

Unit: Nutrition	Length: 5 weeks	<input type="checkbox"/> Co-Current <input type="checkbox"/> Sequential
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Overarching Learning Objectives:

In the Nutrition Unit students will learn about proper nutrition, self-assess their own diet and learn how to make informed and healthy dietary decisions.

Key Standards:	Essential Questions:	Key Resources:
<p>A student should be able to acquire a core knowledge related to well-being.</p> <p>A student who meets the content standard should:</p> <ol style="list-style-type: none"> 1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors; 2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental 	<ul style="list-style-type: none"> • What is appropriate for me to eat and drink? • How is the prevention of chronic disease related to one's diet? 	<p>Nutritionix.com</p> <p>Nutrients Prezi</p> <p>Supertracker.gov</p> <p>“Sugar Explained” reading</p> <p>Fed Up Documentary</p> <p>Advertising Prezi</p> <p>Nutrition Red Flags article</p> <p>Michael Pollan’s Food Rules book</p> <p>Self Nutrition Data</p> <p>Processed Foods Article by Academy of Nutrition Dietetics</p>

<p>conditions; 3. Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;</p>		
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<p>Key Vocabulary:</p>	<p>Needed background Knowledge:</p>
<p>Nutrient, Hypertension, Cardiovascular disease, diabetes, calorie, protein, carbohydrate, vitamin, mineral, lipid, subsistence, % Daily Value, cholesterol, carcinogenic</p>	<p>food group knowledge</p>

Content	Knowledge & Skill Targets	Critical thinking Targets	Major Activities/ Product Targets	Assessments
<p>Nutrients</p>	<ul style="list-style-type: none"> • What are the three main nutrients needed for energy? • Understand the food categories and the nutritional correlation to developing a healthy diet. • Students investigate how different systems in 	<p>Are all calories created equal?</p> <p>How can I change my diet to create more nutritionally balanced meals?</p> <p>How would you create the</p>	<p>Nutrient Notes, Healthy Eating Plate</p>	<p>Carbs, Proteins, and Fats worksheet, Healthy Eating Plate</p>

	the body are affected by nutritional choices and eating habits.	“perfect” menu for one day? What types of foods provide you with the nutrients and minerals you most need in your system?		
Subsistence Foods	<ul style="list-style-type: none"> • What is the nutritional benefit of subsistence food choices? • Why are <i>whole foods</i> typically a healthier food choice than <i>processed foods</i>? 	What are the benefits of eating Wild Foods rather than highly processed foods?	Wild Foods Brainstorm by Regions in Alaska, Wild Food Nutrition Labels, Processed Foods Article by Academy of Nutrition Dietetics Group Reading	Wild Foods Reflection, Group share on processed foods
Nutrition Labels	<ul style="list-style-type: none"> • How do I use a nutrition label to analyze the nutrient value of a food? • Critique the front and back of food labels and understand what part of the label is significant. 	How can you use a nutrition label to evaluate your everyday food choices?	Cereal box comparisons, snack comparisons	Snack Attack,
Sugar and Obesity	<ul style="list-style-type: none"> • How does excessive sugar consumption impact our health? 	What are the major contributors to the obesity epidemic?	Obesity Maps Sugar content of popular drinks demo Fed Up Documentary Clip	Fed Up Reflection, Jigsaw group reflection on “Sugar Explained” reading
Diet Self Study	<ul style="list-style-type: none"> • What are the strengths and weaknesses of my current diet? • Analyze personal eating habits and traditions in their family and culture and how it affects overall nutrition. 	What actions can you take that would help improve your current nutritional practices?	Supertracker online activity, building healthy meals	Diet Self Study and Reflection

Advertising	<ul style="list-style-type: none"> How does advertising affect our food choices? 	<p>What are the societal influences on eating habits? How do family, media, culture and environment affect your eating habits? How can you recognize bias and stereotypes in advertising?</p>	<p>Advertisement Method Quiz, advertising notes, creating ads</p>	<p>Fruit/veggie PSA, Food Rules PSA</p>
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Unit: Personal Fitness	Length: 5 weeks	<input type="checkbox"/> Co-Current <input type="checkbox"/> Sequential
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Overarching Learning Objectives:

During the Personal Fitness Unit students will learn explicitly how to take responsibility for their own personal health, how to access valid health information, practice healthful behaviors, analyze the various influences on making healthy decisions and goal setting.

Key Standards:	Essential Questions:	Key Resources:
<p>A. A student should be able to acquire a core knowledge related to well-being.</p> <p>A student who meets the content standard should:</p> <ol style="list-style-type: none"> Understand that a person's well-being is the integration of health 	<ul style="list-style-type: none"> How does exercise specifically decrease my risk of chronic disease? How can I develop a safe and engaging fitness plan for myself? 	<p>Whack a Bone</p> <p>Poke- A- Muscle</p> <p>How Muscles Grow Ted Ed: https://www.youtube.com/watch?v=2tM1LFFxeKg&disable_polymer=true</p> <p>Quizlet</p> <p>Strength Training Article</p>

<p>knowledge, attitudes, and behaviors; 2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions; 3. Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;</p> <p>PE. B.6 Apply Knowledge of major muscles groups to improve performance and/or create training plans</p> <p>PE. C.4 Develop evidence-based personal activity plans that include self-selected physical activities and sports.</p> <p>PE D.2 Assess physical fitness status in terms of health-related fitness (cardio-respiratory endurance, muscular</p>		<p>Fitness Measurement devices: scale, sphygmometer, heart rate, Inbody machine, or BIA handheld devices, measuring tape</p>
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<p>strength and endurance, flexibility, and body composition).</p>		
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Key Vocabulary:	Needed background Knowledge:
<p>Be able to identify and name all of the following muscles:hamstrings, gluteus maximus, quadriceps, gastrocnemius, latissimus dorsi, trapezius, obliques, deltoids, triceps, rectus abdominis,pectoralis major, biceps</p> <p>Be able to identify and name all of the following bones:Tibia, fibula, pelvis, ribs , sacrum, scapula, vertebrae and vertebral column, sternum, metatarsal, tarsals, ulna , radius, humerus, mandible, carpals, metacarpals, femur, cranium, phalanges, patella, clavicle</p> <p>Benefits of Exercise vocabulary: Hypertrophy, Stroke Volume, Osteoporosis, diabetes, cardiovascular disease, hypertension</p> <p>5 Components of Fitness: Cardiorespiratory Endurance, Muscular Endurance, Muscular Strength, Flexibility, Body Composition</p> <p>SMART goal: Specific, Measurable, Achievable, Realistic, Timely</p>	

FITT principles: Frequency, Intensity, Time, Type		
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Content	Knowledge & Skill Targets	Critical thinking Targets	Major Activities/ Product Targets	Assessments
Skeletal and Muscular System	<ul style="list-style-type: none"> • What are the major muscles and bones that make up my body? • What are the major functions of the muscular and skeletal system? 	<ul style="list-style-type: none"> • How can I maintain my muscular and skeletal health now and for the future? • Comparative anatomy of human vs. bird skeletal system 	<ul style="list-style-type: none"> • Direct Instruction on physiology • Bones of the Body Guessing Game • Whack a Bone and Poke a Muscle interactive Online Game • Comparative Anatomy of skeletal system • Recipe for Strong Bones reading and annotations 	<ul style="list-style-type: none"> • Skeletal and Muscular System Quizlet • Connect muscles to Bones activity • Quiz Quiz Trade
Benefits of Exercise	<ul style="list-style-type: none"> • What are the immediate, short term, and long term benefits of exercise? • What diseases are correlated with inactivity? 	<ul style="list-style-type: none"> • How does exercise reduce risk of chronic disease? • How do we measure and track fitness? 	<ul style="list-style-type: none"> • Benefits of Exercise Presentation • Fitness Measurements collection 	<ul style="list-style-type: none"> • Written Reflection • Personal Fitness reflection
Strength Training	<ul style="list-style-type: none"> • State a strength training exercise you 	<ul style="list-style-type: none"> • How can I develop a well balanced 	<ul style="list-style-type: none"> • FITT Principles reading and activity 	<ul style="list-style-type: none"> • Strength Training

	<p>can perform for each of the 12 major muscles of the body</p> <ul style="list-style-type: none"> • Explain proper protocol for strength training safely 	<p>and safe strength training routine?</p>	<ul style="list-style-type: none"> • Strength Training 101 Article • How muscles grow youtube video 	<p>Presentation</p>
<p>Components of Training</p>	<ul style="list-style-type: none"> • What are the 5 components of overall Fitness and how can I improve in each one? • Explain the FITT principles • How do I train myself to meet my fitness goals? 	<ul style="list-style-type: none"> • Devise a personal training plan for yourself applying the 5 components of training and FITT principles • How do I set realistic fitness goals? • What training should I do to meet my goals? 	<ul style="list-style-type: none"> • Create SMART exercise goals 	<ul style="list-style-type: none"> • FITT worksheet • SMART goals • Fitness Measurements and InBody progress • 5 components Reflection and matching game • Personal Training Plan

<p>Unit: Substance Abuse and Addiction</p>	<p>Length: 4 weeks</p>	<input type="checkbox"/> Co-Current <input type="checkbox"/> Sequential
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Overarching Learning Objectives:

Students will be able to apply effective communication skills and ways to manage stress to avoid the pitfalls of drugs, alcohol and violence

Students will learn about the types of substances available, data and trends and how to help prevent substance abuse

Students will explore the emotional and physical consequences of illegal drug use and be able to evaluate situations and identify consequences

Apply effective communication skills to avoid social pressure to use drugs



Key Standards:	Essential Questions:	Key Resources:
<p>A student should be able to acquire a core knowledge related to well-being.</p> <p>A student who meets the content standard should:</p> <ol style="list-style-type: none"> 1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors; 2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions; 3. Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions; <p>C. A student should be able to demonstrate responsibility for the student's well-</p>	<ul style="list-style-type: none"> ● How can I reduce my risk factors and increase protective factors for substance abuse? ● How are decision making skills used to improve overall health? ● How does substance abuse affect yourself, your family, your community, and the world as a whole? ● How can do I set my own personal boundaries and communicate those with others? 	<p>Learn Genetics: https://learn.genetics.utah.edu/content/addiction/mouse/</p> <p>Chasing the Dragon Documentary</p> <p>Opioid Diaries- TIME Magazine online:http://time.com/james-nachtwey-opioid-addiction-america/</p> <p>National Institute on Drug Abuse: https://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/drugs-brain</p>

<p>being.</p> <p>A student who meets the content standard should:</p> <ol style="list-style-type: none"> 1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences; 2. Demonstrate a variety of communication skills that contribute to well-being; 3. Assess the effects of culture, heritage, and traditions on personal well-being; 4. Develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures; 5. Evaluate what is viewed, read, and heard for its effect on personal well-being; and 6. Understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being. <p>D. A student should be able to contribute to the well-being of families and</p>		
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<p>communities.</p> <p>A student who meets the content standard should:</p> <ol style="list-style-type: none"> 1. Make responsible decisions as a member of a family or community; 		
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<p>Key Vocabulary:</p>	<p>Needed background Knowledge:</p>
<ul style="list-style-type: none"> lobes of the brain (occipital, temporal, parietal, frontal), brain stem, cerebellum, neuron, synapse, neurotransmitter, dopamine, serotonin, axon, axon terminal, 	

Content	Knowledge & Skill Targets	Critical thinking Targets	Major Activities/ Product Targets	Assessments
<p>Central Nervous System</p>	<ul style="list-style-type: none"> Define the major purpose and role of each lobe of the brain, as well as other structures primarily 	<ul style="list-style-type: none"> Explain how drugs can hijack the brain How does the addiction process 	<ul style="list-style-type: none"> Neuron models in clay-- introduce neurotransmitters - dopamine, serotonin, glutamate 	<ul style="list-style-type: none"> Drug of Abuse Research and poster

	<p>activated by drugs of abuse (Cerebellum, hippocampus, brainstem, etc)</p>	<p>work in the brain?</p>	<ul style="list-style-type: none"> • Lobes of brain and neuron coloring page 	
<p>Substances and Drugs</p>	<ul style="list-style-type: none"> • Why is the high different from drugs than natural rewards • Discuss how drugs can mimic natural neurotransmitters, or sometime drugs can prevent the uptake of dopamine from the synapse so the high lasts a long time • Discuss why people take stimulants vs depressants • what is the risk or danger in doing drugs? • Explain how the drug delivery method can influence chance of addiction • Put the drug delivery methods in order of fastest to slowest to reach the brain 	<ul style="list-style-type: none"> • Discuss the lock and key model of receptors/neurotransmitters and how this is involved in drug use • What causes the high from drugs? • How do drugs kill people? 	<ul style="list-style-type: none"> • Death By Drugs google slide • How drugs Kill article-read as a class out loud • Drugs and the Brain article 	<ul style="list-style-type: none"> • Drugs and the Brain written reflection
<p>Addiction</p>	<ul style="list-style-type: none"> • Protective vs. Risk Factors with Addiction 	<ul style="list-style-type: none"> • What effect does addiction have on 	<ul style="list-style-type: none"> • Opioid Diaries assignment 	<ul style="list-style-type: none"> • My Name is Meth

	<ul style="list-style-type: none"> Physical Changes to brain with Addiction 	<p>your life?</p> <ul style="list-style-type: none"> What factors make addiction more or less likely? Review the physical changes that happen with addiction to the neuron Modify play-doh neurons to represent a person with addiction 	<ul style="list-style-type: none"> Watch "Chasing the Dragon"] My Name is Meth poem Represent neurotransmission with play-doh models 	<p>analysis</p> <ul style="list-style-type: none"> Play-doh models
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Unit: Healthy Relationships and Sex Education	Length: 4 weeks	<input type="checkbox"/> Co-Current <input type="checkbox"/> Sequential
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Overarching Learning Objectives:

In this unit students will learn how to identify a healthy relationship. They will learn the contributors to abuse/violence and skills for resolving conflict. They will also learn how to recognize signs for abusive relationships and how to help themselves and others be safe in their relationships.

Contrast the characteristics of healthy, unhealthy, and abusive relationships

Learn and demonstrate active listening skills

Define the 5 types of abuse

Understand rights and responsibilities of a friendship or relationship

Evaluate how types of communication can contribute to well-being

Finding healthy and respectful ways to get along in relationships with friends, family, boyfriend/girlfriends, community members and employers

Understand "equity" in a relationship. Be able to distinguish what happens when one person has more power in the relationship.

Key Standards:	Essential Questions:	Key Resources:
B. A student should	How do you know if you are in an unhealthy	SAFV Guest Presenter

<p>understand how well-being is affected by relationships with others.</p> <p>A student who meets the content standard should:</p> <ol style="list-style-type: none"> 1. Resolve conflicts responsibly; 2. Communicate effectively within relationships; 3. Evaluate how similarities and differences among individuals contribute to relationships; 4. Understand how respect for the rights of self and others contributes to relationships; 5. Understand how attitude and behavior affect the well-being of self and others; and 6. Assess the effects of culture, heritage, and traditions on well-being. <p>A. A student should be able to acquire a core knowledge related to well-being.</p> <ol style="list-style-type: none"> 4. Recognize patterns of abuse directed at self or others and understand how to break these patterns; 5. Use knowledge and skills to promote the well-being of the family; 	<p>relationship?</p> <p>What is the difference between an unhealthy relationship and an abusive relationship?</p> <p>How do you build a healthy, responsible relationship?</p> <p>What is responsible sexuality?</p>	<p>Love is Respect.Org</p> <p>Leslie Morgan Steiner Ted Talk</p> <p>Bedsider.org</p> <p>Scarleteen.com</p>
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<p>7. Understand the physical and behavioral characteristics of human sexual development and maturity; and</p> <p>8. Understand the ongoing life changes throughout the life span and healthful responses to these changes.</p>		
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Key Vocabulary:		Needed background Knowledge:
<p>Relationships, Feelings, Abuse, Rights, Responsibilities, Active Listening, Body Language, Cyber bullying, Psychological Abuse, Emotional Abuse, Physical Abuse, Financial Abuse, Sexual Abuse, Bullying, Conflict, Communication Styles</p>		

Content	Knowledge & Skill Targets	Critical thinking Targets	Major Activities/ Product Targets	Assessments
Healthy Relationships	<ul style="list-style-type: none"> ● What constitutes a healthy relationship? ● What are barriers to Healthy Relationships? ● State 3 characteristics 	<ul style="list-style-type: none"> ● how do you tell if a relationship is healthy, unhealthy, or abusive? 	<ul style="list-style-type: none"> ● Link to Love is Respect.org-relationship spectrum 	Written discussion of relationship spectrum

	of healthy and unhealthy relationships	<ul style="list-style-type: none"> ● Explain the difference between an unhealthy relationship and an abusive one 		
Effective Communication and Conflict Resolution	<ul style="list-style-type: none"> ● What are techniques used to deal with pressure in relationships? ● Students will list actions they can take to protect themselves from abuse ● Students will identify where to go for help for those in abusive situations. 4. Students will describe how people are affected by violence around them. ● State 3 characteristics of active listening 	<ul style="list-style-type: none"> ● Contrast assertive, aggressive, and passive communication ● What roles do people play in conflict and how do they impact the situation? 	<ul style="list-style-type: none"> ● Active Listening Practice Activity 	Peer Assessment of active listening
Domestic Violence and Types of Abuse	<ul style="list-style-type: none"> ● What are the contributors to abuse? ● Students will be able to recognizing the warning signs of abuse ● State 4 common tactics abusers use to exert power and control over someone ● Be able to explain the Power and Control wheel and the cycle of violence 	<ul style="list-style-type: none"> ● Explain how to help someone in an abusive relationship ● How can you identify an abusive relationship? ● What are some useful community resources in my home community? 	<ul style="list-style-type: none"> ● Power and Control Wheel ● Bullying Experiment Video ● 5 types of abuse flashcards ● Types of Abuse Prezi 	

	<ul style="list-style-type: none"> Define the 5 types of abuse and provide an example of each 			
Anatomy and Physiology of Reproductive System and Pregnancy	<ul style="list-style-type: none"> Explain how a baby is made Describe the purpose/function of 4 reproductive parts of the male and female Explain how fraternal vs. identical twins are created Understand how contraception works to prevent pregnancy 	<ul style="list-style-type: none"> Compare and contrast the female and male reproductive system 	<ul style="list-style-type: none"> Great Sperm Race Reproductive anatomy puzzle Physiology Analogies Powerpoint and Notes 	
Responsible Sexuality	<ul style="list-style-type: none"> Explain how hormonal vs. barrier methods of birth control prevent pregnancy What protections should be in place for safe sexuality? What constitutes legal consent for sex? 	<ul style="list-style-type: none"> What responsibilities do you have when you become sexually active? 	<ul style="list-style-type: none"> Bedsider.org Scarleteen.com Effective Methods of Contraception STI Round Robin Notes "Consent is like Tea" video 	