

9th Grade

Unit Title: Personal Fitness

Course Time: Quarterly; 45 minute periods

Overview: This unit of instruction will test student's personal fitness levels pre and post allowing students to analyze and set goals.

Essential Questions:

- How can physical activity choices impact my life as an adolescent?
- How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness and activity goals?
- How can you apply the principles of physical education to improve your physical fitness?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>PA 10.4.9.A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.</p> <p>National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a healthy lifestyle.</p>	<p>Informed selections of physical activities can lead to the achievement of personal fitness and activity goals and the ability to create and implement a personal fitness plan.</p>	<p>Analyze social, emotional, physical, cognitive and environmental factors that impact personal fitness, activity goals, and individual preferences.</p> <p>Demonstrate appropriate techniques that support the health related components (cardiovascular, muscular strength, muscular endurance, flexibility and body composition).</p>	<p>Cognitive/Psychomotor</p> <p><i>Physical Best Fitness Gram</i> (Log with Higher Order Questions)</p>	<p>Pre Fitness Test (FitnessGram) <i>Aerobic/Cardiovascular: Pacer Test, Flexibility: Shoulder Stretch, Sit & Reach, Trunk Lift</i> <i>Abdominal Strength: Curl-Ups</i> <i>Upper Body Strength: Flexed Arm Hang, Push-Ups</i></p> <p>Post Fitness Test (FitnessGram) <i>Aerobic/Cardiovascular: Pacer Test, Flexibility: Shoulder Stretch, Sit & Reach, Trunk Lift</i> <i>Abdominal Strength: Curl-Ups</i> <i>Upper Body Strength: Flexed Arm Hang, Push-Ups</i></p> <p>Activity Examples: <i>Cardiovascular: Soccer Games, Field Hockey Games, Dodging and Fleeing Games, Tag Games, Basketball Games (The students will taking their pulse at various times throughout the activities to show an increased heart rate.)</i></p>

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Unit Title: Varied Intensity through Physical Activity

Course Time: Quarterly; 45 minute periods

Overview: Students will participate in multiple activities ranging in intensity levels while analyzing the affects varied intensities have on their bodies.

Essential Questions:

- How is there a connection between physical fitness and the risk factors associated with disease?
- Why is physical activity important in regards to weight management?
- What types of physical activities do you chose to cope with stress?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>PA10.4.9.B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <ul style="list-style-type: none"> • stress management • disease prevention • weight management <p>National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a healthy lifestyle.</p>	<p>Relationships exist between regular participation in physical activity and adolescent health improvement.</p> <p>Analyze stress management strategies (eg. Mental imagery, relaxation techniques, deep breathing, aerobic exercise) to reduce stress.</p>	<p>Evaluate physical activity preferences, responses of the body's systems and activities that support life-long fitness and activity goals.</p>	<p>Cognitive</p> <p><i>Physical Activity Intensity Analysis</i> (Observation with Higher Order Thinking Questions)</p>	<p>Aerobic Activities: Students will participate in activities that will slightly increase their heart rates utilizing heart rate monitors such as: Tennis – racquet sport that can be played with single or double opponents. Paddle Sports – (badminton, pickleball, paddle ball) played similarly to tennis using different striking implements. Vigorous: Students will participate in activities that will greatly raise their heart rates utilizing heart rate monitors such as: Speedball – combination game of soccer, basketball, football and team handball. Boccer- Combination game of soccer and ultimate basketball. Tchoukball – Team game that is an ultimate style game that contain elements of handball, volleyball and squash.</p>

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Unit Title: Promoting Personal Choice in Physical Activities

Course Time: Quarterly; 45 minute periods

Overview: This unit of instruction will offer students participation in a variety of lifetime activities which will allow them to assess factors that affect their personal choice.

Essential Questions:

- What affects your personal preference in selecting a physical activity?
- How do peers affect your physical activity preference?
- Which prior physical activity motivated you to continue participating?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>PA.10.4.9.D. Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> • skill competence • social benefits • previous experience • activity confidence <p>National Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>A variety of factors impact physical activity preferences during adolescents.</p>	<p>Evaluate physical activity preferences that support life-long fitness and activity goals.</p> <p>Participate in a variety of physical activities and describe why self-selected preferences create enjoyment.</p> <p>Participate several times a week in a self-selected lifetime activity, dance or fitness activity outside of school.</p>	<p>Cognitive: <i>Personal Choice of Activity</i> (Self Critique)</p>	<p>After participating in a variety of activities students will be better equipped to make decisions regarding personal preference such as:</p> <p><i>Swimming – Fundamental stroke techniques and basic water safety will be cover.</i></p> <p><i>Boxing – Technical sparing with blocks, jabs and crosses.</i></p> <p><i>Yoga/Pilates – Alternative activities that help tone, strengthen and stretch muscles.</i></p> <p><i>Recreational Games (Kan-Jam, Ring toss, Ladder ball, Corn Hole, Washer Toss, Bowling, Mini Golf)</i></p>

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Unit Title: Personal/Social Behavior through Cooperative Activities

Course Time: Quarterly; 45 minute periods

Overview: In this unit students will demonstrate the ability to work with peers appropriately and effectively using proper communication skills, collaboration, and teamwork, while analyzing the effect it has on the outcome of the learning experience.

Essential Questions:

- How can adhering to the rules promote positive interaction?
- How can teamwork affect the overall goal?
- Why do social pressures affect how groups function?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>PA 10.4.9.F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> <ul style="list-style-type: none"> • group dynamics • social pressure <p>National Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p>Positive interactions of adolescents can impact the outcome of group physical activity.</p>	<p>Exhibit proper etiquette, respect for others and teamwork while engaging in a variety of cooperative learning activities.</p> <p>Use positive communication skills and strategies that promote teamwork while participating in cooperative learning activities.</p>	<p>Cognitive: 9th Grade: <i>Positive and Negative Interactions of Group Members in Physical Activity</i> (Observation and Critique)</p>	<p>Trust Activities - Challenges designed to enhance students ability to cooperate effectively in a group/partner setting utilizing trustworthiness. <i>Car & Driver - Partner safely guides blindfolded partner through different senses to build trust.</i> <i>Trust Falls - Challenges students to trust in their partner(s) to catch them as they let themselves fall backwards.</i> Communication Activities <i>Birthday Line - Students assemble themselves in order of birth date in a single line (Jan-Dec). using a variety of communicate skills. (verbal/Nonverbal)</i> <i>Human Knot - Small group activity that challenges students to untangle knot.</i> <i>Map the Path - A created path based on a predetermined grid is used to get students working together to solve the puzzle.</i> Team Building Activities <i>Radioactive River/Toxic River - Challenges students to get from a predetermined start point to a</i></p>

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			<p><i>finish line without touching the floor using a given set of equipment.</i></p> <p><i>Alaskan Baseball – Activity in which students function as a group to retrieve a ball and complete a task to stop opposing team from scoring.</i></p> <p><i>Giant Jump Rope – Students will consecutively run under a turning jump rope completing each step of the challenge.</i></p> <p><i>Treasure Hunt – Capture the flag type activity in which students must retrieve all the other teams “treasures” without being tagged.</i></p>
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Unit Title: Skill-Related Fitness in Net-Wall Activities

Course Time: Quarterly; 45 minute periods

Overview: In this unit students will apply and analyze the six skill-related fitness components through a variety of Net/Wall games.

Essential Questions:

- How would you use each of the skill-related fitness components in an activity you enjoy?
- Why is it important to include all of the skill-related fitness components into your movements?
- Which of the skill-related fitness components do you feel that you need to improve and how would you accomplish this?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>10.5.9.A. Describe and apply the components of skill-related fitness to movement performance.</p> <ul style="list-style-type: none"> • agility • balance • coordination • power • reaction time • speed <p>National Standard 1: the physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p>	<p>Skill-related fitness components enhance movement performance.</p> <p>Agility: The ability to change the body's position efficiently and quickly.</p> <p>Balance: An even distribution of weight enabling someone to remain upright and steady.</p> <p>Coordination: The ability to use different parts of the body together smoothly and efficiently.</p> <p>Power: The ability exert maximum force in a quick explosive force.</p>	<p>Apply skill-related fitness components to a variety of Net/Wall games.</p>	<p>Cognitive: <i>Mapping Skill Related Fitness Components (Mapping)</i></p> <p>Psychomotor: <i>Skill related fitness component GP AI (teacher observation)</i></p>	<p>Net/Wall Activities – Various activities on a court space in which students must hit an object trying to score on an opponents court such as: <i>Badminton – Net game using a racquet and shuttle.</i> <i>Volleyball – Small sided net game using official rules</i> <i>Wallyball – Small sided net game using official rules.</i> <i>Meteor Ball – Teams will set up much like 4 square and work together to make sure that the giant ball does not touch the floor in their area. If a ball lands on your side the other three teams all earn a point.</i></p>

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<p>Reaction time: The ability to react quickly to what you hear, see, or feel.</p> <p>Speed: The ability to move your body or parts of your body swiftly.</p>			
<p>Swimming:</p> <ul style="list-style-type: none">• Strokes: Freestyle, sidestroke, backstroke• Safety: Treading/Floating <p>Water Polo: treading water, throwing and catching, shooting, offensive/defensive strategies</p>			

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Unit Title: Fitness Training Principles

Course Time: Quarterly; 45 minute periods

Overview: In this unit, students will learn and demonstrate proper training principles to enhance their ability to meet their personal fitness goals.

Essential Questions:

- What is the difference between aerobic and anaerobic exercise?
- How can using the principles of training enhance your fitness level without injury?
- Which principles of training would you use to enhance your fitness program?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>PA10.5.9.D. Identify and describe the principles of training using appropriate vocabulary.</p> <ul style="list-style-type: none"> • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set <p>National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a healthy lifestyle.</p>	<p>Training principles identified by specific vocabulary impact the effectiveness of a fitness program.</p> <p>Overload: Lifting more than your muscles can handle.</p> <p>Progression: Gradual increase in exercise or activity over a period of time.</p> <p>Circuit: A high volume, low resistance workout with short rest intervals.</p> <p>Interval: Alternating high intensity exercise with recovery periods.</p>	<p>Participate in a variety of activities that are congruent with the following training principles:</p> <p>Overload Progression Circuit/Interval</p>	<p>Cognitive</p> <p><i>Principles in Training</i> (higher order thinking questions/quiz)</p>	<p>Progression/Overload <i>Fitness Circuits – Various stations set up focusing on specific muscle groups to work the body in a higher manner than normal.</i></p> <p>Circuit/Interval <i>Fitness Circuits - Various stations set up that involve a series of low to high intensity exercises interspersed with rest periods.</i></p> <p>Aerobic/Anaerobic <i>Track & Field – Cardiovascular events typical in track.</i></p> <p>Repetition/Set <i>Weight room – Students will perform various weight training exercises based on muscular endurance (lighter weight, high reps, high sets), muscular strength (higher weight, lower reps and sets)</i></p>

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Unit Title: Strategies for Invasion Games

Course Time: Quarterly; 45 minute periods

Overview: During this unit of instruction students will demonstrate and apply various game strategies at the appropriate time to enhance play.

Essential Questions:

- What types of strategies would you use to be successful in a complex game situation?
- How can I effectively communicate with my partner to implement offensive and defensive?
- How can my team make offensive play more aggressive? What strategies can we develop to play effectively during a game?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>PA 10.5.9.F. Describe and apply game strategies to complex games and physical activities.</p> <ul style="list-style-type: none"> • Offensive strategies • Defensive strategies • Time management <p>National Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>Offensive and defensive strategies are used to be successful in complex games and activities.</p>	<p>Participate in a variety of invasion games to demonstrate appropriate use of offensive and defensive strategies.</p>	<p>Cognitive/Psychomotor: <i>Player movement and Communication (Self critique and higher order thinking questions)</i></p>	<p>Basketball – Soccer – Ultimate Frisbee <i>Offensive Strategies:</i> <u>Give and Go</u> – Player one passes to player two, player 1 repositions in order to receive a return pass and a potential scoring opportunity. <u>Pick and Roll</u> – Player 1 set a pick for the teammate handling the ball then slips behind the defender to accept the pass. <u>V-Cut</u> – Player without the ball makes a sharp V-shaped movement to elude a defender. <i>Defensive Strategies:</i> <u>Man to Man</u> – Each player is assigned to defend and follow the movements of a single player on offense. <u>Zone</u> - Each defensive player is given an area know as a “zone” to cover/defend. <i>Game Play:</i> <u>Small Sided Games:</u> 3v3, 2v2, 3v2 <u>Ultimate B-Ball:</u> Two equal sided teams try to score by placing the ball in the hoop. Players are only allowed to move when they are not in possession of the ball. Players with the ball may only take three steps before passing or shooting the ball.</p>

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Unit Title: Healthy Relationships (9th grade)

Course Time: 45 days

Overview: Relationships
Essential Questions:

1. How do relationships impact health throughout the aging process?
2. How does interpersonal communication impact relationships throughout one's life?
3. How does the use of contraceptive methods reduce the risk of sexually transmitted diseases and HIV?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.1.9.A Analyze factors that impact growth and development between adolescence and adulthood.</p> <ul style="list-style-type: none"> • Relationships (e.g. dating, friendships, peer pressure) • Interpersonal communication • Abstinence • STD and HIV prevention 	<p>1. Social relationships affect mental health, health behavior, and physical health. Social relationships have short- and long-term effects on health, for better and for worse, and that these effects emerge in childhood and cascade throughout life. Social support may have indirect effects on health through enhanced mental health, by reducing the impact of stress, or by fostering a sense of meaning and purpose in life. Mental health is a pivotal mechanism that works in concert with each of the other mechanisms to shape physical health. Emotional support provided by social ties enhances psychological well-being, which, in turn, may reduce the risk of unhealthy behaviors and poor physical health. Negative relationship interactions undermines health through behavioral, psychosocial and physiological pathways and lead individuals of all ages to engage in unhealthy behaviors (i.e. food consumption, heavy drinking, and smoking).</p> <p>2. Interpersonal communication</p>	<p>- Critique healthy and unhealthy relationships effects on health</p> <ul style="list-style-type: none"> - Examine how aging impacts relationship - Exhibit interpersonal communication skills - Compare transmission rates of contraceptive methods to reduce the risk of sexually transmitted diseases and HIV 	<p><u>Title:</u> <i>The RESPECT Hotline</i> <u>Domain:</u></p> <ul style="list-style-type: none"> o Affective o Cognitive <p><u>Type:</u> Writing Prompts</p>	<ul style="list-style-type: none"> - Large group discussion - Instructional videos - Guest speakers - Group projects - Role plays - Collaborative learning

skills are the tools we use to let others know what we think, feel, need, and want. And they are how we let others know that we understand what they think, feel, need, and want.

To learn: Interpersonal communication enables you to learn, to better understand the world of objects, events, and people—whether you do this face to face or online. In fact, your beliefs, attitudes, and values are probably influenced more by interpersonal encounters than by formal education. Through interpersonal communication, you also learn about yourself—your strengths and your weaknesses.

To relate: Interpersonal communication helps you relate to others and to form meaningful relationships whether it's face to face or online. Such relationships help to alleviate loneliness and depression, enable you to share and heighten your pleasures, and generally make you feel more positive about yourself.

To influence: Very likely, you influence the attitudes and behaviors of others in your interpersonal encounters—to vote a particular way, to try a new diet, to see a movie, or to believe that something is true or false, etc.

To help: Individuals can offer guidance through interpersonal interaction every day. Online and offline, you console a friend who has broken off a love affair or receive advice from a teacher or counselor.

To play: Tweeting your weekend

activities, discussing sports or dates, posting a clever joke or photo on some social media site, and in general just passing the time are play functions. Far from frivolous, this extremely important purpose gives your activities a necessary balance and your mind a needed break from all the seriousness around you.

3. Abstinence is a reliable way to avoid transmission of STDs/HIV by refraining from oral, vaginal, and anal sex. Also, being in a long-term, mutually monogamous relationship with an uninfected partner. Pre-exposure vaccinations can be an effective method in preventing some STDs, such as human papillomavirus and Hepatitis A and B. Male latex condoms when used consistently and correctly are highly effective in preventing the sexual transmission of HIV infection. Condoms can also reduce the risk for other STDs, including chlamydia, gonorrhea, and trichomoniasis, by limiting lower genital tract infections. The most common STD is the human papillomavirus. No method of contraception can fully prevent the transmission of HPV, because it can infect areas not covered by a condom. However, using condom with every sex act can lower the risk of transmission.

Unit Title: Drug and Alcohol Prevention (9th Grade)

Course Time: 45 days

Overview: Drugs and Alcohol

Essential Questions: 1. Which drugs contribute to drug use trends in the community?
2. How does prevention and intervention strategies decrease drug use in adolescents and adult drug use?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.1.9.D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> • Decision making/refusal skills • Situation avoidance • Goal Setting 	<p>1. Gateway drugs are drugs that may lead the user to try other, more dangerous drugs. Drugs and drug use trends will change over time and may include the following: <u>Alcohol:</u> Ethyl alcohol is an intoxicating ingredient found in beer, wine, and liquor. Intoxication can impair brain function and motor skills. <u>Depressants:</u> Are drugs that inhibit the function of the central nervous system (CNS) and are among the most widely used drugs in the world. <u>Hallucinogens:</u> Diverse group of groups that alter perception, thoughts, and feelings that are not real. <u>Prescription/Over-the-Counter:</u> Drugs that are taken for reasons or ways or amounts not intended by a doctor, or taken by someone other than the person for whom they are prescribed. <u>Stimulants:</u> Increase the speed of the central nervous system (CNS), increasing alertness, attention, and energy, as well as elevate blood pressure, heart rate, and respiration. <u>Tobacco/e-Cigarettes:</u> Nicotine, a component of tobacco is the primary reason that tobacco is addictive. Electronic cigarettes are battery-</p>	<ul style="list-style-type: none"> - Classify types of drugs - Examine drug trends in their community - Explain strategies used to deter drug use 	<p><u>Title:</u> <i>Refusal Skill Role Play</i> <u>Domain:</u></p> <ul style="list-style-type: none"> o Cognitive o Skill o Affective <p><u>Type:</u> Skit/Role Play</p>	<ul style="list-style-type: none"> - Research-based activities - Lecture - Case studies - Large group discussion - Role play - Collaborative learning

operated devices designed to deliver nicotine with flavorings and other chemicals to users in vapor instead of smoke.

2. Prevention approaches focus on helping individuals develop the knowledge, attitudes, and skills they need to make good choices or change harmful behaviors. In general, multiple-component programs (school, family, community) have proved to be the most effective particularly if they are incorporated into a wider perspective of healthy lifestyles rather than emphasizing what is forbidden or dangerous. Some strategies include the decision-making model (state the situation, list the options, weigh the possible outcomes, consider your values, make a decision and act, evaluate the decision) and refusal skills (strategies that can help you say no when you are urged to take part in behaviors that are unsafe or unhealthful, or that go against your value).

An intervention is a professionally directed face-to-face meeting between a substance abuser and people who have been affected by that person's abuse—generally family, friends, and sometimes employers and coworkers. Brief interventions include asking clients to try to see if they can stop on their own and encouraging interventions directed toward attending a self-help group. The Stages of Change is a model devised to represent the process people go through when thinking about, beginning, and trying

to maintain new behavior
(Precontemplation, Contemplation,
Preparation, Action, and
Maintenance).

Unit Title: Social Impact of Nutrition (9th Grade)

Course Time: 45 days

Overview: Nutrition

- Essential Questions:**
1. How does media impact nutritional choices of adolescents?
 2. How do peers impact nutritional choices of adolescents?
 3. How do the dietary guidelines achieve fitness goals?
 4. How do eating disorders affect body images?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.1.9.C Analyze factors that impact nutritional choices of adolescents.</p> <ul style="list-style-type: none"> • Body image • Advertising • Dietary guidelines • Eating disorders • Peer influence 	<p>1. Adolescents learn much about their social world vicariously, through observation of the media. Adolescents learn that calorie-dense foods that are high in fat and sugar taste great and are extremely rewarding to consume. Advertisements for junk food and fast food can also be seen in magazines, movies (through product placement), stores, the Internet, and even schools. Food companies are in the business of selling food. They use many different techniques to encourage people to buy and eat more of their products. Examples of food marketing techniques include ad placement (reoccurring), looks of food, use of celebrities, health claims, claims about taste or popularity, and larger-than-normal portions.</p> <p>2. People who were told that other people were making low-calorie or high-calorie food choices were much more likely to make the same choices themselves. Social norms affect how much food people eat. People who are told that others are eating large quantities of food are</p>	<ul style="list-style-type: none"> - Distinguish factors that influence adolescent food choices - Illustrate the link between dietary guidelines and fitness goals - Evaluate the role of body image plays on the development of eating disorders 	<p><u>Title:</u> <i>What's Your Plan?</i> <u>Domain:</u></p> <ul style="list-style-type: none"> o Affective o Cognitive o Skill <p><u>Type:</u> Self-Assessment Project</p>	<ul style="list-style-type: none"> - Personal nutrition plan - Large group discussion - Instructional videos - Food label analysis - Food advertising activities - Collaborative learning

more likely to eat more.

3. The *Dietary Guidelines* is a critical tool for professionals to help Americans make healthy choices in their daily lives to help prevent chronic disease and enjoy a healthy diet. Carbohydrates are one of the main types of nutrients and most important source of energy for the body. The digestive system changes carbohydrates into glucose (blood sugar). Your body uses this sugar for energy for the cells, tissues and organs. Fat gives the body energy and helps the body absorb vitamins. Proteins do most of the work in cells and are required for the structure, function, and regulation of the body's tissues and organs.

4. Behaviors in which one engages in is a result of body image. Behavioral body image is when a person is dissatisfied with the way they look, causing isolation and/or destructive disorders. Teenagers may resort to unhealthy or extreme measures, such as restrictive dieting, fasting, or bingeing to confront body dissatisfaction and body idealization.

Unit Title: Body Systems (9th Grade)

Course Time: 45 days

Overview: Body Systems

Essential Questions: 1. What are the different body systems?

2. What is the interdependence among the body systems?

3. What healthy choices can one make to promote healthy body systems?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.1.9.B Analyze the interdependence existing among the body systems.</p>	<p>1. A biological system (or organ system or body system) is a group of organs that work together to perform a certain task. There are 11 systems in the human body: circulatory, digestive, endocrine, lymphatic, integumentary, muscular, nervous, reproductive, respiratory, skeletal, and urinary.</p> <p>2. Organ systems are interdependent because the action of one system contributes to the action of another system.</p> <p>3. Ways to promote a healthy system: <u>Circulatory/Respiratory:</u> <ul style="list-style-type: none"> • No/Stop smoking and tobacco use • Cardiovascular/Aerobic Exercise • Quality Foods (fruits/vegetables, lean meats, and whole grains); low-fat diet • Healthy weight/weight management • Drink plenty of water <u>Digestive:</u> <ul style="list-style-type: none"> • Chew food thoroughly (chew each bite 20x) • Drink plenty of water (soda and coffee [caffeine] dehydrate the </p>	<ul style="list-style-type: none"> - Recognize the body systems - Comprehend the relationship between the body systems - Recommend healthy behaviors to maintain the health of each body system 	<p><u>Title:</u> <i>Making It All Work: Interdependence within the Body Systems</i></p> <p><u>Domain:</u></p> <ul style="list-style-type: none"> o Cognitive o Skill <p><u>Type:</u> Venn Diagram with analysis</p>	<ul style="list-style-type: none"> - Lecture (terminology sheet) - Instructional videos - Research-based web quest - Skill-based experiments - Collaborative learning

body)

- Physical activity (speeds up digestion/stimulates muscles in the GI tract helping them work more efficiently)

- Diet high in fiber

Endocrine:

- Regular doctor impacts
- Fatty Acids (Omega-3, 6, 9; enhance the operation of the endocrine system)
- Eating a balance of fruits and vegetables

Lymphatic:

- Get enough sleep
- Wash hands
- Vaccinations

Integumentary:

- Sunscreen
- Hygiene
- Foods rich in antioxidants
- Hydration

Muscular:

- Strength training
- Stretch muscles
- Balanced diet (muscles need vitamins, minerals, water, protein, carbohydrates and healthy fats so that they can function at their best)

Nervous:

- Rest
- Avoid drugs and alcohol
- Protect from head injuries

Reproductive:

- Regular doctor check-ups
- Hygiene
- Abstinence

Skeletal:

- Weight-bearing exercises (i.e. dancing, running, hiking)
- Proper protective equipment

- during sports to prevent injury
- Proper conditioning (warm-up/stretching)
 - Foods rich in calcium and vitamin D
- Urinary:
- Drink plenty of water (cranberry juice flushes the kidneys)
 - Urinate when the urge arises
 - Females: wipe from front to back to prevent urinary tract infections

9th Grade Health Lesson Plan
East Stroudsburg Area School District

Class: 9 th Grade Health		Date:
Unit: Healthy Relationships		
Topic: Stress/Anxiety/Depression (Mandated District-Wide Lesson #1)		
PA Standard: 10.1.9.A. Analyze factors that impact growth and development between adolescence and adulthood.		
Learning Objectives: The student will examine the signs and symptoms of mental-emotional health issues related to stress, anxiety, and depression The student will apply problem-solving and decision-making strategies in case scenarios related to selected-mental-emotional health issues.		
Equipment/Resources: <ul style="list-style-type: none"> - PowerPoint - PowerPoint Terminology Worksheet - Mental Health Scenarios Worksheet 		
Lesson Outline	Learning Activities	
Introduction/Starter	<p>This lesson focuses on more common mental health issues, anxiety (including stress) and depression, and how an active healthy lifestyle can be a positive influence on them. Anxiety and depression affect all people in one way or another. They are considered disorders only when these feelings are almost always there and when they significantly interfere with daily life.</p> <p><i>At the Bell:</i> How do you think an active healthy lifestyle support positive mental-emotional health?</p>	
Main	<ol style="list-style-type: none"> 1. Teacher facilitated discussion: <ol style="list-style-type: none"> A. Put students in pairs. <ol style="list-style-type: none"> a. Have the paired groups brainstorm for a few minutes and write down answers to this question: <i>How can stress be both good and bad?</i> B. Continue the discussions with the following questions. <ol style="list-style-type: none"> a. What do you see as the biggest stressors for kids your age? (List some on the board) <ul style="list-style-type: none"> - What have been big stressors for them? Can they remember how they felt at the time? What were they thinking? What was their body doing? b. How do you feel when you have a million things to do at school and home? c. How do you feel when you hear a suspicious sounds, especially if you are at home alone? d. How do you fee before you are in a performance or a game? e. How do you feel if you are snubbed by people you thought were your friends? 2. Discuss and disseminate the following content: <ol style="list-style-type: none"> A. Stress <ol style="list-style-type: none"> a. Stress is a feeling that's created when we react to particular events. It's the body's way to rising to a challenge and preparing to meet a tough situation with focus, strength, stamina, and heightened alertness. b. The events that provoke stress are called stressors, and they cover a whole range of situations – everything from outright physical danger to making a class presentation or taking a semester's worth of your toughest subject. <ul style="list-style-type: none"> - Stressors include, but are not limited to: being bullied or 	

exposed to violence or injury, relationship stress, family conflicts, heavy emotions associated with a death of a loved one, ongoing problems with schoolwork, and crammed schedules.

- c. Signs/Symptoms: anxiety or panic attacks, feeling of being constantly pressured, hassled, and hurried, irritability, moodiness, stomach problems, headaches, chest pains, problems sleeping, drinking, smoking, overeating, drugs, sadness or depression

B. Anxiety

- a. Feeling anxious describes a mood familiar to most of us, one that we my experience every day. Anxiety comes from a lack of control over certain circumstances. In some cases being anxious and worrying over a problem may generate a solution. Normally, however, it will just result in negative thinking. When anxiety seems to come out of nowhere, is excessive, persist for many weeks without relief, or interferes with every day.
- b. Signs/Symptoms: shortness of breath, shakiness, muscle aches and tension, tight chest, racing heart, choking sensations, numbness or tingling, irritability, insomnia, restlessness, sweating and nausea.
- c. Causes: inherited tendency, shy temperament, unpredictable lifestyle, stressful experiences, and anxious parents/family members

C. Depression

- a. Depression is a mental disorder that affects a person's thoughts, moods, feelings, behavior, and physical health. Depression is not a weakness and it is not something people can treat on their own. Depression is a medical disorder with a biological and chemical basis, and it may affect people of all ages or nationalities. Some mental health problems, such as bipolar depression or major depression tend to run in families due to genetics or family interaction styles.
- b. Signs/Symptoms (lasting at least two weeks): lack of interest in normal daily living (even activities that are enjoyable), feeling miserable, sadness, helplessness, crying often, changes in sleep patterns, concentration, weight or eating patterns, irritable, self-esteem, gastrointestinal problems (indigestion, constipation, or diarrhea), and headache.
- c. Causes: Depression can be triggered by a stressful life event. At other times depression seems to occur spontaneously with no specific identifiable cause and is much more than grieving or experiencing a bout of sadness. Depression may occur only once in a person's life or it could occur sporadically throughout life, with periods when the person would not feel depressed. It many also be a chronic condition, which may require ongoing treatment over a lifetime.

3. Students will complete the Mental Health Scenarios in small group interaction/discussion. The students will read the following scenarios and provide an explanation using the following examples.

A. From what mental health issues do you think the person described in the scenario is suffering? Provide reasons for your decision (signs, symptoms, and possible causes)

B. What advice and assistance would you offer the person in the scenario? Explain.

- a. Suzie's mother died a year ago, but Suzie just can't seem to move on. Suzie is still having a hard time sleeping at night and concentrating in school. She is currently failing two classes and doing poorly in her other two classes. Last week, I even caught

	<p>Suzie crying in the school bathroom. Some people have seen her take some pills. When I talk to Suzie she always seems upset and never wants to do anything outside of school, like we used to.</p> <p>b. Chris is constantly worried about catching colds. In fact, Chris washes his hands just about 20 times a day. When asked, Chris says that he cannot afford to be sick, and then goes into a lecture about how many germs there are around. Sometimes Chris washes his hands so much they bleed.</p> <p>c. Hailey's parents were divorced when she was six. Since then, she has been spending every second weekend with her father. She is now in high school and doesn't want to go to her father's house every second weekend anymore. She wants to work and spend more time with her school friends. Her father lives in another part of the city quite a distance away. When she's at his house there is not much to do and he is a smoker, which bother her, but she realizes that he is lonely and needs her help to do household chores.</p>
<p>Differentiation/Remediation/Enrichment:</p> <ul style="list-style-type: none"> - Modified Notes - Peer Assistance - Teacher Assistance (oral/visual instructions) 	
<p>Homework: Not Applicable</p>	
<p>Assessment: Mental Health Scenarios</p>	
<p>Resources: Kidshealth.org National Institute for Health</p>	

9th Grade Health Lesson Plan
East Stroudsburg Area School District

Class: 9 th Grade Health		Date:
Unit: Healthy Relationships		
Topic: Stress/Anxiety /Depression (Mandated District-Wide Lesson #2)		
PA Standard: 10.1.9.A. Analyze factors that impact growth and development between adolescence and adulthood.		
Learning Objectives: <ul style="list-style-type: none"> - The student will analyze factors that cause them stress in their live. - The student will apply strategies to prevent or reduce stress. 		
Equipment/Resources: <ul style="list-style-type: none"> - White board and dry erase markers - CD player - Relaxation CD - Small balloons - Corn starch - Water 		
Lesson Outline	Learning Activities	
Introduction/Starter	<p>The focus of today's lesson is on personal identification of stress in life your life and ways that you can or do cope with stress to help alleviate some of the anxiety it may cause you. Today you will determine what exactly in your life stresses you out. I will show you a number of things you can do in your daily life to reduce stress.</p> <p><i>At the Bell: On a scale of 1-10 how stressed are you right now? Provide an explanation.</i></p>	
Main	<ol style="list-style-type: none"> 1. Lesson 1 continued: The lesson will pick up from the previous lesson on stress and depression. 2. Lesson 2: Think-Pair-Share: THINK = Ask students what effects to do they think stress has on their body. Give them a minute or two to jot down a number of answers. PAIR = Then have the students get with a partner and compare their answers. SHARE = Finally give each student group a marker and have them write their responses on the board 3. Large Group Discussion: Discuss with the group the information below on what impact stress can have on their body. <ol style="list-style-type: none"> A. What does stress do to the body and how does it affect me? <ol style="list-style-type: none"> a. Stress symptoms may be affecting your health, even though you might not realize it. You may think illness is to blame for that nagging headache, your frequent insomnia or your decreased productivity at school. But stress may actually be the culprit. b. Indeed, stress symptoms can affect your body, your thoughts and feelings, and your behavior. Being able to recognize common stress symptoms can give you a jump on managing them. Stress that's left unchecked can contribute to many health problems, such as high blood pressure, heart disease, obesity and diabetes. B. Common effects of stress on your body: headache, muscle tension or pain, chest pain, fatigue, change in sex drive, stomach upset, and sleep problems C. Common effects of stress on your mood: anxiety, restlessness, lack of motivation or focus, feeling overwhelmed, irritability or anger, sadness or depression D. Common effects of stress on your behavior: overeating or undereating, angry outbursts, drug or alcohol abuse, tobacco use, social withdrawal, exercising less often 4. Next we will discuss a number of ways you may deal with stress in your life. Some of these things you may already do and some may be new to you. I ask that you keep 	

an open mind and maybe you will find something new that works well for you.

- A. DIY Stress Ball
- B. Power Napping
- C. Relaxation/Meditation
- D. Journaling
- E. Adult coloring

5. **Experimental Lab:** Below are a number of activities that are designed to reduce stress. During this portion on the class two of these exercises will be utilized. Provided are the resources.

- A. Power naps: In a new study published in the Endocrine Society's Journal of Clinical Endocrinology & Metabolism (JCEM), researchers found that a short nap could reverse the negative health effects of a night of poor sleep, and also reduce stress and bolster the immune system.
 - a. Implementation: For this lab the students will be asked to take a resting heart rate while you explain the activity. You will explain how they will lie down flat for 7-10 minutes with the lights off or turned down. At this time you will turn on the relaxation CD. Prior to the students getting back up have them take a pulse rate again. When the activity is complete ask the students to write down how this activity made them feel, and if they would try this again in the future to help decrease stress.
- B. Walks - Stressful situations increase the level of stress hormones such as adrenaline and cortisol in your body. These are the "fight or flight" hormones that evolution has hard-wired into our brains and which are designed to protect us from immediate bodily harm when we are under threat. However, stress in the modern age is rarely remedied by a fight or flight response, and so physical exercise can be used as a surrogate to metabolize the excessive stress hormones and restore your body and mind to a calmer, more relaxed state. When you feel stressed and tense, go for a brisk walk in fresh air. Try to incorporate some physical activity into your daily routine on a regular basis, either before or after work, or at lunchtime. Regular physical activity will also improve the quality of your sleep.
- C. DIY Stress Balls - Decreasing stress and tension can help to improve the quality of your life by promoting better sleep, warding off illness and enhancing a general feeling of well-being. Squeezing the ball activates the muscles of your hand and wrist; releasing the grip allows the muscles to relax. The repeated pattern of grip and release helps to alleviate tension and stress.
 - a. Implementation: For this activity students will be making their own stress relief balls out of a few common supplies. Below are the steps for the procedure.
 - b. Items needed: To make stress balls, you will need 2-4 latex balloons per student (preferably those that are quite stretchy), at least ¼ cup of flour, sand or rice (your choice per student, a ¼ cup measuring cup, a funnel, scissors, a pencil, and a Sharpie marker.
 - c. Steps:
 1. Start by blowing up the latex balloon, then allow it to deflate.
 2. Attach it firmly to the funnel, then using the measuring cup, begin feeding the flour, sand or rice into the balloon.
 3. As you do this, the filler might clog – if it does, gently insert the pencil into the funnel to clear it. Fill the balloon to the neck, then stop filling and remove the balloon from the funnel. Be careful not to spill it!
 4. Tie the balloon to keep the filler inside.
 5. Then take another latex balloon and cut the end of it off with the scissors, just to the point where it can be

easily stretched over the first balloon. Do this again with a third balloon, and with a fourth if you feel it necessary for more security.

6. Finally take the sharpie marker for each student to write their name on their stress relief ball. (some marker may come off onto the students hand)



D. Relaxation/Meditation – There are several main types of relaxation techniques, including:

- a. Autogenic relaxation- Autogenic means something that comes from within you. In this relaxation technique, you use both visual imagery and body awareness to reduce stress. You repeat words or suggestions in your mind to relax and reduce muscle tension. For example, you may imagine a peaceful setting and then focus on controlled, relaxing breathing, slowing your heart rate, or feeling different physical sensations, such as relaxing each arm or leg one by one.
- b. Progressive muscle relaxation- In this relaxation technique, you focus on slowly tensing and then relaxing each muscle group. This helps you focus on the difference between muscle tension and relaxation. You become more aware of physical sensations. One method of progressive muscle relaxation is to start by tensing and relaxing the muscles in your toes and progressively working your way up to your neck and head. You can also start with your head and neck and work down to your toes. Tense your muscles for at least five seconds and then relax for 30 seconds, and repeat.
- c. Visualization- In this relaxation technique, you form mental images to take a visual journey to a peaceful, calming place or situation. During visualization, try to use as many senses as you can, including smell, sight, sound and touch. If you imagine relaxing at the ocean, for instance, think about the smell of salt water, the sound of crashing waves and the warmth of the sun on your body. You may want to close your eyes, sit in a quiet spot and loosen any tight clothing.
- d. Walking Meditation - Stressful situations increase the level of stress hormones such as adrenaline and cortisol in your body. These are the “fight or flight” hormones that evolution has hard-wired into our brains and which are designed to protect us from immediate bodily harm when we are under threat. However, stress in the modern age is rarely remedied by a fight or flight response, and so physical exercise can be used as a surrogate to metabolize the excessive stress hormones and restore your body and mind to a calmer, more relaxed state. When you feel stressed and tense, go for a brisk walk in fresh air. Try to incorporate some physical activity into your daily routine on a regular basis, either before or after work, or at lunchtime. Regular physical activity will also improve the quality of your sleep.
- e. Implementation: This lab is weather permitting. Students will be asked to take short walk outside for aprox. 10-15 minutes. During the walk students can choose to walk quietly or to converse with their peers. Encourage student who choose to talk with friends to limit conversations to things that will not add to their stress ie: personal drama. This walk is meant to relax and help them clear their minds. When the activity is complete ask the students to write down how this

activity made them feel, and if they would try this again in the future to help decrease stress.

E. Adult Coloring - Ground-breaking research in 2005 proved anxiety levels dropped when subjects colored mandalas, which are round frames with geometric patterns inside. Coloring books are no longer just for kids. According to the American Art Therapy Association, art therapy is a mental health profession in which the process of making and creating artwork is used to "explore feelings, reconcile emotional conflicts, foster self-awareness, manage behavior and addictions, develop social skills, improve reality orientation, reduce anxiety and increase self-esteem."

a. Implementation: This activity can be done in class or as an enrichment portion of the class. Within the resources you will find a number of adult coloring pages that you can copy and hand out to your students.

F. Journaling - According to research the act of journaling may spark creativity, reduce stress and promote self-knowledge. Journaling forces you to unplug from social media, which has a relaxing impact on a otherwise busy mind. Gratitude journaling is a type of journaling where take time to appreciate what you have and not focus on what you don't have. Even writing in a daily journal helps organize ones thoughts and reduce anxiety. Research on college students has found that many turn to journal-writing following times of emotional hardship — rather than other types of writing — as diaries have commonly been used as a form of emotional release. Keeping a journal is a constant and clear way to remind yourself that YOU — and nobody else — are the author of your own life story.

a. Implementation: This again can be used as an enrichment assignment or a class activity. You can simply ask the class to write about anything they like. They can write about something bad that has happened or something that they hope happens in the future. You can ask them to write about a time in their life that was emotional for them or a time when they felt the happiest.

Differentiation/Remediation/Enrichment:

Enrichment: Students will be offered a variety of adult coloring pages that they may take home to utilize and relaxation techniques. Journaling- this may also be used as an enrichment activity for students to do on their own time.

Homework:

Not Applicable

Assessment:

Not Applicable

Resources:

Dealing with Stress: skillsyouneed.com/ps/stress-tips.html

New Health Advisor: How to Make Stress Balls - <http://www.newhealthadvisor.com/How-to-Make-Stress-Balls.html>

CNN: Why Adult Coloring Books Are Good For You - <http://www.cnn.com/2016/01/06/health/adult-coloring-books-popularity-mental-health/>

Mayo Clinic: Stress Management - <http://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/relaxation-technique/art-20045368?pg=2>

9th Grade Health Lesson Plan
East Stroudsburg Area School District

Class: 9 th Grade Health		Date:
Unit: Healthy Relationships		
Topic: Stress/Anxiety/Depression (Mandated District-Wide Lesson #3)		
PA Standard: 10.1.9.A. Analyze factors that impact growth and development between adolescence and adulthood.		
Learning Objectives:		
<ul style="list-style-type: none"> - The student will analyze the content delivered by the guest speaker. - The student will explore potential resources available to them at school. 		
Equipment/Resources:		
<ul style="list-style-type: none"> - Guest Speaker (Projector/Computer) 		
Lesson Outline	Learning Activities	
Introduction/Starter	Our class has an opportunity to have the guidance department come today to discuss the resources available to you when dealing with pressures of school, family, and life. We have talked briefly on some mental-emotional disorders that affect many high school students. These presentation will be extremely helpful to you, so please give them your undivided attention.	
Main	<ol style="list-style-type: none"> 1. Guidance Guest Speaker <ol style="list-style-type: none"> A. Peer interaction (small and large group interactions) B. Skill-based learning activities C. Resources available to students 	
Differentiation/Remediation/Enrichment:		
<ul style="list-style-type: none"> - Teacher Assistance (oral/visual instructions) Our HS Aevidium group 		
Homework:		
Not Applicable		
Assessment:		
Not Applicable		

Unit Title: 10th grade Individualized Physical Fitness Plan

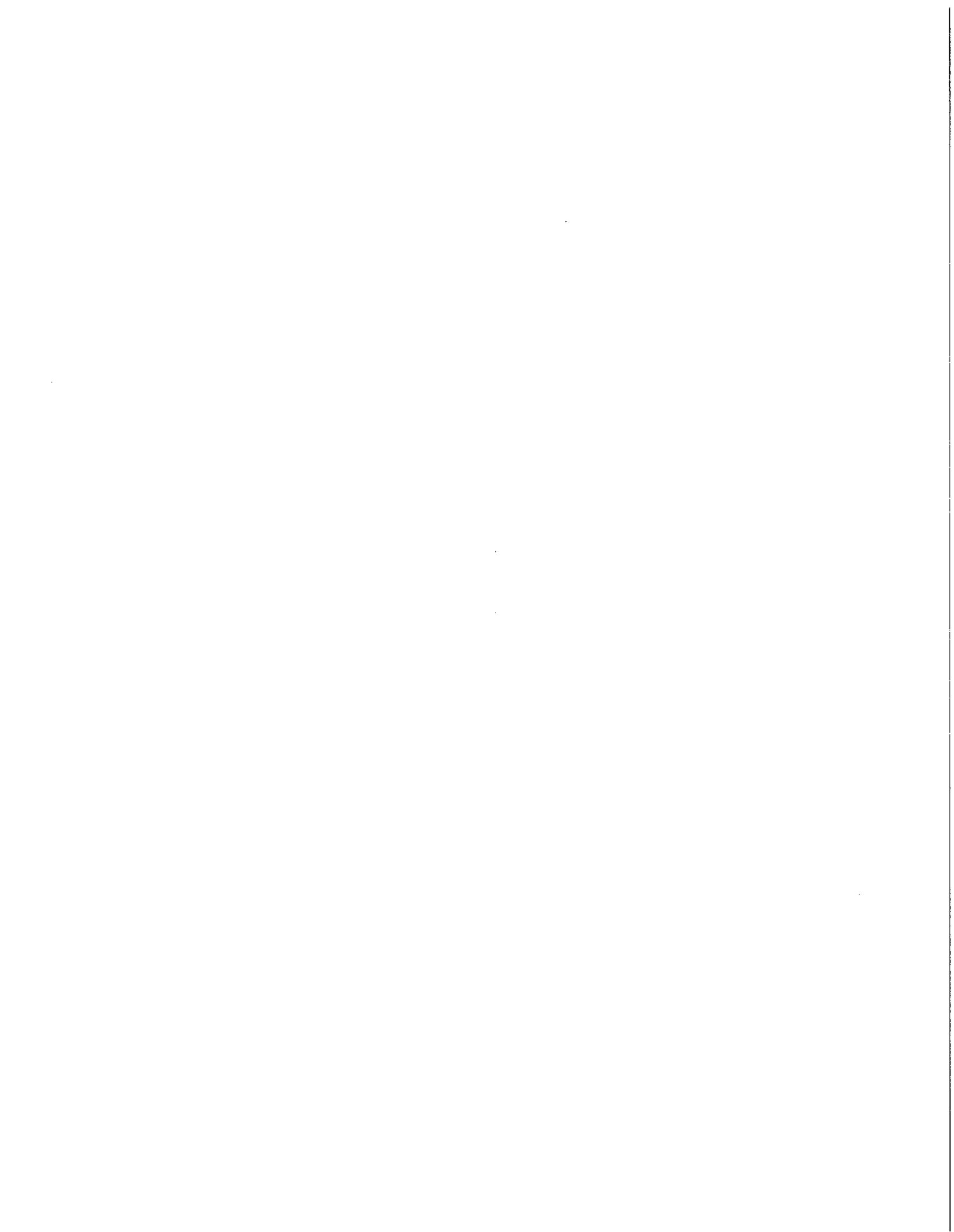
Course Time: 8 Lessons, 45 minutes (Pre-Test) Students will create a personal fitness plan.

Essential Questions: What knowledge is necessary to create a personal fitness program?

How can participation in physical activity enhance me life?

How can you enhance the quality of movement for lifelong participation in physical activity?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
PA 10.4.12.A Evaluate and engage in an individualized physical activity plan that supports achievements of personal fitness and activity goals and promotes lifelong participation	Determining an appropriate physical activity plan will support lifelong personal and health fitness goals.	Evaluate personal preferences in the selection of physical activities that support the engagement in an achievement of personal fitness and activity goals over a lifetime.	Fitness Testing Pre-Test with Fitness Gram Goal setting Rubrics Journals Personal Fitness Portfolio SMART Aerobic Fitness: How much activity is enough (Target Heart Rate) Individual Workout Log	Fitness Gram Test: Cardiovascular: Pacer Test Muscular Strength: Push ups Muscular Strength: Curl ups Flexibility: Sit and Reach Development of Personal Fitness Plan with short and long term goals.



Unit Title: 10th Grade Individual Physical Activity Preferences

Course Time: 8 lesson, 45 minutes

Overview: Students will choose appropriate and personal activities to participate in over a lifetime.

Essential Questions: Why do people choose the physical activities they participate in over a lifetime?

How can participation in physical activity enhance my life?

How can you enhance the quality of movement for lifelong participation in physical activity?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>10.4.12D Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> • Personal challenge • Physical Benefits • Finances • Motivation 	<p>Physical activity preferences of adults are determined by many factors</p>	<p>Evaluate personal preferences in the selection of physical activities that support the engagement in and achievement of personal fitness and activity goals over a lifetime</p>	<p>Goal Setting Rubrics Journals/Student Logs Working Portfolio Performances Individual or Group Projects T/S Observation Personal Fitness Program: SMART</p>	<p>Fitness Trends</p> <ul style="list-style-type: none"> • Yoga: position flashcards • Pilates: Resistance Band work • P90X, Insanity, Asylum, Beach body, 21 Day Fix, Jillian Michaels <p>Swimming:</p> <ul style="list-style-type: none"> • Strokes: Freestyle, sidestroke, backstroke • Safety: Treading/Floating • Water Polo: treading water, throwing and catching, shooting, offensive/defensive strategies

Unit Title: 10th grade: Promoting Personal and Social Behavior

Course Time: 8 lessons, 45 minutes.

Overview: Students will exhibit etiquette, respect for others and teamwork while engaging in physical activity.

Essential Questions: How can participation in physical activity enhance my social skills?

What knowledge is needed to examine moral and ethical conduct in adult interactions?

Why is it necessary to use open communications skills?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>10.4.12F</p> <p>Assess and use strategies for enhancing adult group interaction in physical activities</p> <ul style="list-style-type: none"> • Shared responsibility • Open communication • Goal Setting 	<p>Adult group interaction that occur in physical activities provide an opportunity to develop the skills necessary to be productive and contributing members of society</p>	<p>Evaluate personal preferences in the selection of physical activities that support the engagement in personal fitness and activity goals over a lifetime</p>	<p>T/S Observation</p> <p>PE Cooperative Self Reflection</p> <p>Goal Setting</p>	<p>Cooperative Learning Activities: Blob tag, elbow tag, Alaskan baseball, steal the bacon, etc...</p> <p>The Line Game Quickly divide the class into 2 teams placing each team at opposite ends of the gym. Each team has the same goal of moving their entire team from 1 side of the gym to the other. They do this by traveling along lines only! Lines must connect, no jumping from line to line.</p> <p>Goal setting activities: Developing short and long goals to enhance adult communication skills.</p>

Unit Title: 10th Grade: Connecting Skill-Related and Health Related Components to Invasion Games

Course Time: 8 Lessons, 45 minutes

Overview: Students will apply knowledge of health related and skill related components to a variety of physical activities.

Essential Questions: 1. How can the health related components enhance my overall fitness level?

2. How can the skill related components enhance my performance in a variety of sport games?

3. How can you enhance the quality of movement for lifelong participation in activities and games?

Content Standards	Unit Concepts	Unit Competencies	Assessments	Instructional Learning Activities
10.5.12A; Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.	Movement skills, movement concepts, and skill-related fitness enrich movement performance throughout life	Analyze skill related fitness components, movement skills, movement concepts and game strategies to promote participation in lifelong physical activities.	Teacher Observation in game play Cognitive Test: Skill-related components (agility, balance, coordination, power, reaction time, and speed to invasion games.	Invasion Games: Basketball Football Soccer Hockey Lacrosse



Unit Title: 10th Grade: Net/Wall Game Strategies

Course Time: 8 Lessons, 45 minutes

Overview: Students will compare and contrast different net/wall games

Essential Questions:

1. How can students analyze the application of game strategies for different net/wall games?
2. How can game strategies enhance students' quality of movement?
3. What strategies are used to be successful in complex games?

Content Standard	Unit Concepts	Unit Competencies	Assessments	Instructional Learning Activities
PA 10.5.12 F Analyze the application of game strategies for different categories of physical activities	Compare and contrast different net/wall game strategies.	Analyze movement performance and application of game strategies for life-long participation in physical activities	Venn Diagram: compare and contrast two or more net/wall activities.	Net/Wall Games Tennis Pickle Ball Volleyball Badminton

Unit Title: 10th Grade: Analyze Personal Fitness Program

Course Time: 6 Lessons, 45 minutes (Post-Test)

Essential Questions: What knowledge is necessary to create a personal fitness program?

How can participation in physical activity enhance me life?

How can you enhance the quality of movement for lifelong participation in physical activity?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>PA 10.4.12.A</p> <p>Evaluate and engage in an individualized physical activity plan that supports achievements of personal fitness and activity goals and promotes lifelong participation</p>	<p>Determining an appropriate physical activity plan will support lifelong personal and health fitness goals.</p>	<p>Evaluate personal preferences in the selection of physical activities that support the engagement in an achievement of personal fitness and activity goals over a lifetime.</p>	<p>Fitness Testing Post with Fitness Gram</p> <p>Goal setting – re-evaluate personal fitness plan from results of final fitness gram test.</p> <p>Personal Fitness Portfolio</p>	<p>Fitness Gram Test:</p> <p>Cardiovascular: Pacer Test</p> <p>Muscular Strength: Pull-ups</p> <p>Muscular Strength: Push-ups</p> <p>Flexibility: Sit and Reach, Trunk Lift</p> <p>Evaluation of Personal Fitness Plan with short and long term goals.</p>

Unit Title: Driver Education

10th grade

Course Time: 1 qtr. (fall or spring)

Overview: The purpose of the driver education program at East Stroudsburg Area School District is to provide an opportunity for our students to become safe drivers through the theory and behind the wheel learning experiences. Our students will be provided with a variety of theory and safe driving techniques, which will enhance their individual driving abilities. Upon conclusion of the course, students will have the opportunity to obtain their Pa drivers licenses.

Essential Questions: What are the outcomes of various safe and unsafe practices related to driver education, and what impact can these outcomes have on my life and lives of others around me.

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
10.3.12A: Assess the personal and legal consequences of unsafe practices in the home, school, or community. (personal injury, impact on others, loss of motor vehicle operators' license.	The use of unsafe practices in the home, school and community can have personal and legal consequences.	Assess safe and unsafe practices related to driver education in the home, school, and community settings. Determine the associate personal and/or legal consequences that impact personal and community well-being.	Students compare and discuss data that is reported by the CDC regarding driving under the influence. Use a variety of social media to research current Pa DUI laws that are associated with personal and/or legal consequences if convicted of a DUI.	Pa Laws and Regulations.

<p>14.1 A,B,C- Pa Laws and Regulations</p>	<p>Understanding traffic laws as they relate to safe driving</p>	<p>Students will identify traffic controls, right of way, speed regulations, pedestrian rights and responsibilities.</p>	<p>Pre-test (beginning of unit) Student feedback Worksheets Teacher observation Teacher generated quiz</p>	<p>Teacher made powerpoint lessons, Textbook –Pa License to Drive. Textbook –Responsible Driving Pa Permit study booklet</p>
<p>14.1-B-Laws that relate to responsible use of vehicle</p>	<p>Understanding Laws that relate to responsible use of an automobile.</p>	<p>Students will list and explain laws relating to vehicle inspection, registration, insurance,</p>	<p>Student feedback Teacher observation Teacher generated quiz</p>	<p>Teacher made power-point lessons Textbook-Responsible Driving</p>
<p>14.1-C- Pa Licensing process.</p>	<p>Understanding the Pa license process.</p>	<p>Students will describe the processes needed to obtain a Pa permit and license.</p>	<p>Student feedback Teacher observation Teacher generated quiz</p>	<p>Teacher made power-point lessons Pa permit study booklet</p>
<p>14.2 B,C – Knowledge Of Vehicle Operations</p>	<p>Assessing and describing the pre- trip preparation inside the vehicle.</p>	<p>Students will describe the workings of the essential tools of the vehicle (defroster, heater, etc).</p>	<p>Student feedback Teacher observation Worksheets Labs</p>	<p>Textbook-Responsible Driving Workbook –Responsible Driving</p>

<p>14.2 C</p>	<p>Identifying and assessing the purpose of modern technology.</p>	<p>Students will define and explain a vehicles ABS, GPS, as well as all alert and warning signals in the vehicle.</p>	<p>Student feedback Teacher observation Worksheets Teacher generated quiz</p>	<p>Textbook-Responsible Driving</p>
<p>14.3 – A,B, C, D-Perceptual Skills Development</p>	<p>Describe perception as a mental process that is selective and can be improved</p>	<p>Students will define what is meant by projected path of travel and how it pertains to safe driving.</p>	<p>Student feedback Teacher Observation Teacher generated quiz</p>	<p>Textbook-Responsible Driving Textbook-How to be a more Perceptive Driver</p>
<p>14.3-B</p>	<p>Describe visual search categories for identifying risk situations</p>	<p>Students will describe visual search categories for identifying risk situations. These include restrictions to path of travel and sightline, traffic controls, highway characteristics/conditions, and other highway users</p>	<p>Student feedback Teacher observation Teacher generated quiz</p>	<p>Textbook-Responsible Driving Teacher prepared power-point lessons</p>

14.3- C	Identify traffic situations and develop avoidance strategies	Students will explain how managing visibility, time, and space are used to reduce risk.	Student Feedback Teacher observation Teacher generated quiz	Textbook-Responsible Driving Teacher prepared power-point lessons
14.4 – A,B,C F-G-Decision-making/Risk Reduction	Models of Decision-making, Sharing the Roadway, Emotional Effects on Drivers, Characteristics of aggressive driver,	Students will identify models of decision-making including the SIPDE process and the SMITH system.	Student feedback Teacher observation Worksheets Teacher generated quiz	Textbook-Responsible Driving Teacher prepared power-point lessons. Workbook-Responsible Driving
14.4-B	Identify and describe concerns when sharing the roadway.	Students will explain how to safely share the roads with other vehicles, pedestrians, animals, non-motorized vehicles, and commercial vehicles.	Student feedback Teacher observation	Textbook-Responsible Driving Video – Young Drivers-The High Risk Years
14.4 C	Identify how emotions affect	Students will define road rage, and how it affects	Teacher observation Student feedback	Textbook-Responsible Driving

	<p>driver decisions</p>	<p>all drivers. Students will also describe how depression, sadness, elation, anger, and fear can affect a driver's performance.</p>	<p>Paired-group assignments.</p>	<p>Teacher generated power-point lessons</p>
<p>14.4 – F; Driver Distractions and Appropriate Responses to them</p>	<p>Identify driver distractions and the appropriate responses.</p>	<p>Students will list the appropriate responses to driver distractions both within the vehicle (passengers, pets, food,,drinks,,cell phones, other electronic devices), and outside the vehicle, (construction zones, people, accidents, and emergency vehicles.</p>	<p>Teacher observation Student feedback Teacher generated quiz</p>	<p>Textbook-Responsible Driving</p>
<p>14.4 – G; Consequences of High Risk Driver Actions and Human Error</p>	<p>Analyze the consequences of high-risk driver behavior</p>	<p>Students will list the consequences of un-safe driving behaviors . (fines, loss of license, Pa. point system, civil liability).</p>	<p>Teacher observation Student feedback Teacher generated quiz</p>	<p>Teacher generated power-point lessons. Teacher generated hand-out School Resource Officer Presentation</p>
<p>14.5-Driving conditions- A,B,C,D</p>	<p>Analyze specific adaptations pertaining to</p>	<p>Students will list hazardous driving conditions (rain, snow,</p>	<p>Teacher observation Student feedback</p>	<p>Textbook-Responsible Driving</p>

<p>C. Response to Vehicle Malfunctions, and Sudden Emergencies</p>	<p>hazardous driving conditions.</p> <p>Analyze specific vehicle malfunctions and emergencies, and how to deal with them.</p>	<p>ice, fog, night driving) and how to adapt their driving in those situations.</p> <p>Students will list the proper procedures to deal with brake failure, engine failures, tire failures, steering failures. Students will also list specific first aid procedures in responding to an emergency (bleeding, shock, breathing, CPR,). Students will define the Good Samaritan Law.</p>	<p>Teacher observation Student feedback Teacher generated quiz</p>	<p>Teacher generated power-point lessons Teacher generated handouts Textbook-Responsible Driving</p>
<p>14.6 Influences Upon Driver Performance A,D,E,F,G</p>	<p>Analyze the legal aspects of alcohol and other drug use.</p>	<p>Students will list the penalties incurred when arrested for drinking and driving. Students will define the zero tolerance law and implied consent law.</p>	<p>Teacher observation Student feedback Teacher generated quiz Paired group assignments</p>	<p>Teacher generated power-point lessons Textbook-Responsible Driving Textbook-Principles for Becoming an Expert Driver School Resource Officer Presentation</p>
<p>D. Physiological and Psychological effects of</p>	<p>Analyze the physiological and psychological effects of alcohol</p>	<p>Students will define alcohol, and explain how it enters the body. Students will explain how</p>	<p>Teacher observation Student feedback Teacher generated quiz</p>	<p>Teacher generated power-point lessons Textbook-Responsible Driving</p>

Alcohol	on the driver.	<p>it affects the central nervous system, and how it affects people differently.</p> <p>Students will define the word drug, and list the different classifications (prescribed/OTC; natural/synthetic; legal/illegal. Students will also explain how they affect the central nervous system, and how they affect people differently.</p>	<p>Teacher observation Student feedback Teacher generated quiz</p>	<p>Teacher generated power-point lessons Textbook-Responsible Driving Textbook-Principles for Becoming an Expert Driver</p>
E. Physiological and Psychological effects of Drugs	<p>Analyze the physiological and psychological effects of drugs on the driver.</p>	<p>Students will list performance affected under the influence of alcohol or drugs such as impaired judgement, slower motor skills, visual impairment, increased response time, loss of reality.</p>	<p>Teacher observation Student feedback Teacher generated quiz</p>	<p>Teacher generated power-point lessons Textbook-Responsible Driving Textbook-Principles for Becoming an Expert Driver</p>
F. Effects of alcohol and drugs on driving performance	<p>Identify and analyze how alcohol and other drugs affect driving performance.</p>	<p>Students will list performance affected under the influence of alcohol or drugs such as impaired judgement, slower motor skills, visual impairment, increased response time, loss of reality.</p>	<p>Teacher observation Student feedback Teacher generated quiz</p>	<p>Teacher generated power-point lessons Textbook-Responsible Driving Textbook-Principles for Becoming an Expert Driver</p>

Unit Title: 11th Grade Individualized Physical Fitness Plan

Course Time: 8 Lessons, 45 minutes (Pre-Test) Students will create a personal fitness plan.

Essential Questions: What knowledge is necessary to create a personal fitness program?

How can participation in physical activity enhance me life?

How can you enhance the quality of movement for lifelong participation in physical activity?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
PA 10.4.12.A Evaluate and engage in an individualized physical activity plan that supports achievements of personal fitness and activity goals and promotes lifelong participation	Determining an appropriate physical activity plan will support lifelong personal and health fitness goals.	Evaluate personal preferences in the selection of physical activities that support the engagement in an achievement of personal fitness and activity goals over a lifetime.	Fitness Testing Pre-Test with Fitnessgram Goal setting Rubrics Journals Personal Fitness Portfolio SMART Aerobic Fitness: How much activity is enough (Target Heart Rate) Individual Workout Log	Fitness Gram Test: Cardiovascular: Pacer Test Muscular Strength: Push ups Muscular Strength: Curl Ups Flexibility: Sit and Reach, Trunk Flexibility Development of Personal Fitness Plan with short and long term goals.

Unit Title: 11th Grade Individual Physical Activity Preferences

Course Time: 8 lesson, 45 minutes

Overview: Students will choose appropriate and personal activities to participate in over a lifetime.

Essential Questions: Why do people choose the physical activities they participate in over a lifetime?

How can participation in physical activity enhance my life?

How can you enhance the quality of movement for lifelong participation in physical activity?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
<p>10.4.12D Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> • Personal challenge • Physical Benefits • Finances • Motivation 	<p>Physical activity preferences of adults are determined by many factors</p>	<p>Evaluate personal preferences in the selection of physical activities that support the engagement in and achievement of personal fitness and activity goals over a lifetime</p>	<p>Goal Setting Rubrics Journals/Student Logs Working Portfolio Performances Individual or Group Projects T/S Observation Personal Fitness Program: SMART</p>	<p>Fitness Trends</p> <ul style="list-style-type: none"> • Yoga: position flashcards • Pilates: Resistance Band work • P90X, Insanity, Asylum, Beach body, 21 Day Fix, Jillian Michaels <p>Swimming:</p> <ul style="list-style-type: none"> • Strokes: Review Freestyle, sidestroke, backstroke. Teach Breast/Butterfly strokes • Water Games: Water Polo: treading water, throwing and catching, shooting, offensive/defensive strategies

Unit Title: 11th grade: Promoting Personal and Social Behavior

Course Time: 8 lessons, 45 minutes.

Overview: Students will exhibit etiquette, respect for others and teamwork while engaging in physical activity.

Essential Questions: How can participation in physical activity enhance my social skills?

What knowledge is needed to examine moral and ethical conduct in adult interactions?

Why is it necessary to use open communications skills?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
10.4.12F Assess and use strategies for enhancing adult group interaction in physical activities <ul style="list-style-type: none"> • Shared responsibility • Open communication • Goal Setting 	Adult group interaction that occur in physical activities provide an opportunity to develop the skills necessary to be productive and contributing members of society	Evaluate personal preferences in the selection of physical activities that support the engagement in personal fitness and activity goals over a lifetime	T/S Observation PE Cooperative Self Reflection Goal Setting	<p>Cooperative Learning Activities: Blob tag, elbow tag, Alaskan baseball, steal the bacon, etc...</p> <p>The Line Game Quickly divide the class into 2 teams placing each team at opposite ends of the gym. Each team has the same goal of moving their entire team from 1 side of the gym to the other. They do this by traveling along lines only! Lines must connect, no jumping from line to line.</p> <p>Goal setting activities: Developing short and long goals to enhance adult communication skills.</p>

Unit Title: 11th Grade: Connecting Skill-Related and Health Related Components to Invasion Games

Course Time: 8 Lessons, 45 minutes

Overview: Students will apply knowledge of health related and skill related components to a variety of physical activities.

Essential Questions: 1. How can the health related components enhance my overall fitness level?

2. How can the skill related components enhance my performance in a variety of sport games?

3. How can you enhance the quality of movement for lifelong participation in activities and games?

Content Standards	Unit Concepts	Unit Competencies	Assessments	Instructional Learning Activities
10.5.12A; Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.	Movement skills, movement concepts, and skill-related fitness enrich movement performance throughout life	Analyze skill related fitness components, movement skills, movement concepts and game strategies to promote participation in lifelong physical activities.	Teacher Observation in game play Cognitive Test: Skill-related components (agility, balance, coordination, power, reaction time, and speed to invasion games.	Invasion Games: Basketball Football Soccer Hockey Lacrosse

Unit Title: 11th Grade: Net /Wall Game Strategies

Course Time: 8 Lessons, 45 minutes

Overview: Students will compare and contrast different net/wall games

Essential Questions:

1. How can students analyze the application of game strategies for different net/wall games?
2. How can game strategies enhance students' quality of movement?
3. What strategies are used to be successful in complex games?

Content Standard	Unit Concepts	Unit Competencies	Assessments	Instructional Learning Activities
PA 10.5.12 F Analyze the application of game strategies for different categories of physical activities	Compare and contrast different net/wall game strategies.	Analyze movement performance and application of game strategies for life-long participation in physical activities	Venn Diagram: compare and contrast two or more net/wall activities.	Net/Wall Games Tennis Pickle Ball Volleyball Badminton

Unit Title: 11th Grade: Analyze Personal Fitness Program

Course Time: 6 Lessons, 45 minutes (Post-Test)

Essential Questions: What knowledge is necessary to create a personal fitness program?

How can participation in physical activity enhance me life?

How can you enhance the quality of movement for lifelong participation in physical activity?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
PA 10.4.12.A Evaluate and engage in an individualized physical activity plan that supports achievements of personal fitness and activity goals and promotes lifelong participation	Determining an appropriate physical activity plan will support lifelong personal and health fitness goals.	Evaluate personal preferences in the selection of physical activities that support the engagement in an achievement of personal fitness and activity goals over a lifetime.	Fitness Testing Post with Fitness Gram Goal setting – re-evaluate personal fitness plan from results of final fitness gram test. Personal Fitness Portfolio	Fitness Gram Test: Cardiovascular: Pacer Test Muscular Strength: Push ups Muscular Strength: Curl ups Flexibility: Sit and Reach, Trunk Flexibility Evaluation of Personal Fitness Plan with short and long term goals.

Unit Title: Chronic and Communicable Disease (11th Grade)

Course Time: 45 days

Overview: Diseases

Essential Questions:

1. What are chronic diseases?
2. What are communicable diseases?
3. How does living with chronic diseases impact adulthood and late adulthood?
4. How does living with communicable diseases impact adulthood and late adulthood?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.1.12.A</p> <p>Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <ul style="list-style-type: none"> • Acute and chronic illness • Communicable and non-communicable diseases • Health status • Aging process 	<p>1. <u>Chronic Diseases:</u> Noncommunicable diseases, also known as chronic diseases, are not passed from person to person. They are of long duration and generally slow progression, such as arthritis, asthma, cancer, cardiovascular diseases diabetes, and obesity. Chronic diseases are among the most common, costly and preventable of all health problems.</p> <p>2. <u>Communicable Diseases:</u> Communicable diseases spread from one person to another from an animal to a person. The spread often happens via airborne viruses or bacteria, but also through blood or other bodily fluid. Communicable diseases are often treated through vaccine; however diseases that are common are influenza, HIV, Lyme, Pertussis, Pneumonia, and Tuberculosis.</p> <p>3 & 4. Health is more than just a means of living longer. The real purpose of health is to allow a more satisfying and meaningful life, to enjoy a higher quality of life. Health determines whether someone can</p>	<p>- Analyze chronic diseases</p> <p>- Analyze communicable diseases</p> <p>- Investigate chronic diseases on the impact of adulthood</p> <p>- Investigate communicable diseases on the impact of adulthood</p> <p>- Differentiate between chronic and communicable diseases</p> <p>- Examine health status at each stage of adulthood in relationship to a chronic disease</p> <p>- Examine health status at each stage of adulthood in relationship to a communicable disease</p>	<p><u>Title:</u> <i>True Life: Living with a Disease</i></p> <p><u>Domain:</u></p> <ul style="list-style-type: none"> o Affective o Cognitive o Skill <p><u>Type:</u> Portfolio</p>	<p>- Researched-based activities</p> <p>- Large group discussions</p> <p>- Small group discussions</p> <p>- Quizzes</p> <p>- Collaborative Learning</p>

work, maintain activities of daily life, remain independent or as long as possible, or have the time to get to know grandchildren. People need help coping with the ways their lives are altered by disease. Also, looking at broader community measures, quality of life may be associated with access to parks, walking trails, and other safe areas for physical activity. Health is influenced not only by broad health and social policies but also disasters such as heat waves, cold snaps, floods, and even terrorist threats. Financial investments of health care resources are primarily spent at the end of life, rather than addressing the importance of quality of life throughout one's lifetime.

Unit Title: Addiction (11th Grade)

Course Time: 45 days

Overview: Addiction

Essential Questions: 1. What is addiction?

2. What is the psychology of addiction? (Addiction process)

3. How does addiction impact one's overall quality of life?

4. How does addiction impact the community and those involved?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.1.12.D</p> <p>Evaluate issues relating to the use/non-use of drugs.</p> <ul style="list-style-type: none"> • Psychology of addiction • Impact on the individual • Impact on the community 	<p>1. The word addiction is derived from a Latin term for “enslaved by” or “bound to”. An addiction is a relationship with drugs and/or alcohol in which one uses more than they would like to use and continues to use despite negative consequences. An addiction must meet at least of the 3 following criteria: tolerance, withdrawal, limited control, negative consequences, neglected or postponed activities, significant time or energy spent, and/or desire to cut down.</p> <p>2. Addiction exerts a long and powerful influence on the brain that manifest in three distinct ways: craving for the object of addiction, loss of control over its use, and continuing involvement with it despite adverse consequences.</p> <p>Stages of Addiction <i>Stage 1: Experimental</i> – People will use a substance out of curiosity or peer pressure or some form rite of passage. There is no change in behavior or emotional context; substance use is contained. <i>Stage 2: Social</i> – Someone is likely</p>	<ul style="list-style-type: none"> - Define addiction - Explain the psychology of addiction - Analyze long term health effects in relation to addiction - Evaluate addiction's impact on the community - Compare and contrast the impact of addiction on community versus the individual 	<p>Title: <i>Intervention</i></p> <p>Domain:</p> <ul style="list-style-type: none"> o Affective o Cognitive o Skill <p>Type: Role Play Analysis (Writing Prompt)</p>	<ul style="list-style-type: none"> - Guest speakers - Researched-based activities - Instructional videos - Case studies - Lecture - Collaborative Learning

to use as part of a social situation or for acceptance within a social context. Here, the person feels normal and contains the substance use to just specific social settings.

Stage 3: Instrumental – Substance abuse appears; as the use escalates, tolerance will develop and more of the substance will be needed to attain the desired result. As tolerance grows, dependence appears and a person's social settings become limited to those where the substance use is the primary point of gathering.

Stage 4: Compulsive – The compulsive stage is the stage of full-blown addiction. Here, a person's main preoccupation in life is with substance and he or she will do anything to get it. Shame develops and the person will attempt to hide the substance. Social circumstances begin to fall apart, a cycle of loss emerges; loss of friends, family, jobs, and all other stable and healthy social circumstances.

3. Unintentional injuries, accidents, weakened immune system, cardiovascular conditions, nausea, liver problems, and neurological issues

4. Drug abuse is a major public health problem that impacts society on multiple levels. Directly or indirectly, every community is affected by drug abuse and addiction, as is every family. Drugs take a tremendous toll on our society at many levels which include, but are not limited to: cost, health problems

associated with drug use (cancer, heart disease, HIV/AIDS), drugged driving, violence, child abuse (prenatal), homelessness, crime, education, and workplace.

Unit Title: Healthy Consumerism (11th Grade)

Course Time: 45 days

Overview: Consumerism

- Essential Questions:**
1. What factors impact the nutritional choices of adults?
 2. What are fad diets?
 3. What are consumer skills?
 4. How does consumer knowledge affect factors that impact nutritional choices of adults?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.1.12.C Analyze factors that impact nutritional choices of adults.</p> <ul style="list-style-type: none"> • Cost • Food preparation (e.g. time, skills) • Consumer skills (e.g. understanding food labels, evaluating fads) • Nutritional knowledge 	<p>1. <u>Advertising</u>: The messages we are exposed to through advertisements on billboards, television, product packaging and other media. Food marketing can have a powerful effect on food choices by planting conscious and subconscious cues to purchase certain products. Food marketing in the United States is primarily geared toward promoting sales of convenience foods, snack foods and foods that are high in sugar, fat, and salt.</p> <p><u>Costs</u>: The cost and availability of different foods in a community, for example, are often associated with what its residents eat, and their health. In most cases, the least healthy choices are also the most affordable – high-fat and high-sugar foods tend to cost less per calorie than healthier alternatives like fruits and vegetables, making it difficult for some lower-income consumers to afford healthier options. However, nearly all Americans-not just those of low-income-fail to meet USDA dietary recommendations. The USDA argues that a healthy diet is affordable for most U.S. families, acknowledging that such claims are</p>	<ul style="list-style-type: none"> - Identify factors that impact nutritional choices of adults - Determine factors that categorize a fad diet - Distinguish between a fad diet and healthy eating habits - Describe consumer skills of healthy eating - Employ consumer skills to create healthy meal options - Decipher adult nutritional choices based on consumer knowledge 	<p><u>Title</u>: <i>Eat This, Not That!</i> <u>Domain</u>: <ul style="list-style-type: none"> o Cognitive o Skill <u>Type</u>: Poster</p>	<ul style="list-style-type: none"> - Researched-based activities - Small group discussion - Food label activities - Fad diet project - Lecture - Collaborative Learning

complicated the fact that there is enormous variation in the foods – and the prices of those foods – that make up a healthy diet.

Availability (Environment): Food environments refer to home, schools, stores, restaurants, community gardens, soup kitchens, food banks and other physical settings where the cost and availability of food influences what people eat. Food environments can also refer to the availability of food within a community and how easily residents can access those foods.

Food and Agricultural Policy:

Policies made by state and federal government can have a powerful influence on what people eat, sometimes through indirect means.

One of the most influential U.S. food and agricultural policies is called the Farm Bill. Federal funding allocated by the Farm Bill is for the Supplemental Nutrition Assistance Program (SNAP), a program that supports millions of low-income Americans. The Farm Bill also affects what foods are produced, and in what quantities, which are designated by farm subsidies. Most farm subsidies are for crops such as corn, wheat, cotton, and soy, but also support meat, dairy and egg producers.

Individual Preferences: Individual influences have to do with the personal reasons why people eat what they eat. What people typically think of as “taste” is actually a combination of taste, smell, and texture. A combinations of sugar

and fat are generally the most appealing to taste preferences.

Religion/Cultural: Family history, ethnicity, religion and other cultural factors play into our food choices. Some religions have specific dietary laws; however even without such laws, some foods are commonly eaten during religious or cultural events.

Social/Peer Groups: The people we associate with can have a powerful effect on what we eat. People tend to mimic the eating behaviors of their friends, families, and coworkers. For example, parents that regularly ate fruits and vegetables, children were more likely to do the same. These associations demonstrate the value of leading by example, in contrast to telling others what to eat. Positive encouragement has been shown to foster healthy eating behaviors among friends and family, attempts to control what children eat generally result in unhealthy eating behaviors.

Nutrient Needs: Your body depends on the food you eat for activity and health. The foods you choose are digested into over 40 different nutrients. Nutrients have different functions in your body, and they work together in partnerships for your good health. No one food provides all the nutrients. Foods are grouped together because they provide similar nutrients. Everyone needs the same nutrients, just in different amounts. That is why it is important to choose and eat a variety of foods from each food group in the

amounts right for you. The phenomenal growth that occurs in adolescence, second only to that in the first year of life, creates increased demands for energy and nutrients. Total nutrient needs are higher during adolescence than any other time in the lifecycle. Prior to puberty, nutrient needs are similar for boys and girls. It is during puberty that body composition and biologic changes (e.g., menarche) emerge which affect gender-specific nutrient needs. Nutrient needs for both males and females increase sharply during adolescence.¹ Nutrient needs parallel the rate of growth, with the greatest nutrient demands occurring during the peak velocity of growth. At the peak of the adolescent growth spurt, the nutritional requirements may be twice as high as those of the remaining period of adolescence.

2. A fad diet is a weight loss plan or aid that promises dramatic results. These diets typically don't result in long-term weight loss and they are usually not very healthy. In fact, some of these diets can actually be dangerous to your health.

3. Food Literacy: Understanding the impact of your food choices on your health, the environment, and our economy. Example topics: Menus (restaurants vs. fast food), Food Labels, Grocery Shopping).

4. Nutrition knowledge is important for a variety of health and diet

decisions. Prior levels of knowledge are positively related to dietary quality, even after controlling for socioeconomic factor. Knowledge of nutrition is related to perceptions of food healthfulness, accuracy of label use, careful shopping behavior, as well as food choice. Individuals with education about nutrition tend to have a better diet. (See *Making Healthy Food Choices Using Nutrition Facts Panels: The Roles of Knowledge, Motivation, Dietary Modifications Goals, and Age*)

Unit Title: Fitness and Nutrition (11th Grade)

Course Time: 45 days

Overview: Consumerism

Essential Questions:

1. What is fitness?
2. What is the FITT principle?
3. What is nutrition?
4. How does nutrition and fitness serve as a protective/preventative strategy of the body systems?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.1.12.B Evaluate factors that impact the body systems and apply protective/preventative strategies.</p> <ul style="list-style-type: none"> • Fitness level • Health status (e.g. physical, mental, social) • Nutrition 	<p>1. A set of attributes that people have or achieve that relates to the ability to perform physical activity.</p> <p>2. <i>Frequency:</i> Maximum cardiovascular benefits are achieved when you engage in exercise three to five times per week.</p> <p><i>Intensity:</i> Intensity refers to how hard you are working. Intensity is one of the most important ways to determine if you are exercising at a level that benefits your heart. This level is called your Target Heart Rate Zone, which means exercising at a level where the heart is beating between 50-85% of a person's maximum heart rate.</p> <p><i>Time:</i> Time refers to how long you should exercise in your Target Heart Rate Zone. To achieve the greatest cardiovascular benefit, a workout should be at least 20 minutes of continuous or intermittent aerobic activity per exercise session.</p> <p><i>Type:</i> Type of cardiovascular fitness exercise include rhythmic, repetitive activities that involve large muscle groups and are performed over prolonged periods.</p>	<p>- Summarize fitness and components related to fitness</p> <p>- Design a plan that meets each component of the FITT principle</p> <p>- Describe nutrition</p> <p>- Examine the role of fitness and nutrition on disease prevention</p>	<p><u>Title:</u> <i>FITT for Life WebQuest</i></p> <p><u>Domain:</u></p> <ul style="list-style-type: none"> o Cognitive o Skill o Affective <p><u>Type:</u> Test</p>	<p>- Personal fitness log</p> <p>- Personal nutrition log</p> <p>- Caloric need calculators</p> <p>- Skill-based experiments</p> <p>- Small group activities</p> <p>- Large group discussions</p>

3. Nutrition is the study of the relationship between food and a healthy body. More specifically, it is the science of nutrients and how they are digested, absorbed, transported, metabolized, stored, and eliminated by the body. Nutrients are substances that the body needs to live and grow. Carbohydrates, proteins, and fats – called macronutrients – are broken down to provide energy. Vitamins and minerals – called micronutrients – are needed to help macronutrients to be used for energy.

4. Healthy eating regular physical activity can prevent injury, disability, and early death from chronic conditions, including obesity, heart disease, stroke, some cancers, diabetes, depression, and osteoporosis. They also can help people maintain healthy weight.

Unit Title: 12th Grade Individualized Physical Fitness Plan

Course Time: 8 Lessons, 45 minutes (Pre-Test) Students will create a personal fitness plan.

Essential Questions: What knowledge is necessary to create a personal fitness program?

How can participation in physical activity enhance me life?

How can you enhance the quality of movement for lifelong participation in physical activity?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
PA 10.4.12.A Evaluate and engage in an individualized physical activity plan that supports achievements of personal fitness and activity goals and promotes lifelong participation	Determining an appropriate physical activity plan will support lifelong personal and health fitness goals.	Evaluate personal preferences in the selection of physical activities that support the engagement in an achievement of personal fitness and activity goals over a lifetime.	Fitness Testing Pre-Test with Fitnessgram Goal setting Rubrics Journals Personal Fitness Portfolio SMART Aerobic Fitness: How much activity is enough (Target Heart Rate) Individual Workout Log	Fitness Gram Test: Cardiovascular: Pacer Test Muscular Strength: Push ups Muscular Strength: Curl ups Flexibility: Sit and Reach, Trunk Flexibility Development of Personal Fitness Plan with short and long term goals.

Unit Title: 12th Grade Individual Physical Activity Preferences

Course Time: 8 lesson, 45 minutes

Overview: Students will choose appropriate and personal activities to participate in over a lifetime.

Essential Questions: Why do people choose the physical activities they participate in over a lifetime?

How can participation in physical activity enhance my life?

How can you enhance the quality of movement for lifelong participation in physical activity?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
10.4.12D Evaluate factors that affect physical activity and exercise preferences of adults. <ul style="list-style-type: none"> • Personal challenge • Physical Benefits • Finances • Motivation 	Physical activity preferences of adults are determined by many factors	Evaluate personal preferences in the selection of physical activities that support the engagement in and achievement of personal fitness and activity goals over a lifetime	Goal Setting Rubrics Journals/Student Logs Working Portfolio Performances Individual or Group Projects T/S Observation Personal Fitness Program: SMART	Fitness Trends <ul style="list-style-type: none"> • Yoga: position flashcards • Pilates: Resistance Band work • P90X, Insanity, Asylum, Beach body, 21 Day Fix, Jillian Michaels

Unit Title: 12th grade: Promoting Personal and Social Behavior

Course Time: 8 lessons, 45 minutes.

Overview: Students will exhibit etiquette, respect for others and teamwork while engaging in physical activity.

Essential Questions: How can participation in physical activity enhance my social skills?

What knowledge is needed to examine moral and ethical conduct in adult interactions?

Why is it necessary to use open communications skills?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
10.4.12F Assess and use strategies for enhancing adult group interaction in physical activities <ul style="list-style-type: none"> • Shared responsibility • Open communication • Goal Setting 	Adult group interaction that occur in physical activities provide an opportunity to develop the skills necessary to be productive and contributing members of society	Evaluate personal preferences in the selection of physical activities that support the engagement in and achievement of personal fitness and activity goals over a lifetime	T/S Observation PE Cooperative Self Reflection Goal Setting	Cooperative Learning Activities: Blob tag, elbow tag, Alaskan baseball, steal the bacon, etc... The Line Game Quickly divide the class into 2 teams placing each team at opposite ends of the gym. Each team has the same goal of moving their entire team from 1 side of the gym to the other. They do this by traveling along lines only! Lines must connect, no jumping from line to line. Goal setting activities: Developing short and long goals to enhance adult communication skills.

Unit Title: 12th Grade: Connecting Skill-Related and Health Related Components to Invasion Games

Course Time: 8 Lessons, 45 minutes

Overview: Students will apply knowledge of health related and skill related components to a variety of physical activities.

Essential Questions: 1. How can the health related components enhance my overall fitness level?

2. How can the skill related components enhance my performance in a variety of sport games?

3. How can you enhance the quality of movement for lifelong participation in activities and games?

Content Standards	Unit Concepts	Unit Competencies	Assessments	Instructional Learning Activities
10.5.12A; Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.	Movement skills, movement concepts, and skill-related fitness enrich movement performance throughout life	Analyze skill related fitness components, movement skills, movement concepts and game strategies to promote participation in lifelong physical activities.	Teacher Observation in game play Cognitive Test: Skill-related components (agility, balance, coordination, power, reaction time, and speed to invasion games.	Invasion Games: Basketball Football Soccer Hockey Lacrosse



Unit Title: 12th Grade: Net /Wall Game Strategies

Course Time: 8 Lessons, 45 minutes

Overview: Students will compare and contrast different net/wall games

Essential Questions:

1. How can students analyze the application of game strategies for different net/wall games?
2. How can game strategies enhance students' quality of movement?
3. What strategies are used to be successful in complex games?

Content Standard	Unit Concepts	Unit Competencies	Assessments	Instructional Learning Activities
PA 10.5.12 F Analyze the application of game strategies for different categories of physical activities	Compare and contrast different net/wall game strategies.	Analyze movement performance and application of game strategies for life-long participation in physical activities	Venn Diagram: compare and contrast two or more net/wall activities.	Net/Wall Games Tennis Pickle Ball Volleyball Badminton

Unit Title: 12th Grade: Analyze Personal Fitness Program

Course Time: 6 Lessons, 45 minutes (Post-Test)

Essential Questions: What knowledge is necessary to create a personal fitness program?

How can participation in physical activity enhance me life?

How can you enhance the quality of movement for lifelong participation in physical activity?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (diagnostic, formative, summative)	Instructional Learning Activities
PA 10.4.12.A Evaluate and engage in an individualized physical activity plan that supports achievements of personal fitness and activity goals and promotes lifelong participation	Determining an appropriate physical activity plan will support lifelong personal and health fitness goals.	Evaluate personal preferences in the selection of physical activities that support the engagement in an achievement of personal fitness and activity goals over a lifetime.	Fitness Testing Post with Fitness Gram Goal setting – re-evaluate personal fitness plan from results of final fitness gram test. Personal Fitness Portfolio	Fitness Gram Test: Cardiovascular: Pacer Test Muscular Strength: Push ups Muscular Strength: Curl ups Flexibility: Sit and Reach, Trunk Flexibility Evaluation of Personal Fitness Plan with short and long term goals.

Unit Title: My Future Self (12th Grade)

Course Time: 45 days

Overview: Growth and Development

- Essential Questions:**
1. How does your behavior affect the development of chronic and communicable diseases?
 2. How do genetics affect the development of chronic diseases?
 3. How does environment affect the development of chronic and communicable diseases?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.1.12.A Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <ul style="list-style-type: none"> • Acute and chronic illness • Communicable and non-communicable diseases • Health status • Relationships (e.g. marriage, divorce, loss) • Career choice • Aging process • retirement 	<p>1. <u>Chronic:</u> Chronic diseases can be prevented by targeting high-risk health behaviors, such as tobacco use, harmful use of alcohol, hypertension, physical inactivity, raised cholesterol, overweight and obesity, unhealthy diet, and raised blood glucose.</p> <p><u>Communicable:</u> Human behavior plays an important role in the spread of infectious diseases and understanding the influence of behavior on the spread of disease can be key to improving control efforts. Potential actions taken by people depends greatly on chronological and societal context and are hard to predict with the change in times. There are a multitude of other behavioral changes that can influence the spread of infectious diseases, such as reductions in the number of potentially infectious contacts, wearing of face masks or practice of better hygiene. Individuals that chose to vaccinate themselves reduce the risk of infection and the spread of diseases.</p> <p>2. Family history is often one of the strongest risk factors for common disease complexes such as cancer,</p>	<p>- Distinguish between chronic and communicable diseases</p> <p>- Synthesize how behavioral choices impact chronic disease development</p> <p>- Synthesize how behavioral choices impact the onset of a communicable disease</p> <p>- Comprehend the role genetics play in the development of chronic diseases</p> <p>- Evaluate the environment's role in the development of chronic diseases</p> <p>- Evaluate the environment's role in the spread of communicable diseases</p>	<p><u>Title:</u> <i>My Choices Now, My Body Later</i></p> <p><u>Domain:</u></p> <ul style="list-style-type: none"> o Affective o Cognitive <p><u>Type:</u> Venn Diagram Project</p>	<ul style="list-style-type: none"> - Large group discussion - Personal health evaluation - Instructional videos - Case studies - Research-based presentations - Skit/Role Play

cardiovascular disease, diabetes, autoimmune disorders, and psychiatric illnesses. A person inherits a complete set of genes from each parent. Family history is thought to be a good predictor of an individual's disease risk because family members most closely represent the unique genomic makeup. Genes are often the predisposition toward the initiation of disease.

3. A number of environmental factors influence the spread of communicable diseases that are prone to cause epidemics. The most important of these are water supply, sanitation facilities, food, and climate. Environmental factors such as climate, air pollution, housing, and access to products and services affect both chronic and communicable diseases.

Unit Title: Consequences of Drug Use (12th Grade)

Course Time: 45 days

Overview: Drug use

- Essential Questions:** 1. What are the laws that are related to alcohol, tobacco, and chemical substances?
2. How does the use of drugs impact your functionality in society?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.1.12.D Evaluate issues relating to the use/non-use of drugs.</p> <ul style="list-style-type: none"> • Psychology of addiction • Social impact (e.g. cost, relationships) • Chemical use and fetal development • Laws relating to alcohol, tobacco and chemical substances • Impact on the individual • Impact on the community 	<p>1. In Pennsylvania, it is a crime to possess illegal or controlled substances such as marijuana, cocaine, methamphetamines, and other drugs. If possession of a drug is found and there is beyond reasonable doubt that he/she knowingly and intentionally plans to disseminate.</p> <p>2. Premature mortality, illness, injury leading to incapacitation, and imprisonment all serve to directly reduce national productivity. Public financial resources expended in the areas of health care and criminal justice as a result of illegal drug trafficking and use are resources that would otherwise be available for other policy initiatives. The impact of drug use affects the community, which is used in terms to mean not a uniform geographic or political entity but the network of people who live in a neighborhood, village, town or city and who are concerned with the lives of their fellow human beings. When drugs become an important part of life, conflict and breakdowns in communication can become routine. Drugs affect the ability to concentrate and focus at work affecting job performance.</p>	<ul style="list-style-type: none"> - Research the laws associated with alcohol, tobacco, and/chemical substances - Describe the daily impact of drug use on one's life and ability to function in society 	<p><u>Title:</u> <i>Casey's Story</i> <u>Domain:</u> o Cognitive <u>Type:</u> Essay</p>	<ul style="list-style-type: none"> - Creative writing passages - Small group discussion - Large group discussion - Research-based activities - Guest speakers - Field experience

Drugs can increase the likelihood of violent behavior. Drug-induced violence can lead to serious injury to the drug users and to others. Serious crimes like murder or rapes could be committed unknowingly under the influence of drugs. Due to increase use caused by addiction financial issues may arise, especially with the potential of losing jobs or the inability to keep employment, causing homelessness.

Unit Title: Nutrition throughout Life (12th Grade)

Course Time: 45 days

Overview: Nutrition

Essential Questions: 1. What are the changes in nutritional requirements of adults?

2. How do factors (such as advertising, availability, education, policy, preferences, religion/cultural, social groups, and nutrient needs) impact nutritional choices of adults?

3. Why do nutritional requirements change with age?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.1.12.C Analyze factors that impact nutritional choices of adults.</p> <ul style="list-style-type: none"> • Cost • Food preparation (e.g. time, skills) • Consumer skills (e.g. understanding food labels, evaluating fads) • Nutritional knowledge • Changes in nutritional requirements (e.g. age, physical activity levels) 	<p>1. As you age, your body's dietary needs will change. These changes will continue throughout all life stages with the requirements for calories, protein, vitamins and minerals constantly adjusting as we grow older. A surge in appetite around the age of ten in girls and twelve in boys foreshadows the growth spurt of puberty. Due to the accelerated growth period a teenager goes through, they need a balanced diet packed full of calories and nutrients including calcium, iron and protein. Teens may want to consider a vitamin and mineral supplement designed specifically for teenagers. This will ensure they are getting these essential nutrients they need to support a growing body. The body demands more calories during early adolescence than at any other time of life. Boys require an average of 2,800 calories per day. Girls require an average of 2,200 calories per day. The majority of our body's growth and development will be over when we enter adulthood. We can now shift our focus on nutrition and maintaining a physically active and healthy lifestyle which will help</p>	<ul style="list-style-type: none"> - Compare and contrast nutritional requirements for teens and adults - Consider factors that may impact nutritional choices of adults - Examine the changes that occur during the aging process that impact the nutritional requirements 	<p><u>Title:</u> <i>Nutrition Across A Lifespan</i> <u>Domain:</u></p> <ul style="list-style-type: none"> o Affective o Cognitive o Skill <p><u>Type:</u> Research-based Project</p>	<ul style="list-style-type: none"> - Researched-based activities - Personal health analysis - Food cost analysis activities - Consumer skills project - Food prep lab

reduce the risk of chronic diseases such as heart disease, diabetes, high blood pressure. In addition adult need certain vitamins and mineral as we age to maintain a healthy body and mind such as: Increased requirements for males: vitamins C, K; B₁, B₂, B₃, and choline; magnesium, zinc, chromium, manganese and iron for females. Adults, both young and older, need to focus on preventing diet-related health problems. Getting essential vitamins, minerals, fiber and protein while limiting unhealthy fats and excessive sugar are important. Limiting fast and processed foods are just as important at this stage of life as they are during childhood. And finally exercise also plays a crucial role in remaining healthy. Caloric intake for women is approximately 2,000 per day and for men between 2,500 and 2,800 per day.

2. Multiple factors come into play when adults make food choices. Typically according to research the main factors that adults usually take into consideration when making food choices are healthiness, availability, and price. Advertisement: Adults consumed more of both healthy and unhealthy snack foods following exposure to snack food advertising compared to the other conditions. Aspects such as religion and social influences on food intake refer to the impact that one or more persons has on the eating behavior of others, either

direct or indirect, either conscious or subconscious. Even when eating alone, food choice is influenced by social factors because attitudes and habits develop through the interaction with others. Research has shown that we eat more with our friends and family than when we eat alone and the quantity of food increases as the number of fellow diners grows. As we grow older it is our responsibility to consider these impacts on our eating habits and make choices that allow for the best balance to maintain health and wellness throughout our lifetime.

3. The process of aging affects nutrient needs. Both lean body mass and basal metabolic rate decline with age, an older person's energy requirements per pound of body weight is also reduced. While requirements for some nutrients may be reduced, some data suggest that requirements for other essential nutrients may in fact rise in later life. Older people have problems getting the amounts of vitamins and minerals that they need for good health. Vitamins D and B-6, folic acid, and calcium are of special concern to older individuals.

Unit Title: Health Status (12th Grade)

Course Time: 45 days

Overview: My Health

Essential Questions:

1. What is health status?
2. What is environmental health?
3. How does the environment impact health status?
4. How does positive health status serve as a protective/preventative strategy of the body system?

Content Standards	Unit Concepts (what students should know)	Unit Competencies (what students should be able to do)	Assessments (Diagnostic, Formative, Summative)	Instructional Learning Activities
<p>10.1.12.B Evaluate factors that impact the body systems and apply protective/preventative strategies.</p> <ul style="list-style-type: none"> • Environment (e.g. pollutants, available health care) • Health status (e.g. physical, mental, social) • Nutrition 	<p>1. Health status is a holistic concept that is determined by more than the presence or absence of any disease. It is often summarized by life expectancy or self-assessed health status, and more broadly includes measures of functioning, physical illness, and mental well-being. Self-assessed health status is a measure of how an individual perceives his or her health- rating it as excellent, very good, good, fair, or poor.</p> <p>2. The World Health Organization (WHO) defines environment, as it relates to health, as all physical, chemical, and biological factors external to a person, and all the related behaviors. Environmental health consists of preventing or controlling disease. Injury, and disability related to the interactions between people and their environment. The six elements of environmental health include: outdoor air quality, surface and ground water quality, toxic substances and hazardous wastes, homes and communities, infrastructure and surveillance, and global environmental health.</p>	<p>- Explain the impact health status has on the body systems</p> <ul style="list-style-type: none"> - Distinguish environmental issues that impact health status - Research and chart environmental impact on health status 	<p><u>Title:</u> <i>The Environment and My Health</i> <u>Domain:</u> o Cognitive <u>Type:</u> Book Project</p>	<ul style="list-style-type: none"> - Outdoor field experience - Collaborative learning - Small group activities - Lecture - Personal health evaluation

3. Outdoor Air Quality: Poor air quality is linked to premature death, cancer, and long-term damage to respiratory and cardiovascular systems. Progress has been made to reduce unhealthy air emissions. Decreasing air pollution is an important step in creating a healthy environment.

Surface and Ground Water: Surface and ground water quality applies to both drinking water and recreational waters. Contamination by infectious agents or chemicals can cause mild to severe illness. Protecting water sources and minimizing exposure to contaminated water sources are important parts of environmental health.

Toxic Substances and Hazardous Wastes: The health effects of toxic substances and hazardous wastes are not yet fully understood. Research to better understand how these exposures may impact health is ongoing. Meanwhile, efforts to reduce exposures continue.

Homes and Communities: People spend most of their time at home, work, or school. Some of these environments may expose people to: indoor air pollution, inadequate heating and sanitation, structural problems, electrical and fire hazards, and lead-based paint hazards. These hazards can impact health and safety.

Infrastructure and Surveillance: Prevention of exposure to environmental hazards relies on many partners, including State and local health departments. Personnel, surveillance systems, and education

are important resources for investigating and responding to disease, monitoring for hazards, and educating the public.

Global Environmental Health: Water quality is an important global challenge. Diseases can be reduced by improving water quality and sanitation and increasing access to adequate water and sanitation facilities.

4. Prevention should be woven into all aspects of our lives including where and how we live, learn, work and play. Everyone-government, business, educators, health care institutions, communities and every single American-has a role in creating a healthier nation.

Increasing the focus on prevention in our communities will help improve America's health, quality of life and prosperity.