mammograms, prostate examination) to reduce the risks of problems related to cancer and other chronic diseases | *Girls objective – don’t want to know – Boys – Identify symptoms of prostate cancer, learn the proper way to self-check and realize how preventable and curable prostate cancer is for teenage boys.* |  |  | [..\Health\Unit 5 Sexual Education\Testicular Cancer.docx](../Health/Unit%205%20Sexual%20Education/Testicular%20Cancer.docx) |
| Day 64 – Sexual Education Test |  |  |  |  | **Computer Lab** |
| **Unit 5 Consumer Safety** | **Standard** | **Learning Objective** | **Journal Prompt** | **Assessment** | **Resources** |
| Day 65 – Home Safety – Fire, First Aid, Poison | 2 A. Injury Prevention and Safety HPE 5, 7 Identify potential hazards in and around the home and list common emergency steps to take in each situation. | *Identify risks and hazards in the home and how to reduce or minimize those risks. Realize where smoke, fire, and carbon monoxide detectors should be placed and how many are appropriate. Develop an escape plan in case of a storm emergency.* | What would you and your family do in an emergency if there was a fire? Does your home have adequate smoke or fire alarms and when was the last time your family checked the batteries? What is your plan in case of a tornado or bad storm if you are at home together or not at home and separated from each other? |  |  |
| Day 66 – Family Relationships | 2 A. Social, Emotional, and Mental Health HPE 2, 5 Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence. | *Analyze how the family influences the health of individuals in different ways and how personal values can impact more than just yourself* | Describe how your family handles arguments or big decisions that will impact all family members. |  |  |
| Day 67 – Stress Management | 2 C. Social, Emotional, Mental Health – HPE 2, 5 Compare and contrast constructive versus destructive defense mechanisms as a means for handling one’s emotions | *Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.* | What are at least three different strategies you use when you feel stressed out? What is one thing in your life right now that you do have control over that stresses you out? What can you do to change or help yourself not get so stressed? |  |  |
| Day 68 – Conflict Resolution | 4 A. Life Management Skills Problem Solving HPE 2 Apply practices that preserve and enhance the safety and health of others including conflict resolution, seeking adult consultation, resisting peer pressure. | *Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.* |  |  |  |
| Day 69 – Personal Health Insurance | 3 B. Consumer Health and Safety HPE 6 – Analyze the reliability of health care information, services and products that could affect consumer decision making. | *Analyze the relationship between access to health care and health status* | Does your family talk much about health insurance or how it works? If you are unsure, take a guess at what the following terms mean. Deductible, premium, out of pocket, co-pay, out of network |  |  |
| Day 70 – Personal Health Insurance |  |  |  |  |  |
| Day 71 – Environmental Health |  | *Analyze how environment and personal health are interrelated.* | What are two things you can do to help protect the environment starting today? Why will it protect the environment and will it make a big impact in your opinion? |  |  |
| Day 72 – Environmental Health |  |  |  |  |  |
| Day 73 – Family Health History |  | *Analyze how genetics and family history can impact personal health and methods of preventing or determining if problems may be present* | What known health problems exist in your family? Do you consider these problems to be environmental or genetic? |  |  |
| Day 74 – Family Health History |  |  |  |  |  |
| **Unit 6 Body Systems** | **Standards** | **Learning Objective** | **Journal Prompt** | **Assessment** | **Resources** |
| Day 75 – Unit 6 Body Systems Introduction |  | *Identify the different body systems and be able to provide the basic function for each one along with recognizing which ones work together directly* |  |  |  |
| Day 76 – Cardiovascular and Respiratory Systems | 1 E. – F. Structure and Functions of the Body – HPE 1 & 3 Investigate disorders, their treatments, and prevention techniques to maintain a healthy cardio-respiratory system (e.g., high blood pressure, anemia, hemophilia, sickle cell, asthma, allergies, bronchitis, pneumonia) | *Identify the main parts of each body system and their function along with discovering the care/prevention associated with each body system. Distinguish what type of problems might be common with each body system.* | What are three things you are currently doing to improve and take care of your cardiovascular and respiratory systems? |  |  |
| Day 77 - Skeletal and Muscular Systems | 1B.-C. Structure and Functions of the Body – HPE 1 & 3 Investigate disorders, their treatment, and prevention techniques to maintain a healthy muscular and skeletal system (e.g., muscular dystrophy, muscle cramps, tendonitis, muscle strains)  (e.g., osteoporosis, arthritis, sprain, scoliosis) | *Identify the main parts of each body system and their function along with discovering the care/prevention associated with each body system. Distinguish what type of problems might be common with each body system.* |  |  |  |
| Day 78 - Digestive and Urinary System | 1H.-I. Structure and Functions of the Body – HPE 1 & 3 Investigate disorders, their treatment, and prevention techniques to maintain a healthy urinary/excretory system (e.g., kidney stones, urinary tract infections, nephritis)List the most common disorders, describe how to treat them and prevention techniques to maintain a healthy digestive system (e.g., ulcers, irritable bowel syndrome, Crohn’s Disease, diarrhea, constipation, gall stones, colon cancer) | *Identify the main parts of each body system and their function along with discovering the care/prevention associated with each body system. Distinguish what type of problems might be common with each body system.* |  |  |  |
| Day 79 – Endocrine and Immune System | 1 J.- L. Structure and Functions of the Body – HPE 1 & 3 Investigate disorders, their treatments, and prevention techniques to maintain a healthy endocrine system (e.g., thyroid cancer, type II diabetes, chemical imbalances)  List the causes of type II diabetes and describe management procedures and prevention techniques. Investigate disorders, their treatments, and prevention techniques to maintain a healthy lymphatic/immune system (e.g., common cold, influenza, tonsillitis, strep throat) | *Identify the main parts of each body system and their function along with discovering the care/prevention associated with each body system. Distinguish what type of problems might be common with each body system.* |  |  |  |
| Day 80 – Integumentary and Nervous System | 1 D..-G. Structure and Functions of the Body – HPE 1 & 3 Formulate ways to protect skin from environmental damage  Explain ways in which the integumentary system works with the sensory organs  Recognize the importance of self and regular check-ups for skin abnormalities  Investigate disorders, their treatment, and prevention techniques to maintain a healthy nervous system (e.g., mental disorders, spinal cord injuries, cerebral palsy, meningitis, chemical imbalances, hives, shingles, multiple sclerosis, Parkinson’s, epilepsy) | *Identify the main parts of each body system and their function along with discovering the care/prevention associated with each body system. Distinguish what type of problems might be common with each body system.* |  |  |  |