



In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

### **By 2025,**

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

## **How to Use the HPELW Education Curriculum Maps**

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course Description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas: movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learnings: This section focuses on student outcomes and expectations.

Effective Components of HPELW: This section provides State and Local laws.

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Health Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom.

Essential Guiding Questions: Generally phrased similar to "I Can" statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District' goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online) resources available for teacher use.

## National Standards for PK-12 Health Education

PK-12 were released in Spring 2007 and provide a revision of the 1995 standards. Revisions in the new standards include:

- Revised student standards – from 7 to 8 standards
- Revision of recommended grade levels for student evaluation
- Revised and expanded student performance indicators
- New chapter on student assessment
- New chapter on equity and access for all students

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

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

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

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

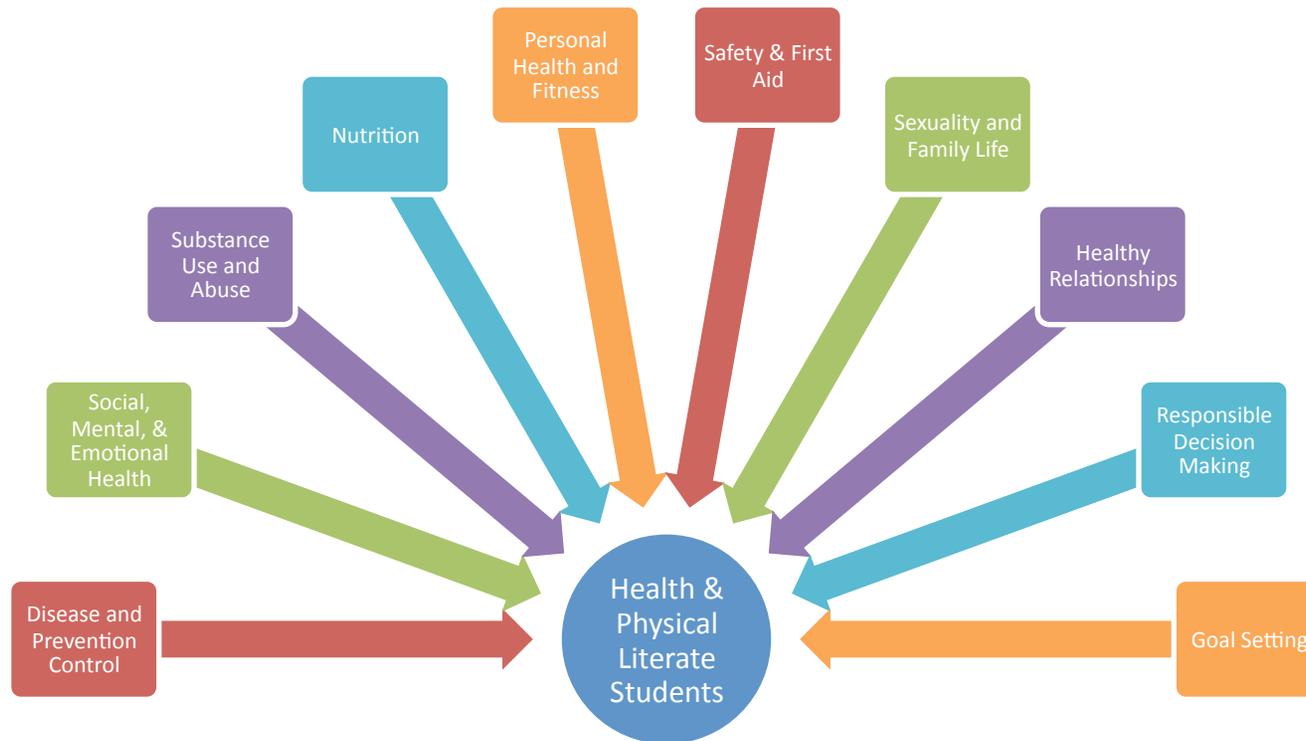
Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition: Achieving Excellence*. Washington, D.C.: The American Cancer Society.

<http://www.shapeamerica.org/standards/health/>

## **Conceptual Framework: A 9-12 Road Map for Health Education**

A progression of the health, physical skills and concepts illustrated below are taught from PK-12 grades which are guided by national and state standards and research on health education. Health literate students are engaged in obtaining and understanding health information to make appropriate and responsible health decisions. The Centers for Disease (CDC) states that leading national

education organizations recognize the close relationship between health and education, as well as the need to foster health and well-being within the educational environment for all students.



CDC. The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010.

The objective of the plan is to provide direction to ensure cohesion and full implementation of the Tennessee State Family Life Standards across the district. The standards are broken down into areas to focus on seven components of health.

**Standard: Disease Prevention Control**

Identify the causes, signs and symptoms, treatments and prevention of communicable and non-communicable diseases related to total wellness and health maintenance.

**Standard: Mental, Emotional and Social Health**

Acquire the knowledge and skills necessary to make informed decisions regarding their mental, emotional and social well-being.

**Standard: Nutrition**

Assess the effects of nutritional choices and incorporate strategies that contribute to an improved quality of life.

**Standard: Personal Fitness**

Acquire the knowledge and skills necessary to achieve and maintain a health enhancing level of personal fitness.

**Standard: Safety and First-Aid**

Acquire the knowledge and skills necessary to recognize, respond and apply appropriate procedures to accidental and life-threatening situations.

**Standard: Sexuality and Family Life**

Examine human sexuality (e.g., biology, behavior, responsibilities, attitudes) and recognize the influence of society and family values on decision making.

**Standard: Substance Use and Abuse**

Differentiate appropriate and inappropriate use of chemical substances.

When implementing this curriculum map, each educator should strive to:

- Be actively engaged in the instructional process whether in the role of lead or assisting teacher.
- Use a variety of assessment techniques when determining mastery of the SPI's/Outcomes. This can be accomplished using a combination of formal, informal, peer, and/or self--assessment, video performances, skill rubrics or cognitive assessment measures.
- Use best practices when introducing a new skill which include demonstrating the skill, identifying the critical elements/common mistakes, and then allowing for student practice in static situations. This process should be accompanied by timely and specific corrective feedback.
- Use appropriate culminating activities to allow the students to combine multiple skills. This should allow the students to take their skill development to a higher level by allowing them to apply the skills.
- Use appropriate classroom management techniques in order to maximize "tasks" and strive to keep the students engaged for a majority of the lesson. This can be accomplished by minimizing wait--time, planning for smooth/efficient transitions, and creative use of equipment.
- Engage in reflective analysis of instruction and frequently collaborate with others.

**What Does The HPELW Curriculum Map Contain?**

1. A Description of Each Unit of Instruction:

Title of the Unit
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Family Life Standards	Suggested Activities	Resources/ Connections/Assessments
These are the Lifetime Wellness standards from the TN State Standards.	These are the activities that are suggested to use while teaching these activities.	These are the resources, curriculum connections and assessments that are suggested to use while teaching the lessons.
Level 1 Performance Indicator	Level 2 Performance Indicator	Level 3 Performance Indicator
These outcomes are level specific and are based on the National Health Education Standards & Tennessee State Lifetime Wellness Education Standards (2015).	These outcomes are level specific and are based on the National Health Education Standards & Tennessee State Lifetime Wellness Education Standards (2015).	These outcomes are level specific and are based on the National Health Education Standards & Tennessee State Lifetime Wellness Education Standards (2015).

**Curriculum Connections:** Activities literacy and other related connections

**Resource List:** At the conclusion of this document is a Resource List which contains various organizations, websites, and books that can be valuable assets to a physical educator and physical education program.

**Note:**

Due to the unique challenges that face HPELW teachers (multi-grade classes, variable access to equipment and facilities, class volume and school dynamics), this guide provides a set curriculum framework, yet is flexible enough to adjust to specific activities and exercises at the discretion of the teacher. The main goal of this guide is to provide a professional resource that will allow teachers to validate their methods and techniques while teaching to the Tennessee State Standards of which our curriculum is founded. Additionally, the guide unifies the district to a common end result while still allowing individual teachers to utilize their strengths, resources, and facilities as they see fit.

**MENTAL HEALTH**

**Unit Objectives/Essentials Understanding:**

1. Understanding Mental and Emotional Health.
2. Developing a Positive Identity.
3. Understanding and Managing Emotions.
4. Understand the effects of stress.
5. Managing Stress.
6. Understanding mental disorders/diseases

**Guiding Questions:**

- What else does mental health mean besides not being mentally ill?
- What are the basic human needs?
- What factors influence personality?
- How can I learn to handle my emotions?
- What are the types of stress?
- How can stress be helpful?
- How does stress affect a person's physical, mental and emotional, and social health?
- How do people use defense mechanisms to cope with stress?

**Discussion:**

Emotions, Characteristics of good mental, emotional and social health, Maslow's Hierarchy of needs, various emotions on the mind and body, Physiological changes, signs, symptoms, and treatment for various mental health diseases, contributions of heredity, environment and personal behavior to the development of individual personality

**Purpose of Activity:**

- Discuss and participate in activities and lessons dealing with the levels of mental health and how these levels are related to self-esteem. Also, opportunities to learn about and practice positive life skills, such as stress management, that will help them manage stress throughout their lives.

**Connections:**

Economics: cost to society English: oral expression, making presentations, researching, writing editorials

Practical Law: settling disputes

Psychology: motivation, emotions, stress, health, family, culture, basic needs, mental disorders

Sociology: culture

Speech: oral presentations

Biology: medical ethics emotions in art and photography

Music: emotions, themes in music

**Technology:**

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

**Academic Vocabulary:**

Mental health, stress, Maslow Hierachy of Needs, conflict resolution, coping, stress management, self-esteem, depression, grief,

**Unit Assessment:**

Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests

**Notes:**

Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do.

Lifetime Wellness Standards

Suggested Activities

Resources/Connections/Assessments

**MENTAL HEALTH**

**Mental Health:**  
The student will acquire the knowledge and skills necessary to make informed decisions regarding their mental, emotional and social well-being.

Design and present a 5 minute “infomercial” on one of the following topics:

- Human Needs/Behaviors, Stress and Coping, Techniques, Resolving Conflicts, Violence, Depression, Suicide, and Grief
- Write an editorial to the local newspaper or a blog to express your viewpoint regarding the effects of bullying or violence on child development.
- [http://glencoe.mheducation.com/sites/0078726549/student\\_view0/chapter9/eye\\_on\\_the\\_media.html](http://glencoe.mheducation.com/sites/0078726549/student_view0/chapter9/eye_on_the_media.html)

Michigan Model for Health  
Student Workbook  
*Glencoe Health: A Guide to Wellness*  
Mind Tools — How to Master Stress  
<http://www.mindtools.com/smpage.html>  
NIMH: Anxiety Disorders  
<http://www.nimh.nih.gov/anxiety/library/brochure/anxbrch.htm>  
National Institute of Mental Health  
<http://www.nimh.nih.gov/anxiety/anxiety/index.htm>  
[http://glencoe.mheducation.com/sites/0078913284/instructor\\_view0/unit2/unit\\_web\\_activities.html](http://glencoe.mheducation.com/sites/0078913284/instructor_view0/unit2/unit_web_activities.html)  
[http://glencoe.mheducation.com/sites/0078726549/student\\_view0/chapter9/audio\\_chapter\\_summaries\\_english.html](http://glencoe.mheducation.com/sites/0078726549/student_view0/chapter9/audio_chapter_summaries_english.html)

**Level 1 Performance Indicator:**

**Level 2 Performance Indicator:**

**Level 3 Performance Indicator**

- Review vocabulary (e.g., self-esteem, self-concept, personality, defense mechanism, stressor, stress).
- Define mental, emotional and social health.
- List characteristics of good mental, emotional and social health.
- Identify various emotions.
- List personal stressors.
- List warning signs for suicide.
- Distinguish positive and negative ways to resolve interpersonal conflicts.

- Explain Maslow’s Hierarchy of needs.
- Examine the effects of various emotions on the mind and body.
- Examine ways to develop a positive self-concept and self-esteem.
- Explain the contributions of heredity, environment and personal behavior to the development of an individual’s personality.
- Discuss signs, symptoms and treatment for depression, grief, and suicide.
- Describe the fight or flight response.
- Describe personal stress management techniques.
- Identify and demonstrate suicide prevention communication skills.
- List resources for mental health assistance.

- Design a plan to improve self-concept.
- Discuss the physiological changes which occur during the fight or flight response.
- Explain how defense mechanisms are used to deal with stressful situations.
- Participate in peer mediation.

**Learning Expectations**

**Core Content Objectives**

**Instructional Actions**

**MENTAL HEALTH**

<i>Student Progress Indicators</i>	<i>Concepts</i> <i>What students will know</i>	<i>Skill</i> <i>What students will do</i>	<i>Activities/Strategies</i>	<i>Assessments/Checks</i>
<p>2.1 identify and describe Maslow's Hierarchy of Needs.</p> <p>2.2 describe characteristics of mental, emotional and social health.</p> <p>2.3 identify various emotions and their effects on the mind and body.</p> <p>2.4 explain how to develop and maintain a positive self-concept and high self-esteem.</p> <p>2.5 list the factors that affect personality development.</p> <p>2.6 recognize stressors and formulate personal stress management techniques.</p> <p>2.7 identify and practice coping, negotiation, delaying and refusal skills.</p> <p>2.8 describe stages of the grief process.</p> <p>2.9 identify positive ways of resolving interpersonal conflict.</p> <p>2.10 recognize the signs of potential suicide.</p> <p>2.11 examine characteristics of mental disorders. (a. anxiety ; b. affective disorders; c. personality; d. eating disorders)</p> <p>2.12 identify community resources providing information for mental health and suicide prevention.</p>	<ul style="list-style-type: none"> <li>• Basic Human Needs</li> <li>• Good Mental health</li> <li>• Stress</li> <li>• Conflict Resolution</li> <li>• Violence</li> <li>• Depression, Suicide and Grief</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and justify basic human needs according to Maslow's Hierarchy of Needs</li> <li>• Explain the connection between human needs and individual behaviors</li> <li>• Identify characteristics of good mental health</li> <li>• Describe the impact of emotional needs on mental health</li> <li>• Identify factors that shape personality</li> <li>• Examine ways to develop and maintain or enhance a positive self-concept and high self-esteem</li> <li>• Recognize sexuality as a part of self which is related to total well-being</li> <li>• Identify common stressors and their impact on total health and wellness</li> <li>• Describe the fight or flight stage during stress response and recall the physiological changes occurring during this stage</li> <li>• Institute appropriate coping and resistance skills when interpersonal conflicts arise</li> <li>• Examine the causes of violence</li> </ul>	<ul style="list-style-type: none"> <li>• Students work cooperatively to find acceptable ways for their peers to "let off steam".</li> <li>• Assist students in building self-esteem by demonstrating how to</li> <li>• Look for good qualities in others as well as themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist/Rubric</li> <li>• Peer Assessment</li> <li>• Test</li> <li>• Role Play</li> <li>• Quiz</li> </ul>

**MENTAL HEALTH**

- Identify various forms of crimes and examine the effects of violence
- Identify signs, symptoms, and treatment for mental health diseases
- Recognize the signals of a potential suicide and take appropriate action
- Describe the stages and sequence of the grief process
- Compile a list of community resources providing assistance and information for mental health and suicide

**SEXUALITY AND FAMILY LIFE**

**SEXUALITY AND FAMILY LIFE**

**Unit Objectives/Essentials Understanding:**

- Understand healthy relationships and it's characteristics regarding family, friendships, and romantic relationships.
- Understand the roles of the human reproductive system.
- Understand the benefits of postponing sexual intercourse.
- Recognize the most effective ways to prevent sexually transmitted infections.
- Understand the impact that stereotypes and peer influence can impact decision making.
- Gain an understanding the importance of pre-post natal care for keeping healthy.

**Guiding Questions:**

1. What is a healthy relationship?
2. How do you make good choices when involved in a relationship?

**Discussion:**

Responsibilities and challenges of marriage, parenthood, raising a family, different types of families and characteristics of healthy families and friendships,

**Purpose of Activity:**

- Students will learn about how the body changes over time, genetics, and how abstinence is safest method of any risk reducing behavior in order to make healthy and safe choices.
- Promote appreciation and respect for the amazing changes experienced by self and others. Equip students with the skills they need to postpone sexual activity.

**Connections:**

Biology: sexuality, body

English: communication, writing fairy tales

Mathematics: surveys, statistics

Practical Law: family law, personal safety, marriage laws, legal issues

Psychology: gender, culture, love

Sociology: sexism

systems, reproduction

Theatre: role-plays

**Technology:**

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

**Academic Vocabulary:**

abstinence, relationship, friendship, dating, date rape, puberty, sexual activity, reproduction, reproductive system, sexually transmitted infections, sexual harassment, marriage, emotional intimacy, emotional maturity, divorce, parental responsibility, discipline, sibling, nuclear family, extended family, family counseling,

Michigan Model-See Appendix C

**Unit Assessment:**

Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests

**Notes:**

Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do. See Michigan Model for Health. In addition, be sure to send out Family Life letters prior to teaching Family Life and Human Growth and Development. The form may be found on the SCS website

([http://www.scsk12.org/uf/webadmin/foundation/ci/uploads/hpelw/FamilyLife\\_Parent\\_Letter\\_Opt\\_Out\\_Form.pdf](http://www.scsk12.org/uf/webadmin/foundation/ci/uploads/hpelw/FamilyLife_Parent_Letter_Opt_Out_Form.pdf)).

**SEXUALITY AND FAMILY LIFE**

Lifetime Wellness Standards	Suggested Activities	Resources/Connections/Assessments
<p>Sexuality and Family Life: The student will examine human sexuality (e.g., biology, behavior, responsibilities, attitudes) and recognize the influence of society and family values on decision-making.</p>	<ul style="list-style-type: none"> <li>• Role-play situations where positive choices in relationships are made.</li> <li>• Participate in discussion and activities assigned in Michigan Model for Health Family Life.</li> <li>• Write a want ad for a parent and the qualifications and characteristics necessary.</li> <li>• Write an essay on abstinence as the most effective method of birth control.</li> </ul>	<p>Michigan Model for Health Student Workbook/Pre-Post Tests <a href="http://glencoe.mheducation.com/sites/0078726549/student_vie_w0/chapter18/index.html">http://glencoe.mheducation.com/sites/0078726549/student_vie_w0/chapter18/index.html</a> <a href="https://go.hrw.com/resources/go_sc/hlth/hh4mpf_ch_99.pdf">https://go.hrw.com/resources/go_sc/hlth/hh4mpf_ch_99.pdf</a></p>
Level 1 Performance Indicator:	Level 2 Performance Indicator:	Level 3 Performance Indicator
<ul style="list-style-type: none"> <li>• Review vocabulary (See below)</li> <li>• Examine the positive outcomes pertaining to abstinence.</li> <li>• Review the characteristics of puberty.</li> <li>• List and discuss different family structures.</li> <li>• Recognize the effects of media and marketing in forming attitudes toward sexual activity.</li> </ul>	<ul style="list-style-type: none"> <li>• State factors contributing to a positive relationship</li> <li>• Recognize that abstinence from all sexual activity is the healthiest choice.</li> <li>• Discuss reasons for abstaining from all sexual activity.</li> <li>• Identify the anatomy and functions of the male and female reproductive systems.</li> <li>• Identify disorders of the male and female reproductive systems.</li> <li>• Identify proper care of the male and female reproductive system.</li> <li>• Explain the menstrual cycle</li> <li>• Identify signs of pregnancy and describe tests used to determine pregnancy</li> <li>• Describe the stages of fetal development.</li> <li>• Discuss hormones and their effects on body changes.</li> <li>• Provide examples of positive peer pressure and negative peer pressure and manipulation.</li> <li>• Practice refusal skills using verbal and nonverbal tactics.</li> <li>• Research teen pregnancy statistics and issues.</li> <li>• Define contraception.</li> <li>• Identify and discuss contraceptive methods.</li> <li>• Identify causes, modes of transmission, treatment and</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the process of heredity relative to human reproduction.</li> <li>• Discuss the future of genetics and its influence on reproduction.</li> </ul>

**SEXUALITY AND FAMILY LIFE**

prevention measures associated with STIs including HIV/AIDS.

Learning Expectations	Core Content Objectives		Instructional Actions	
<i>Student Progress Indicators</i>	<i>Concepts</i> <i>What students will know</i>	<i>Skill</i> <i>What students will do</i>	<i>Activities/Strategies</i>	<i>Assessments/Checks</i>
<p><b>6.1</b> Define the aspects of positive relationships (e.g., family, dating, friendship, professional, Community).</p> <p><b>6.2</b> Examine the influence of families, cultural traditions and economic factors on human development (e.g., personality, values, sexuality, self-esteem).</p> <p><b>6.3</b> Describe gender differences, expectations and biases often encountered in today's society and compare them to the past.</p> <p><b>6.4</b> Explain human reproduction (i.e., male and female reproductive systems, pregnancy).</p> <p><b>6.5</b> Recognize the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).</p> <p><b>6.6</b> Recognize abstinence from all sexual activity as a positive choice.</p> <p><b>6.7</b> Identify and practice skills needed to resist persuasive tactics regarding sexual activity.</p> <p>6.8 Identify the potential outcomes of</p>	<ul style="list-style-type: none"> <li>• Gender Differences</li> <li>• Making Positive Choices in Relationships</li> <li>• Sexual Harassment, Promiscuity, and Date Rape</li> <li>• Today's Families</li> <li>• Reproductive Systems</li> <li>• Human Reproduction</li> <li>• Teenage Pregnancy</li> <li>• Parenting</li> <li>• HIV and other Sexually Transmitted Diseases/Infections</li> </ul>	<ul style="list-style-type: none"> <li>• Describe gender differences, expectations, and biases</li> <li>• Explain how one's sexuality and sex roles in the family are influenced</li> <li>• Differentiate between types of relationships</li> <li>• Identify positive aspects of a relationship</li> <li>• Employ skills to confront positive and negative peer pressures and manipulation</li> <li>• Recognize the effect television, movies, and the media have on forming one's values towards relationships</li> <li>• Analyze the social, emotional, intellectual, and economic aspects of dating</li> <li>• Recognize abstinence from sexual activity as a positive choice for adolescents</li> <li>• Specify factors contributing to a successful marriage</li> <li>• Analyze marriage trends</li> <li>• Define sexual harassment,</li> </ul>	<ul style="list-style-type: none"> <li>• Resisting Pressure Brainstorm- Brainstorm ways to refuse sexual involvement.</li> <li>• Life Plans- Explore and discuss the changes necessitated by parenthood to short-term and long-term life plans.</li> <li>• Create a brochure on HIV and AIDS.</li> <li>• Michigan Model Lessons:</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist/Rubric</li> <li>• Peer Assessment</li> <li>• Test</li> <li>• Role Play</li> <li>• Quiz</li> </ul>

**SEXUALITY AND FAMILY LIFE**

engaging in sexual behaviors (e.g., pregnancy, STIs including HIV/AIDS, emotional).

**6.9** Compare various contraceptive methods.

**6.10** Identify short-term and long-term effects of sexual harassment and date rape.

**6.11** Discuss the alternatives of an unplanned pregnancy (e.g., adoption, single parenting, marriage, abortion).

**6.12** Discuss the consequences associated with teen pregnancy (e.g., physical, mental, emotional, social, economical).

**6.13** Examine the lifelong responsibilities and requirements of parenthood.

- promiscuity, and date rape and identify the effects of each
- Role play refusal skills using verbal and non-verbal tactics to be used to resist persuasive tactics regarding sexual involvement
  - Identify organs of the male reproductive system and explain their functions
  - Identify organs of the female reproduction system and explain their functions
  - Describe human reproduction
  - Identify various pathogens responsible for STDs
  - Determine lifestyle factors which place one at risk for STDs
  - Explain how HIV affects the immune system
  - Describe transmission, prevention, warning signs, and treatment of HIV and other STDs
  - Differentiate between HIV infection and AIDS
  - Identify appropriate community agencies providing resources, information, and support

**SUBSTANCE USE AND ABUSE**

**SUBSTANCE USE AND ABUSE**

**Unit Objectives/Essentials Understanding:**

- Illegal drug use results in many risks, including addiction, damage to the brain and the body, the contraction of diseases, suicide, violent crime and overdose.
- Understand the effects of drugs use on your family and friends.
- Understand why alcohol is considered a drug.
- Identify the short and long term effects that alcohol does to the organs of the body,
- Understand the consequences of drugs and alcohols.

**Guiding Questions:**

- What are the effects of illegal drugs?
- Why are all drugs not medicines?
- What are the characteristics of medicine?
- What dangerous effects do stimulants have?
- How does drug use and abuse affect families?

**Discussion:**

Illegal drugs, Medicinal use, Drugs and their effects,

**Purpose of Activity:**

- Gain knowledge that can help students make safe decisions regarding the use of alcohol, tobacco and drugs. Provide opportunities for students to become aware of the consequences of drug use and the benefits of remaining drug free.

**Connections:**

- Biology: body systems
- Chemistry: chemicals, chemical reactions
- Economics: economics of substance use and abuse
- English: writing essays, researching
- Mathematics: surveys, statistics
- Practical Law: substance abuse and crime
- Psychology: drug abuse and treatment
- Speech: debate, oral presentations
- Theatre: role-play
- Visual Art: design, layout

**Technology:**

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

**Academic Vocabulary:**

Alcohol, intoxication, blood alcohol concentration, binge drinking, cirrhosis, alcohol abuse, alcoholism, enabling, codependency, fetal alcohol syndrome, Anabolic steroid, depressant, club drug, drug abuse, hallucinogen, inhalant, intervention, marijuana, neonatal abstinence syndrome, opiates, overdose, recovering relapse, stimulant, designated driver

**Unit Assessment:**

Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests

**Notes:**

Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do.

**SUBSTANCE USE AND ABUSE**

Lifetime Wellness Standards	Suggested Activities	Resources/Connections/Assessments
<p>Substance Use and Abuse: The student will differentiate appropriate and inappropriate use of chemical substances.</p>	<ol style="list-style-type: none"> <li>1. Design a Powerpoint on the various categories of drugs and their effects.</li> <li>2. Write an essay on the effects of drug use on the Memphis community.</li> <li>3. Debate drug testing of students.</li> <li>4. Role-play situations where peer pressure to use drugs is evident.</li> <li>5. Compile a list of resources.</li> </ol>	<p>Michigan Model for Health Student Workbook <i>Lifetime Health</i> <a href="http://www.sharemylesson.com/teaching-resource/drugs-are-bad-powerpoint-and-anti-drug-lesson-50009306/">http://www.sharemylesson.com/teaching-resource/drugs-are-bad-powerpoint-and-anti-drug-lesson-50009306/</a> <a href="http://www.sharemylesson.com/taxonomysearchresults.aspx?parametrics=90013,90101,90257 90258 90259 90260&amp;tab=grade&amp;mode=browse">http://www.sharemylesson.com/taxonomysearchresults.aspx?parametrics=90013,90101,90257 90258 90259 90260&amp;tab=grade&amp;mode=browse</a> <a href="http://www.drugfreeworld.org/takeaction/anti-drug-education-package-details.html">http://www.drugfreeworld.org/takeaction/anti-drug-education-package-details.html</a> <a href="http://glencoe.mheducation.com/sites/0078913284/instructor_view0/lesson_plans.html#">http://glencoe.mheducation.com/sites/0078913284/instructor_view0/lesson_plans.html#</a></p>
Level 1 Performance Indicator:	Level 2 Performance Indicator:	Level 3 Performance Indicator
<ul style="list-style-type: none"> <li>• Review vocabulary (e.g., substance abuse, illicit drugs, gateway drugs, misuse, abuse,</li> <li>• OTC, prescription, steroids, drug interaction, tar, nicotine, carbon monoxide, blood alcohol level, co-dependency, enabling).</li> <li>• Distinguish between over-the-counter and prescription drugs.</li> <li>• List reasons individuals might use tobacco products and alcohol.</li> <li>• Describe behaviors and practice refusal skills necessary to resist peer pressure.</li> <li>• Identify consequences of substance misuse (e.g., legal, physical, social, emotional).</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss legal issues of buying and consuming alcohol and tobacco.</li> <li>• Explain the effects of chemical substances on behavior (e.g., alcohol, prescription medication, methamphetamine, gasoline, paint, glue, aerosols).</li> <li>• Describe physiological (e.g., brain, liver, fetus, central nervous system) effects of substance use.</li> <li>• List effects of alcoholism (e.g., physical, social, economic).</li> <li>• Identify smokeless tobacco products and their effects (e.g. Cancer, gingivitis, tooth decay, discoloration of teeth).</li> <li>• Discuss effects of secondhand smoke.</li> <li>• Discuss media influences on tobacco, alcohol and substance use.</li> <li>• List the classifications of drugs and give examples of each (e.g., depressants, stimulants, hallucinogens, narcotics, inhalants, designer drugs, performance-enhancing drugs).</li> <li>• Discuss and explain harmful effects of methamphetamine</li> </ul>	<ul style="list-style-type: none"> <li>• Identify programs designed to treat alcoholism and substance abuse.</li> <li>• Debate laws relative to alcohol, tobacco, and other chemical substances.</li> </ul>

**SUBSTANCE USE AND ABUSE**

on individuals and society (e.g., families, socioeconomic impact, health, environment, government funding).

- Discuss risks associated with alcohol consumption (e.g., dui, riding with an impaired driver, cirrhosis, alcohol poisoning, underage drinking, sexual activity).
- Discuss risks associated with substance use and misuse (e.g., death, overdose, sensory impairment).

Learning Expectations	Core Content Objectives		Instructional Actions	
<i>Student Progress Indicators</i>	<i>Concepts</i> <i>What students will know</i>	<i>Skill</i> <i>What students will do</i>	<i>Activities/Strategies</i>	<i>Assessments/Checks</i>
<p>7.1 describe the illegal use of alcohol, tobacco and other chemical substances.</p> <p>7.2 identify the effects of substance misuse and abuse on society (e.g., school, crime, disease, pregnancy, STI, job, personal relationships, physical enhancement, athletic performance).</p> <p>7.3 recognize that combining chemical substances can have serious consequences (e.g., death, injury, sensory impairments).</p> <p>7.4 identify school and community resources for treatment and intervention (e.g., DARE, school counselor, teacher, local health department, hotlines, Alcoholics Anonymous).</p> <p>7.5 identify strategies to avoid misuse of chemical substances.</p> <p>7.6 explain the effects of chemical substances on total wellness.</p> <p>7.7 list the benefits of a lifestyle</p>	<ul style="list-style-type: none"> <li>• Harmful Effects of Drugs</li> <li>• Pressures to Use Drugs</li> <li>• Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between over-the-counter and prescription drugs</li> <li>• Differentiate between categories of drugs and give examples of each</li> <li>• Differentiate between drug use and drug abuse</li> <li>• Analyze the consequences of the proper and improper (legal and illegal) use of alcohol, tobacco, and other drugs</li> <li>• Describe the possible effects of combining drugs, whether elicit or prescription</li> <li>• Illustrate the effects of using alcohol on a fetus</li> <li>• Analyze the effects of drugs on the job and sports performance</li> <li>• Describe the harmful effects of tobacco products</li> <li>• Discuss the problems associated with passive smoking</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative Party-Identify non-alcoholic ways to entertain and/or have fun.</li> <li>• Drug Combo-Recognize that combining chemical substances can have serious consequences</li> <li>• Debate reasons why young people might be interested in smoking cigarettes and/or drinking alcohol</li> <li>• List personal goals you have for after graduating high schools and determine how illegal use affects those goals.</li> <li>• Role play ways to say no to drugs.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist/Rubric</li> <li>• Peer Assessment</li> <li>• Test</li> <li>• Role Play</li> <li>• Quiz</li> </ul>

**SUBSTANCE USE AND ABUSE**

free from chemical misuse.

- Identify the effects of drug use on crime, disease, pregnancy, and personal relationships
- Recognize behavior changes due to drinking alcohol or using drugs
- Describe the stages of alcoholism and the effect on individuals, families, friends, and society
- Describe the effect of drugs on specific body functions
- Differentiate between short term and long term physical effects of drug use
- Examine the legal issues of teens buying and consuming alcohol and tobacco
- Calculate blood alcohol level using variables

**DISEASE PREVENTION**

**Unit Objectives/Essentials Understanding:**

- Understand to protect yourself against the spread of pathogens
- Understand the difference between communicable and non-communicable diseases
- Know and demonstrate the healthy behaviors for avoiding STIs
- Understand the signs and symptoms of STIs
- Understand HIV and AIDS

**Guiding Questions:**

1. What are infectious diseases?
2. What are communicable and non-communicable diseases?
3. What kinds of diseases can antibiotics cure? What are STIs?
4. What are ways to prevent the spread of infection?
5. How does hereditary effect non-communicable diseases?
6. What is the relationship between insulin and glucose in diabetes?
7. How can lifestyle contribute to non-communicable diseases?

**Discussion:**

HIV/AIDS, Risk factors and warning signs of non-communicable diseases, Signs and symptoms of communicable diseases, modes of transmission, signs and symptoms of STIs, Spread of communicable disease, Disease Prevention, , Abstinence

**Purpose of Activity:**

- Aid students in identifying the types of pathogens that cause disease while learning prevention strategies to stay healthy.
- Gain an understanding of common sexually transmitted diseases, their symptoms, treatment, and how they can be avoided through abstinence.
- Understand non-communicable diseases in order to learn how to lower health risk factors associated with these diseases.

**Connections:**

Biology: disease, pathogens

Visual Art: design, layout

World History: plagues, diseases, epidemics

**Technology:**

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

**Academic Vocabulary:**

Bacteria, fungi, hepatitis, infectious disease, inflammation, lymphatic system, meningitis, pathogen, vaccine, virus, white blood cells, atherosclerosis, benign tumor, blood pressure, cancer, cardiovascular disease, chemotherapy, diabetes, diabetic coma, heart attack, insulin, lifestyle disease, malignant tumor, stroke

Michigan Model-See Appendix C

**Unit Assessment:**

Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests

**Notes:**

Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do. See Michigan Model for Health. In addition, be sure to send out Family Life letters prior to teaching Family Life and Human Growth and Development. The form may be found on the SCS website ([http://www.scsk12.org/uf/webadmin/foundation/ci/uploads/hpelw/FamilyLife\\_Parent\\_Letter\\_Opt\\_Out\\_Form.pdf](http://www.scsk12.org/uf/webadmin/foundation/ci/uploads/hpelw/FamilyLife_Parent_Letter_Opt_Out_Form.pdf)).

Lifetime Wellness Standards

Suggested Activities

Resources/Connections/Assessments

**DISEASE PREVENTION**

**Disease Prevention:**

The student will identify the causes, signs and symptoms, treatments and prevention of communicable and non-communicable diseases related to total wellness and health maintenance.

- A. Michigan Model For Health Lessons
- B. Design an informative poster, flyer or powerpoint on communicable disease prevention and control
- C. Conduct a personal assessment to determine the risk of non-communicable disease.
- D. Research a new approach to treating cancer. Write a paper that describes what the approach is, how it works, and when it is expected to be available to cancer patients.

Michigan Model for Health  
Student Workbook  
*Lifetime Health*  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=934#VpAwpPkrKHs>  
<http://study.com/academy/topic/communicable-diseases.html>  
(may have to pay a fee for study.com after free trial)

**Level 1 Performance Indicator:**

- Review vocabulary (e.g., disease, communicable disease, non-communicable disease, obesity, pathogens, diabetes, asthma, hypertension, hepatitis, immunity, vaccine, STIs, HIV/AIDS).
- List common communicable and non-communicable diseases.
- Describe behaviors and preventative measures to control the spread of communicable disease.

**Level 2 Performance Indicator:**

- List and define the types of pathogens that cause communicable disease (e.g., virus, bacteria, fungi).
- Describe how a person can protect himself/herself against the spread of pathogens.
- Differentiate the symptoms of the common cold, allergies and the flu.
- Identify modes of transmission, signs and symptoms and treatment of STIs.
- Discuss healthy behaviors for avoiding STIs.
- Differentiate HIV and AIDS.
- Describe risk factors and warning signs of cancer, heart disease, hypertension, diabetes and obesity.
- Determine when to seek medical care.
- Research available community health resources.
- Describe the role of immunizations in the prevention of various diseases (e.g., flu, hepatitis, meningitis, measles, mumps, rubella).

**Level 3 Performance Indicator**

- Define immune system, t-cells, b-cells and antibodies.
- Outline the immune system's response to a pathogen.
- Categorize STIs as bacterial, parasitic or viral pathogens.
- Discuss risk factors associated with an unhealthy lifestyle.
- Discuss the effects of STIs on total wellness.

**Learning Expectations**

**Core Content Objectives**

**Instructional Actions**

**DISEASE PREVENTION**

<i>Student Progress Indicators</i>	<i>Concepts What students will know</i>	<i>Skill What students will do</i>	<i>Activities/Strategies</i>	<i>Assessments/Checks</i>
<p><b>1.1</b> differentiate communicable and non-communicable diseases.</p> <p><b>1.2</b> determine heredity, environmental and lifestyle factors which place the student at risk for disease.</p> <p><b>1.3</b> describe different types of pathogens and how they affect health.</p> <p><b>1.4</b> explain causes, modes of transmission, signs and symptoms, treatments and prevention of Communicable diseases</p> <p><b>1.5</b> explain causes, signs and symptoms, treatments and prevention of non-communicable diseases</p> <p><b>1.6</b> identify appropriate community agencies providing resources for disease treatment, information and support</p> <p><b>1.7</b> recognize the need for annual physical exams.</p> <p><b>1.8</b> identify the physician as a community resource and discuss ways to locate a physician.</p>	<ul style="list-style-type: none"> <li>• Communicable and Non-communicable disease</li> <li>• Common communicable diseases</li> <li>• Environmental and lifestyle factors</li> <li>• Pathogens and their affects</li> <li>• Common non-communicable diseases</li> <li>• Heredity, environmental, and lifestyle factors</li> <li>• Risk factors and warning signs of non-communicable disease</li> <li>• Prevention, causes, warning signs, and treatment for communicable and non-communicable disease</li> <li>• Modifying risk factors</li> <li>• Seeking medical care and treatment</li> <li>• Community agencies and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Define communicable diseases and identify several common ones</li> <li>• Examine environmental and lifestyle factors that place one at risk for communicable diseases</li> <li>• Identify types of pathogens (virus, bacteria, fungi) and their affect on health</li> <li>• Identify prevention, causes, warning signs, and treatment for non-communicable diseases</li> <li>• Identify risk factors and warning signs of non-communicable diseases</li> <li>• the relationship between diet and disease</li> <li>• Describe ways to modify risk factors in order to reduce the incidence of non-communicable diseases</li> <li>• Identify when to seek medical care</li> <li>• Describe modern treatment techniques for non-communicable diseases</li> <li>• Identify appropriate community agencies providing resources for disease information and support</li> </ul>	<ul style="list-style-type: none"> <li>• Diabetes- Identify responsibilities that each individual has toward diabetes control and prevention.</li> <li>• HIV or Other STI Transmission Activity- Demonstrate how one person infected with an STI, HIV or AIDS can put a large number of people at risk for contracting disease.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist/Rubric</li> <li>• Peer Assessment</li> <li>• Test</li> <li>• Role Play</li> <li>• Quiz</li> </ul>

**NUTRITION**

**NUTRITION**

**Unit Objectives/Essentials Understanding:**

- Understand how to read food labels
- Understand caloric intake and expenditures
- Understand why foods are essential to your health
- Understand the signs and symptoms of eating disorders

**Guiding Questions:**

- Why are dietary guidelines important?
- What are the nutrient categories and their functions?
- What are the proper storage, cooking, and sanitation techniques?
- What are the relationships between eating habits and total health?
- What are eating disorders?
- Why is calorie consumption and expenditures important for you to maintain a healthy lifestyle?

**Discussion:**

Nutrients that provide the body with energy, factors that influence diet, eating disorders, creating food menus, fad diets and problems associated with them, food labels, food choices and relationships to diseases, food safety

**Purpose of Activity:**

Understand the skills and behaviors needed to address nutrition to maintain a healthy lifestyle.

**Connections:**

Biology: food sources, chemical and physical breakdown of food, agriculture

English: communication, advertising Mathematics: calculations, serving sizes, measurements for recipes, conversions

Practical Law: federal consumer protection laws

Psychology: major motives of life

Sociology: social changes, collective behavior

Visual Art: poster design, layout

**Technology:**

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

**Academic Vocabulary:**

nutrition, diet, nutrients, calorie, carbohydrates, fats, proteins, vitamins, minerals, atherosclerosis, cholesterol, fiber, high density lipoproteins (HDL), low density lipoproteins (LDL), hypertension, cardiovascular disease, obesity, diabetes, osteoporosis, cancer, plaque, overweight, underweight

**Unit Assessment:**

Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests

**Notes:**

Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do.

NUTRITION		
Lifetime Wellness Standards	Suggested Activities	Resources/Connections/Assessments
<p>Nutrition: The student will assess the effects of nutritional choices and incorporate strategies that contribute to an improved quality of life.</p>	<ul style="list-style-type: none"> <li>Plan healthy snacks and meals for one week.</li> <li>Examine food advertisements to determine advertising techniques.</li> <li>Identify one “fad” diet and research reasons why the diet should not be recommended.</li> <li>Design a poster for the kitchen on food preparation.</li> </ul>	<p>Michigan Model for Health Student Workbook <i>Lifetime Health</i> <a href="http://www.choosemyplate.gov/sites/default/files/printablematerials/SuperTrackerHSLessonPlans1.pdf">http://www.choosemyplate.gov/sites/default/files/printablematerials/SuperTrackerHSLessonPlans1.pdf</a> <a href="http://fastfoodnutrition.org/lesson-plans">http://fastfoodnutrition.org/lesson-plans</a> <a href="https://www.nhlbi.nih.gov/health/educational/wecan/eat-right/portion-distortion.htm">https://www.nhlbi.nih.gov/health/educational/wecan/eat-right/portion-distortion.htm</a></p>
Level 1 Performance Indicator:	Level 2 Performance Indicator:	Level 3 Performance Indicator
<ol style="list-style-type: none"> <li>Review vocabulary (e.g., nutrition, diet, nutrients, calorie, carbohydrates, fats, proteins, vitamins, minerals, atherosclerosis, cholesterol, fiber, high density lipoproteins (HDL), low density lipoproteins (LDL), hypertension, cardiovascular disease, obesity, diabetes, osteoporosis, cancer, plaque, overweight, underweight).</li> <li>Label the categories in the current USDA food guide pyramid. (My Plate)</li> <li>Identify eating disorders (e.g., anorexia nervosa, bulimia nervosa, binge eating).</li> <li>Compare healthy and unhealthy foods.</li> </ol>	<ol style="list-style-type: none"> <li>List and describe the six nutrient classifications.</li> <li>Identify the three nutrients that provide the body with energy (i.e., fats, carbohydrates, proteins).</li> <li>Examine factors influencing diet.</li> <li>Identify food sources for each of the classifications of nutrients.</li> <li>Define each eating disorder and the resulting effects on the body.</li> <li>Calculate food and energy needs (e.g., caloric need, actual caloric intake and use).</li> <li>Design a daily menu that meets the goals of the current USDA food guide pyramid. (My Plate)</li> <li>Describe problems associated with popular fad diets.</li> <li>Interpret information provided on food labels.</li> <li>Recognize and assess the effects of advertisements on food choices.</li> <li>Analyze the relationship between food choices and diseases (e.g., obesity, diabetes, elevated cholesterol levels, colon cancer, hypertension, osteoporosis).</li> <li>Analyze fast foods and snacks (e.g., fat grams, sugar content, caloric content)</li> </ol>	<ol style="list-style-type: none"> <li>Analyze the current recommended daily allowance (rda) guidelines.</li> <li>Establish the connection between saturated fats and cholesterol with heart disease.</li> <li>Discuss psychological implications associated with eating disorders.</li> <li>Assess food safety and handling procedures.</li> </ol>

NUTRITION				
Learning Expectations	Core Content Objectives		Instructional Actions	
<i>Student Progress Indicators</i>	<i>Concepts</i> <i>What students will know</i>	<i>Skill</i> <i>What students will do</i>	<i>Activities/Strategies</i>	<i>Assessments/Checks</i>
<p><b>3.1</b> identify the six classes of nutrients and describe their functions.</p> <p><b>3.2</b> evaluate personal nutritional and energy needs.</p> <p><b>3.3</b> compare and contrast dietary guidelines</p> <p><b>3.4</b> identify the relationship between healthy eating and total wellness.</p> <p><b>3.5</b> discuss eating disorders and their effects on the total wellness of the individual.</p> <p><b>3.6</b> assess personal daily dietary practices to each of the categories to the current USDA Food Guide Pyramid. (My Plate)</p> <p><b>3.7</b> interpret information provided on food labels.</p> <p><b>3.8</b> identify “fad diets” and their impact on total wellness.</p> <p><b>3.9</b> describe food safety including food storage, cooking and sanitation.</p> <p><b>3.10</b> identify factors that influence food choices</p> <p><b>3.11</b> examine the relationship between diet and disease</p>	<ul style="list-style-type: none"> <li>• Nutrients</li> <li>• Personal Nutritional and Energy Needs</li> <li>• Eating Disorders</li> <li>• Healthy vs. “Fad” Diets</li> <li>• Food Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the six nutrient categories and describe the function of each in normal growth and functioning</li> <li>• Specify a variety of food sources for each of the categories of nutrients</li> <li>• Discuss the role of the dietary guidelines</li> <li>• Compare the nutritional value of healthy and unhealthy foods</li> <li>• Calculate personal food and energy needs</li> <li>• Analyze fat grams, sugar content, caloric content, etc., of fast foods and snacks consumed</li> <li>• Compare the information provided on the food labels with personal dietary needs</li> <li>• Examine and explain the relationship between diet, disease and total health</li> <li>• Identify eating disorders and resulting effects on the body</li> <li>• Explain the psychological connection to eating disorders</li> <li>• Recognize how advertising affects food choices and personal actions</li> <li>• Identify “fad” diets and analyze</li> </ul>	<ul style="list-style-type: none"> <li>• Design a three day menu meeting the goals of My Plate</li> <li>• Nutritious Food Party-Allow students the opportunity to socialize while eating healthy foods.</li> <li>• Fat Content-Show the fat content of different foods.</li> <li>• Play Portion Distortion game</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist/Rubric</li> <li>• Peer Assessment</li> <li>• Test</li> <li>• Role Play</li> <li>• Quiz</li> </ul>

**NUTRITION**

		<p>the problems associated with them</p> <ul style="list-style-type: none"><li>• Compare healthy and “fad” diets in terms of nutritional value and it’s effects</li><li>• Describe proper storage, cooking, and sanitation techniques</li></ul>		
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**PERSONAL FITNESS**

**PERSONAL FITNESS**

**Unit Objectives/Essentials Understanding:**

1. Understand the benefits of being physically active
2. Understand that every teen can benefit from being physically fit.
3. Understand the importance of improving your fitness to combat disease.
4. Design and planning a personal activity program.
5. Recognize fitness safety techniques and how to avoid injuries

**Guiding Questions:**

- Why is personal fitness important?
- How do I calculate my target heart rate? What is the FITT principal?
- What is the difference between health related and skill related components of fitness?
- Why is important to warm up and cool down properly?
- What role does the muscular and skeletal system play and why is it important?
- How can I choose lifestyle activities and sports activities that will improve my overall health and fitness?
- What are the basic measures of skills-related fitness?
- How do I avoid injuries while exercising?
- What do I need to know about proper clothing and equipment for sports and exercising?

**Discussion:**

Benefits of being physically active, components of fitness, health related and skill related components of fitness, heart rates, warm up and cool down for workouts, common injuries associated with exercise, muscular and skeletal systems,

**Purpose of Activity:**

- Gain knowledge that physical exercise has positive short and long-term health benefits as well as recognize benefits of reaching and maintaining a healthy level of physical fitness.

**Connections:**

Economics: poor health, insurance, health care

English: writing infomericals, researching information

Mathematics: calculations, measurements, biomechanics

Physical Education: skills, leisure, recreation, movement, fitness, aerobic, anaerobic, warm-up, cool-down, workout, cardiovascular, health

Practical Law: cost of safety

Psychology: major motives of life

Speech: debate, oral presentations

**Technology:**

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

**Academic Vocabulary:**

aerobic, anaerobic, metabolism, target heart rate, warm-up, cool down, F.I.T.T., physical fitness, health-related fitness components, skills-related fitness components, power, agility, balance, speed, coordination, reaction time, cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition

**Unit Assessment:**

Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests

**Notes:**

Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do. Incorporate fitness and physical activities into your lessons. Incorporate Fitnessgram Assessments.

Lifetime Wellness Standards

Suggested Activities

Resources/Connections/Assessments

**PERSONAL FITNESS**

<p>Personal Fitness: The student will acquire the knowledge and skills necessary to achieve and maintain a health enhancing level of personal fitness.</p>	<ul style="list-style-type: none"> <li>E. Debate health-related vs. skill-related physical fitness.</li> <li>F. Create an “infomercial” on the benefits of physical activity.</li> <li>G. Incorporate proper warm-up and cool-down procedures into daily physical activities.</li> <li>H. Complete self-assessment of physical fitness.</li> <li>I. Develop and implement a personal fitness plan.</li> <li>J. Create a safety procedures checklist for the physical fitness experience.</li> <li>K. Evaluate a classmate’s personal fitness plan and provide feedback.</li> <li>L. Create a personal fitness plan which can be implemented away from school.</li> </ul>	<p>Michigan Model for Health Student Workbook <i>Lifetime Health</i> <a href="http://www.pecentral.org/lessonideas/searchresults.asp?category=190">http://www.pecentral.org/lessonideas/searchresults.asp?category=190</a> <a href="http://www.sparkpe.org/wp-content/uploads/basic-training-chest_hs.pdf">http://www.sparkpe.org/wp-content/uploads/basic-training-chest_hs.pdf</a> <a href="http://www.sparkpe.org/wp-content/uploads/yoga-basic-training.pdf">http://www.sparkpe.org/wp-content/uploads/yoga-basic-training.pdf</a> <a href="http://www.sparkpe.org/wp-content/uploads/yoga-content-card_hs.pdf">http://www.sparkpe.org/wp-content/uploads/yoga-content-card_hs.pdf</a> <a href="http://www.pyfp.org/assessment/free-materials.shtml">http://www.pyfp.org/assessment/free-materials.shtml</a> <a href="https://www.google.com/webhp?sourceid=chrome-instant&amp;ion=1&amp;espv=2&amp;ie=UTF-8#">https://www.google.com/webhp?sourceid=chrome-instant&amp;ion=1&amp;espv=2&amp;ie=UTF-8#</a></p>
<p><b>Level 1 Performance Indicator:</b></p>	<p><b>Level 2 Performance Indicator:</b></p>	<p><b>Level 3 Performance Indicator</b></p>
<ul style="list-style-type: none"> <li>• Review vocabulary (e.g., aerobic, anaerobic, metabolism, target heart rate, warm-up, cool</li> <li>• Down, f.i.t.t., physical fitness, health-related fitness components, skills-related fitness</li> <li>• Components).</li> <li>• List and define the health-related components of fitness (i.e., cardiovascular endurance,</li> <li>• Muscular endurance, muscular strength, flexibility, body composition).</li> <li>• List and define the skill-related components of fitness (i.e., power, agility, balance, speed, coordination, reaction time).</li> <li>• Differentiate health-related and skill-related fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the social, mental, emotional and physical benefits of being physically fit.</li> <li>• Differentiate aerobic and anaerobic exercise and provide examples of each.</li> <li>• Design a personal fitness plan.</li> <li>• Compare a physically fit person to a sedentary person (e.g., body weight, mental health, blood pressure, life expectancy).</li> <li>• Examine popular fitness products (e.g., shoes, clothing, equipment, foods, sports drinks, facilities).</li> <li>• Define and differentiate isometric, isotonic and isokinetic exercises.</li> <li>• Calculate resting, maximum and target heart rates.</li> <li>• Recognize and apply proper warm-up and cool-down procedures associated with exercise.</li> <li>• Differentiate moderate and high intensity exercises and give examples of each.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze a friend’s exercise plan and make suggestions for improvement.</li> <li>• Discuss how steroids affect the body.</li> <li>• Identify biomechanical principles of the health components of fitness.</li> </ul>

**PERSONAL FITNESS**

- Practice skills associated with different cardiovascular activities.
- Examine common injuries associated with exercise.
- Identify the major muscles of the muscular system.
- Identify the bones of the skeletal system.
- Identify the parts of the heart and describe how blood circulates through the heart.

Learning Expectations	Core Content Objectives		Instructional Actions	
<i>Student Progress Indicators</i>	<i>Concepts</i> <i>What students will know</i>	<i>Skill</i> <i>What students will do</i>	<i>Activities/Strategies</i>	<i>Assessments/Checks</i>
<p><b>4.1</b> identify and define concepts of physical fitness a. identify and describe the health-related components of physical</p> <p><b>4.2</b> identify the anatomy and the functions of the muscular, skeletal and cardiovascular systems.</p> <p><b>4.3</b> describe and apply principles related to physical activity.</p> <p><b>4.4</b> apply proper safety practices when participating in physical activity.</p> <p><b>4.5</b> analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness and activity goals.</p> <p><b>4.6</b> list the health problems associated with inadequate levels of health-related fitness.</p> <p><b>4.7</b> distinguish between facts and fallacies as related to fitness products, services and marketing.</p>	<ul style="list-style-type: none"> <li>• Concepts of Physical Fitness</li> <li>• Exercise</li> <li>• Principals of Fitness</li> <li>• Safety Practices/Techniques</li> <li>• Self-Assessment of Physical Fitness</li> <li>• Personal Fitness Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Define physical fitness by differentiating between the health-related components and the skill-related components</li> <li>• Identify and describe the health-related components of physical fitness</li> <li>• Identify and describe the skill-related components of physical fitness</li> <li>• Describe the social, mental, and physical benefits associated with participation in physical fitness activities</li> <li>• Compare a physically fit person to a sedentary person focusing on body weight, mental health, blood pressures, life expectancy, etc.</li> <li>• Describe health problems associated with inadequate levels of health-related fitness activities</li> <li>• Distinguish between fact and</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a workout routine</li> <li>• Describe your physical activities during the past week</li> <li>• Discuss the health benefits of the activities student's participated in and any factors that may have prevented them from exercising more often.</li> <li>• Continue the implementation of your personal fitness plan and record progress daily.</li> <li>• Differentiating Moderate Intensity and High Intensity Exercise-Differentiate moderate intensity from high intensity exercise by comparing heart rates</li> <li>• Demonstrate proper warm-up and cool-down procedures</li> <li>• Determine your personal resting heart rate, maximum heart rate and target (working) heart rate</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist/Rubric</li> <li>• Peer Assessment</li> <li>• Test</li> <li>• Role Play</li> <li>• Quiz</li> </ul>

**PERSONAL FITNESS**

**4.8** discuss the social, emotional, physical and mental benefits associated with participation in physical fitness activities.  
**4.9** identify resources and facilities in the community that promote physical fitness and wellness.

- fallacies as related to fitness products, services, and marketing
- Identify resources and facilities in the community that relate to physical fitness and wellness
- Describe the effects of steroids or performance enhancing drugs have on the body
- Differentiate between isometric, isotonic, and isokinetic exercises
- Differentiate between aerobic and anaerobic exercises
- Differentiate between low, moderate, and high impact exercise and give examples of each
- Describe the importance of proper warm-up and cool-down procedures
- Identify common injuries associated with exercise and propose techniques to reduce these
- Demonstrate when and how to secure medical assistance in the event of an accident or injury
- Examine popular fitness products
- Implement personal fitness plan based on the health-related fitness assessment results and goals

- Execute proper workouts focusing on the F.I.T.T. principle
- Execute proper workouts focusing on the basic exercise principles
- Select and maintain proper equipment, attire, shoes, fluid intake, etc.

**PERSONAL FITNESS**

		<ul style="list-style-type: none"> <li>• Perform stretching/flexibility exercises</li> <li>• Perform strength exercises</li> <li>• Perform cardiorespiratory activities</li> <li>• Assess fitness levels based on health related components of fitness</li> <li>• Demonstrate improvement in the health-related fitness components</li> <li>• Demonstrate proper warm-up and cool-down procedures</li> <li>• Select and maintain proper equipment, attire, shoes, fluid intake, etc., and maintain</li> <li>• Identify common injuries associated with exercise and propose techniques to reduce these</li> <li>• Demonstrate when and how to secure medical assistance in the event of an accident or injury</li> </ul>		
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**SAFETY AND FIRST AID**

<p><b>Unit Objectives/Essentials Understanding:</b></p> <ul style="list-style-type: none"> <li>• Identify safety equipment used for injury prevention</li> <li>• Evaluate ways to reduce the risks of accidents and injuries</li> <li>• Demonstrate appropriate actions for emergency and non-emergency situations</li> </ul>	<p><b>Connections:</b></p> <p><u>Biology</u>: blood, life, body systems</p> <p><u>English</u>: writing book</p>
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**SAFETY AND FIRST AID**

**Guiding Questions:**

- What is an injury?
- Why is safety important?
- What is the appropriate action to take when safety is threatened?
- What are ways to reduce the risks of accidents and injury?
- What is the equipment used for safety prevention?

**Discussion:**

Safety, first-aid, safety equipment, accidents and injuries, actions to take in emergency and non-emergency situations, bullying,

**Purpose of Activity:**

- Understand attitudes and behaviors for preventing injuries and deaths from injury in order to maintain a healthy lifestyle.
- Understand the appropriate action to take when personal safety is threatened in order to maintain a healthy lifestyle.

**Technology:**

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

**Academic Vocabulary:**

first-aid, CPR, AED, rescue breathing, predator, exploitation, wounds, shock, Heimlich maneuver, ABC's: airway, breathing, circulation, severe bleeding, stroke, seizures, heart attack, asthma attack, sprains

**Unit Assessment:**

Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests

**Notes:**

Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do.

Lifetime Wellness Standards	Suggested Activities	Resources/Connections/Assessments
<p>Safety and First Aid: The student will acquire the knowledge and skills necessary to recognize, respond and apply appropriate procedures to accidental and life-threatening situations.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate various first aid techniques.</li> <li>2. Demonstrate CPR and AED steps.</li> <li>3. Write a children's book on personal safety.</li> </ol>	<p>Michigan Model for Health Student Workbook <i>Lifetime Health</i></p>
Level 1 Performance Indicator:	Level 2 Performance Indicator:	Level 3 Performance Indicator
<ul style="list-style-type: none"> <li>• Review vocabulary (e.g., first-aid, CPR, AED, rescue breathing, predator, exploitation, wounds, shock, Heimlich maneuver, ABC's: airway, breathing, circulation, severe bleeding).</li> <li>• List situations considered to be emergencies (e.g., breathing problems, severe bleeding, broken bone, chest pain).</li> <li>• Identify the relationship between attitudes and safety behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish CPR and rescue breathing.</li> <li>• Identify signs and symptoms of life-threatening and non-life-threatening situations (e.g., stroke, seizures, heart attack, asthma attack, sprains).</li> <li>• Describe first-aid treatment involved in treating common injuries.</li> <li>• Role play first-aid procedures for life threatening and non-life-threatening situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Earn certification for First-Aid, CPR and AED.</li> <li>• Create first-aid kit.</li> <li>• Create safety infomercials.</li> </ul>

**SAFETY AND FIRST AID**

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| <ul style="list-style-type: none"> <li>Identify safe and unsafe behaviors.</li> <li>List guidelines for using 911 (e.g., caller's name, location, number of victims, condition of victims).</li> </ul> | <ul style="list-style-type: none"> <li>Simulate steps for aiding a choking victim.</li> <li>Simulate steps for administering CPR and using an AED.</li> <li>Describe ways to avoid being susceptible to exploitation (e.g., internet predators, child pornography, inappropriate physical and/or emotional contact).</li> <li>List appropriate and inappropriate usage of technology (internet, cell phones).</li> <li>Evaluate the consequences of participating in high-risk behaviors.</li> <li>Describe and role play the relationships among attitudes, behaviors, vulnerability to violence and the prevention of violence.</li> <li>Design a disaster plan</li> </ul> |
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Learning Expectations	Core Content Objectives		Instructional Actions	
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<p>5.1 identify hazardous and life-threatening situations and the consequences of each.</p> <p>5.2 explain how individual attitudes and behaviors affect personal safety and the safety of others.</p> <p>5.3 identify and demonstrate the skills necessary in responding to medical emergencies.</p> <p>5.4 describe and demonstrate proper first aid techniques for common injuries.</p> <p>5.5 identify and demonstrate the steps for aiding a choking victim.</p> <p>5.6 explain and demonstrate the steps used in administering Cardiopulmonary Resuscitation</p>	<ul style="list-style-type: none"> <li>Hazardous and Life Threatening Situations</li> <li>Personal Safety</li> <li>First Aid and CPR/AED Emergency procedures</li> </ul>	<ul style="list-style-type: none"> <li>Identify hazardous and life threatening situations and their consequences</li> <li>Demonstrate proper response to given hazardous and life threatening situations</li> <li>Identify items to be included in a first aid kit and a three day survival kit</li> <li>Differentiate between safe and unsafe behaviors</li> <li>Explain how one's attitudes affect one's personal safety behavior</li> <li>Identify the parameters for using 911</li> </ul>	<ul style="list-style-type: none"> <li>Risky Behaviors-Identify reasons why people take unnecessary risks.</li> <li>Role Play Emergency Situations-Have students react appropriately to an emergency situation while role playing.</li> <li>First Aid Kit -Students will have to create their own first-aid kit.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Teacher Checklist/Rubric</li> <li>Peer Assessment</li> <li>Test</li> <li>Role Play</li> <li>Quiz</li> </ul>

**SAFETY AND FIRST AID**

(CPR), rescue breathing and the use of an Automated External Defibrillator (AED).

**Cross-Content Connections:**

English: communication, following directions, listening skills

Health: body systems, first aid, problem solving, decision-making, peer pressure, wellness, health, fitness, nutrition, drugs and alcohol, mental, emotional, social and family health, disease prevention, community, consumer and environmental health issues

Social Studies: laws, rules, cooperation/conflict, cooperation/conflict, community

Dance: alignment, axial movement, elevation, body propulsion, initiation, rhythmic acuity

Science: movement, space, speed, gravity, friction, energy, force, muscles, skeletal system

Math: speed, time, patterns, sequence, grouping, levels, counting, estimation, scoring in games and activities.

Music: beats, rhythms, syncopation, timing

Character Education: cooperation, self esteem, values, personal accountability, personal responsibility, respect, conflict resolution

**Related KidsHealth Links: Articles for Students:**

**RESOURCE LIST**

Professional Organizations:

www.shapeamerica.org/ (Society of Health and Physical Educators)

www.tahperd.us (TN Association for Health, Physical Education, Recreation, & Dance)

National Health Standards & Performance Outcomes:

**Resources Available Throughout the District:**

Online :

<http://www.scsk12.org>

<http://www.hpelw.weebly.com>

<http://www.tennesseestandards.com>

[www.tennesseeassessments.com](http://www.tennesseeassessments.com)

RESOURCE LIST

<http://www.shapeamerica.org/standards/health/>

TN State Health Standards:

[https://www.tn.gov/assets/entities/education/attachments/std\\_pe\\_health\\_gr\\_6\\_8.pdf](https://www.tn.gov/assets/entities/education/attachments/std_pe_health_gr_6_8.pdf)

Helpful Websites:

- [http://www.heart.org/HEARTORG/Educator/Educator\\_UCM\\_001113\\_SubHomePage.jsp](http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp)
- <http://responsibility.org/start-a-conversation/drinking-responsibly/virtual-bar/>
- <http://www.learntobehealthy.org/teens/>
- [http://www.learninggamesforkids.com/health\\_games.html](http://www.learninggamesforkids.com/health_games.html)
- [http://www.nasbe.org/healthy\\_schools/hs/bytopics.php?topicid=1100](http://www.nasbe.org/healthy_schools/hs/bytopics.php?topicid=1100)
- [http://www.discoveryeducation.com//search/page/6-8/health/-/-/index.cfm?campaign=flyout\\_teachers\\_68\\_health](http://www.discoveryeducation.com//search/page/6-8/health/-/-/index.cfm?campaign=flyout_teachers_68_health)
- <http://www.planet-health.org/teacherInformation.cfm>
- <http://www.connectionsacademy.com/blog/posts/2014-01-18/Finding-the-Right-Words-Helping-Kids-Build-Vocabulary.aspx>
- <http://www.drugfreeworld.org/download.html>
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Professional Development:

TAHPERD -Annual Physical Education Conference (Fall of each year)-state

SHAPE Annual Health and Physical Education Conference (Spring of each year)- national

[http://glencoe.mheducation.com/sites/0078774055/instructor\\_view0/health\\_espilight\\_video\\_series.html](http://glencoe.mheducation.com/sites/0078774055/instructor_view0/health_espilight_video_series.html)

[www.pecentral.org](http://www.pecentral.org)

[www.sparkpe.org](http://www.sparkpe.org)

[www.scholastic.com](http://www.scholastic.com) (build your own webpage to be placed on school's homepage as a link.)

[www.bowlersed.com](http://www.bowlersed.com)

[www.cdc.gov](http://www.cdc.gov)

[www.classroomteacher/integratedlessonideas.com](http://www.classroomteacher/integratedlessonideas.com)

[www.linelinks.com](http://www.linelinks.com)

[www.lessonplanz.com](http://www.lessonplanz.com)

[www.discoveryeducation.com](http://www.discoveryeducation.com)

[www.teachablemoments.com](http://www.teachablemoments.com)

DVD's, Videos, and Apps:

- [http://www.glencoe.com/sites/common\\_assets/health/eSpotlight\\_videos/bbc\\_eSpotlight.html](http://www.glencoe.com/sites/common_assets/health/eSpotlight_videos/bbc_eSpotlight.html)
- <http://physedreview.weebly.com/health-education-apps.html>

Books

- <http://www.drugfreeworld.org/request-info/truth-about-drugs-booklet.html?bk=truth>

Music:

- <https://www.ecu.edu/cs-hhp/exss/upload/MSE%20Music.pdf>
- <http://www.pbs.org/inthemix/educators/lessons/selfimage2/>