

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
<p>Promoting Physical Activity (PA)</p>	<p>PA 1. Engage in moderate to vigorous physical activity for at least 60 minutes every day. PA 2. Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength. PA 4. Drink plenty of water before, during, and after physical activity. PA 5. Follow a physical activity plan for healthy growth and development. PA 6. Avoid injury during physical activity. PA 7. Support others to be physically active.</p>	<p>Knowledge Expectations 1.12.1 (9th Health and PE) 1.12.2 (9th Health and PE) 1.12.3 (9th Health and PE) 1.12.4 (9th Health) 1.12.5 (9th Health) 1.12.6 (9th Health and PE) 1.12.7 (9th Health and PE) 1.12.8 (9th Health) 1.12.9 (9th Health) 1.12.10 (9th Health) 1.12.11 (9th Health) 1.12.12 (9th Health and PE) 1.12.13 (9th Health) 1.12.14 (9th Health) Skill Expectations 3.12.1 (9th Health and PE) 3.12.3 (9th Health and PE) 4.12.2 (9th Health) 6.12.1 (9th Health and PE) 6.12.4 (9th Health) 6.12.7 (9th Health)</p>	<p>1.12.1 Summarize how a person can incorporate daily moderate or vigorous physical activity into their life without relying on a structured exercise plan or special exercise equipment. 1.12.2 Evaluate the short-term and long-term physical benefits of moderate and vigorous physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks of chronic diseases. 1.12.3 Discuss ways to increase physical activity and decrease inactivity. 1.12.4 Summarize the mental and social benefits of physical activity. 1.12.5 Analyze how an inactive lifestyle contributes to chronic diseases. 1.12.6 Summarize recommended amounts and types of physical activity for adolescents and adults. 1.12.7 Compare and contrast various sports and physical activities in terms of health-and skill-related fitness. 1.12.8 Summarize physical activities that contribute to maintaining or improving the components of health-related fitness, such as cardiorespiratory fitness, muscular strength, endurance, flexibility, and body composition. 1.12.9 Describe effects of hydration and dehydration on physical performance. 1.12.10 Discuss methods for avoiding and responding to climate-related physical conditions during physical activity. 1.12.11 Discuss the dangers and legal issues related to using performance-enhancing drugs. 1.12.12 Describe the importance of a healthy diet and physical activity in maintaining healthy weight 1.12.13 Summarize healthy and risky approaches to weight management. 1.12.14 Explain ways to reduce the risk of injuries from participation in sports and other physical activities</p>	<p>28 Days (14 each) August -September</p>	<p>September</p>	<p>Classroom Objective (T/F, MC, and SA) and Online Assessment via Google Form</p>	<p>Glencoe Health Book Powerpoint Video Clips: “The Weight of the Nation” for kids HBO series Technology: Google Chrome “Flex My Muscle” Google Chrome Bio digital Human Skin Fold Caliper BMI Calculator Chromebooks Ipads Websites: CDC.gov www.studenthealth101.com</p>	<p>Designing own personal training session for a teenager. Peer Vocabulary Flex My Muscle activity. Naming Muscles worksheet. Muscular System Stretching/Exercise Routine Fitness Testing on 5 Components of Fitness Jeopardy Review Study Guide Student Taught Projects Peer Evaluation</p>

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			<p>3.12.1 Analyze reliable sources of information about physical activity. 3.12.3 Locate and analyze opportunities for physical activity. 4.12.2 Explain personal plans to become more physically active. 6.12.1 Assess personal physical activity level 6.12.4 Design a personal plan for increasing or maintaining physical activity at the recommended level and improving physical fitness. 6.12.7 Implement a plan for improving personal physical activity.</p>					

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Promoting Safety (S)	<p>S 1. Follow appropriate safety rules when riding in or on a motor vehicle.</p> <p>S 2. Avoid driving a motor vehicle- or riding in a motor vehicle driven by someone- while under the influence of alcohol or other drugs.</p> <p>S 3. Use safety equipment appropriately and correctly.</p> <p>S 4. Apply safety rules and procedures to avoid risky behaviors and injury.</p> <p>S 5. Avoid safety hazards in the home and community.</p> <p>S 6. Recognize and avoid dangerous surroundings.</p> <p>S 7. Get help for oneself or others when injured or suddenly ill.</p>	<p>Knowledge Expectations</p> <p>1.12.1 (9th Health) 1.12.4 (9th Health) 1.12.5 (9th Health) 1.12.6 (9th Health) 1.12.7 (9th Health) 1.12.9 (9th Health and PE) 1.12.10 (9th Health) 1.12.11 (9th Health) 1.12.12 (9th Health) 1.12.13 (9th Health) 1.12.14 (9th Health) 1.12.15 (9th Health) 1.12.16 (9th Health)</p> <p>Skill Expectations</p> <p>2.12.5 (9th Health) 2.12.6 (9th Health) 4.12.2 (9th Health) 4.12.3 (9th Health, PE, CS) 5.12.1 (9th Health and CS) 5.12.3 (9th Health) 5.12.5 (9th Health) 7.12.3 (9th Health)</p>	<p>1.12.1 Summarize ways to reduce safety hazards in the home.</p> <p>1.12.4 Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries.</p> <p>1.12.5 Determine situations that could lead to unsafe risks that cause injuries.</p> <p>1.12.6 Explain ways to reduce the risk of injuries around water.</p> <p>1.12.7 Explain ways to reduce the risk of injuries due to poisoning.</p> <p>1.12.9 Explain ways to reduce the risk of injuries from participation in sports and other physical activities.</p> <p>1.12.10 Explain ways to reduce the risk of injuries while riding in or driving a motor vehicle (e.g. automobile, snowmobile, jet ski)</p> <p>1.12.11 Determine the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboard.</p> <p>1.12.12 Explain ways to reduce the risk of injuries from firearms.</p> <p>1.12.13 Explain ways to reduce the risk of injuries from power tools (e.g., table and power saws, lawnmowers, sanders, electric drills.)</p> <p>1.12.14 Explain ways to reduce the risk of work-related injuries.</p> <p>1.12.15 Prioritize actions to take to prevent injuries during severe weather (e.g., thunderstorms, tornados, blizzards.)</p> <p>1.12.16 Describe actions to take in case of mass trauma (e.g., earthquake, fire, flood, terrorist attack.)</p> <p>2.12.5 Summarize federal, state, and local laws intended to prevent injuries.</p> <p>2.12.6 Evaluate how technology can reduce injuries (e.g., seatbelts, airbags, helmets)</p>	<p>CPR: 14 Days (7 each) October-November</p> <p>First Aid:16 Days (8 each) November</p>	<p>CPR: November</p> <p>First Aid: November</p>	<p>Test through American Heart Association for CPR</p> <p>Objective Written Assessment- First Aid</p>	<p>Glencoe Health Book</p> <p>Powerpoint</p> <p>QR Codes</p> <p>American Heart Association First Aid DVD</p> <p>American Heart Association CPR DVD</p> <p>iPads</p> <p>Annie Dolls</p> <p>Epi Pen Trainers</p> <p>Website: www.heart.org</p>	<p>Discussion</p> <p>Scenarios with correct First Aid procedures</p> <p>American Heart Adult, Child, and Infant CPR procedures.</p> <p>American Heart Adult, Child, and Infant Choking Procedures.</p> <p>Vocabulary</p> <p>Study Guides</p>

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			4.12.2 Communicate personal responsibility for not riding with impaired drivers and not drinking and driving. 4.12.3 Demonstrate how to communicate clear expectations, boundaries, and personal safety strategies. 5.12.1 Analyze positive and negative consequences of decisions related to safety. 5.12.3 Develop and practice a decision making process for responding to emergency situations (e.g. disasters) 5.12.5 Analyze how to avoid, get out of, or stay safe in situations where alcohol and other drugs are present. 7.12.3 Demonstrate basic first responder first aid (e.g. calling for assistance, controlling bleeding, rescue breathing, and abdominal thrusts)					

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<p>Promoting Sexual Health (SH)</p>	<p>SH 1. Practice and maintain sexual abstinence. SH 2. Seek support to be sexually abstinent. SH 3. Avoid pressuring other to engage in sexual behaviors. SH 4. Return to sexual abstinence is sexually active. SH 5. Support others to avoid risky sexual behaviors. SH 10. Discuss contraception, disease prevention and HIV and STD status risk and status with sexual partners if sexually active.</p>	<p>Knowledge Expectations 1.12.1 (9th Health) 1.12.4 (9th Health) 1.12.6 (9th Health) 1.12.7 (9th Health) 1.12.11 (9th Health) 1.12.14 (9th Health) 1.12.17 (9th Health) 1.12.18 (9th Health) 1.12.19 (9th Health) 1.12.21 (9th Health) 1.12.22 (9th Health) 1.12.25 (9th Health) 1.12.26 (9th Health) 1.12.30 (9th Health) 1.12.35 (9th Health) 1.12.37 (9th Health) Skills Expectations 2.12.1 (9th Health) 2.12.3 (9th Health) 2.12.4 (9th Health) 4.12.1 (9th Health) 4.12.3 (9th Health) 4.12.6 (9th Health) 4.12.7 (9th Health) 4.12.9 (9th Health) 5.12.1 (9th Health) 5.12.2 (9th Health) 5.12.3 (9th Health) 5.12.4 (9th Health)</p>	<p>1.12.1 Summarize healthy ways to express affection, love, friendship, and concern. 1.12.4 Summarize the qualities of a healthy dating relationship. 1.12.6 Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends. 1.12.7 Analyze how power and control differences in relationships (e.g. peer, dating, or family relationships) can contribute to aggression and violence. 1.12.11 Acknowledge an individual's right and responsibility to refuse unwanted sexual contact. 1.12.14 Analyze the relationship between using alcohol and other drugs and sexual risk behaviors. 1.12.17 Analyze the responsibilities of parenthood. 1.12.18 Summarize how HIV and common STDs are transmitted. 1.12.19 Summarize the signs and symptoms of HIV and other common STDs. 1.12.21 Summarize the short and long term consequences of HIV and common STDs. 1.12.22 Summarize which STDs can be cured and which can be treated. 1.12.25 Justify why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy. 1.12.26 Analyze the factors that contribute to one engaging in sexual risk behaviors. 1.12.30 Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of pregnancy, HIV, and other STD infection, including Human Papillomavirus (HPV). 1.12.35 Explain important health screenings, immunizations, and checkups, including screenings and examinations that are necessary to maintain reproductive health such as testicular self-examinations and Pap smears.</p>	<p>12 Days (6 each) March -April</p>	<p>April</p>	<p>Classroom Objective and Subjective</p>	<p>W.A.I.T. Curriculum Glencoe Health Book Chapter 25 Powerpoint</p>	<p>Pro/Con Activity and Opinion Paragraph Discussion Vocabulary Study Guide Bingo Review with Vocabulary</p>

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			<p>1.12.37 Explain the importance of STD and HIV testing and counseling if sexually active.</p> <p>2.12.1 Examine internal influences, such as hormones, emotions, interests, and curiosity, on sexual feelings and behavior.</p> <p>2.12.3 Examine personal values and how these influence relationships and sexual decision making.</p> <p>2.12.4 Evaluate the influence of alcohol and other drugs on sexual behavior.</p> <p>4.12.1 Demonstrate effective communication skills to express feelings.</p> <p>4.12.3 Demonstrate the communication skills necessary to maintain a healthy relationship.</p> <p>4.12.6 Demonstrate how to communicate clear limits on sexual behaviors.</p> <p>4.12.7 Demonstrate how to set clear expectations, boundaries, and personal safety strategies related to sexual health.</p> <p>4.12.9 Demonstrate how to discuss HIV and STD risk and status with sexual partners if sexually active or experienced.</p> <p>5.12.1 Analyze the benefits of delaying romantic involvement.</p> <p>5.12.2 Predict short-and long-term consequences of sexual behavior.</p> <p>5.12.3 Analyze the possible consequences of early sexual behavior and the emotional, social and physical benefits for delaying sexual behavior.</p> <p>5.12.4 Analyze the benefits of reducing the risk of HIV infection, other STD infection, and pregnancy.</p>					

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<p>Promote a Tobacco-Free Lifestyle (T)</p>	<p>T 1. Avoid using (or experimenting with) any form of tobacco. T 2. Avoid second-hand smoke. T 3. Support a tobacco free environment. T 5. Quit using tobacco, if already using.</p>	<p>Knowledge Expectations 1.12.2 (9th Health) 1.12.3 (9th Health) 1.12.5 (9th Health) 1.12.6 (9th Health) 1.12.7 (9th Health) 1.12.8 (9th Health) 1.12.9 (9th Health) 1.12.10 (9th Health) 1.12.11 (9th Health) Skill Expectations 2.12.2 (9th Health) 2.12.3 (9th Health) 2.12.4 (9th Health) 3.12.1 (9th Health) 3.12.3 (9th Health) 5.12.2 (9th Health) 5.12.3 (9th Health)</p>	<p>1.12.2 Analyze the short and long term physical effects of tobacco use. 1.12.3 Analyze the short and long term psychological and social effects of tobacco use. 1.12.5 Describe the effects of tobacco use on the fetus. 1.12.6 Summarize long term health benefits of abstaining from or discontinuing tobacco use. 1.12.7 Summarize why individuals choose to use or not to use tobacco. 1.12.8 Evaluate school rules and community laws related to the sale and use of tobacco products. 1.12.9 Summarize why tobacco, alcohol, or other substance use is an unhealthy way to manage weight or stress. 1.12.10 Evaluate the financial costs of tobacco use to the individual and society. 1.12.11 Analyze how the addiction to tobacco use can be treated. 2.12.2 Analyze family and societal influences on tobacco use. 2.12.3 Analyze the influence of peers on tobacco use. 2.12.4 Evaluate various strategies the media use, including advertisements, to encourage or discourage tobacco use. 3.12.1 Demonstrate how to access accurate sources of information about tobacco use. 3.12.3 Demonstrate how to access sources of assistance to help stop tobacco use. 5.12.2 Predict immediate and long term consequences of using tobacco for oneself, for one's family, and for the community. 5.12.3 Evaluate positive outcomes for avoiding second hand smoke.</p>	<p>12 Days (6 each) February</p>	<p>February</p>	<p>Classroom Objective or Online Assessment via Google Form</p>	<p>Glencoe Health Book Sliderocket Videos: YouTube- <i>The Harmful Effects of Smoking</i> YouTube- Gruin- Mouth Cancer Patient: <i>How To Quit Chewing Tobacco</i> YouTube- <i>When You Smoke, You Inhale Over 4000 Chemicals</i> Websites: http://www.fda.gov/TobaccoProducts/NewsEvents/ucm316494.htm</p>	<p>Concept Mapping on Tobacco Products Nebraska Law on Smoking Discussions Vocabulary Study Guide Bubble Chart comparing e-cigarettes to regular cigarettes. Short and Long Term effects of tobacco use.</p>

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<p>Prevent Violence (V)</p>	<p>V 1. Manage interpersonal conflict in nonviolent ways. V 3. Avoid bullying, being a bystander to bullying, or being a victim of bullying. V 4. Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape. V 5. Avoid situations where violence is likely to occur. V 7. Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes. V 9. Get help to stop being subjected to violence or physical abuse. V 10. Get help for oneself or others who are in danger of hurting themselves.</p>	<p>Knowledge Expectations 1.12.2 (9th Health) 1.12.3 (9th Health) 1.12.5 (9th Health) 1.12.7 (9th Health) 1.12.8 (9th Health) 1.12.9 (9th Health) 1.12.10 (9th Health) 1.12.15 (9th Health) 1.12.25 (9th Health) 1.12.26 (9th Health) 1.12.34 (9th Health) Skill Expectations 4.12.4 (9th Health) 4.12.11 (9th Health) 5.12.2 (9th Health) 5.12.4 (9th Health) 7.12.5 (9th Health) 7.12.6 (9th Health) 7.12.7 (9th Health)</p>	<p>1.12.2 Analyze situations that could lead to different types of violence (e.g. bullying, verbal abuse, hazing, physical assault/fighting, dating violence, acquaintance rape, sexual assault, family violence). 1.12.3 Explain how bystanders can help prevent violence by reporting dangerous situations or actions. 1.12.5 Summarize why the presence of weapons increases the likelihood of violent injury. 1.12.7 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian. 1.12.8 Analyze how changes in individual behavior, the environment, or characteristics of products can interact to cause or prevent violence. 1.12.9 Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes. 1.12.10 Analyze the relationship between using alcohol and other drugs and violence. 1.12.15 Analyze how mental and emotional health can affect health-related behaviors (e.g. how anger contributes to violence.) 1.12.25 Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others. 1.12.26 Analyze the signs and symptoms of people who are in danger of hurting themselves or others. 1.12.34 Conclude that rape and sexual assault should be reported to a trusted adult. 4.12.4 Demonstrate effective strategies for resolving conflicts with another person in nonviolent ways. 4.12.11 Demonstrate how to ask for help from a parent, other trusted adult, or friend when pressured to participate in sexual behaviors.</p>	<p>20 Days (10 each) February -March</p>	<p>February</p>	<p>Classroom Objective via Google Form</p>	<p>Glencoe Health Book Hope Crisis Rep Movie: ABC Family <i>Cyberbully</i> Video Clips: YouTube- <i>Social Networking Video</i> drjillmurray.com/jill/video/oprah_abusive_relationships.html Technology: iPads Websites: jaredstory.com stopbullying.gov bullyingstatistics.org stopcyberbullying.org www.ci.york.ne.us/departments/police/curfew.htm http://beforeplay.org/stds/mashable.com/2012/09/04/students-social-media-warnings/ www.rainn.org/get-information/statistics/sexual-assault-victims</p>	<p>Movie: ABC Family <i>Cyberbully</i> Cyberbully Worksheet Quizlet Vocab review on iPads. Socrative Quiz on Ch. 12, Lesson 2 Discussions Vocabulary Violence and Teens Video clip worksheet Study Guide Dating Violence Lecture from Hope Crisis Center</p>

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			<p>5.12.2 Analyze positive and negative consequences of decisions related to violence.</p> <p>5.12.4 Describe the consequences of acquaintance and dating violence.</p> <p>7.12.5 Recognize that the decision to not engage in violence or aggression is a personal responsibility.</p> <p>7.12.6 express intentions to resolve conflicts nonviolently.</p> <p>7.12.7 Demonstrate techniques for managing anger appropriately.</p>					

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<p>Alcohol and Other Drugs (AOD)</p>	<p>AOD 1. Avoid misuse and abuse of over the counter and prescription drugs. AOD 2. Avoid experimentation with alcohol and other drugs. AOD 3. Avoid the use of alcohol. AOD 4. Avoid the use of illegal drugs. AOD 5. Avoid driving while under the influence of alcohol or other drugs. AOD 6. Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs. AOD 7. Quit using alcohol and other drugs if already using. AOD 8. Support others to be alcohol and other drug free.</p>	<p>Knowledge Expectations 1.12.1 (9th Health) 1.12.2 (9th Health) 1.12.3 (9th Health) 1.12.4 (9th Health) 1.12.8 (9th Health) 1.12.12 (9th Health) 1.12.13 (9th Health) 1.12.14 (9th Health) 1.12.15 (9th Health) Skill Expectations 2.12.1 (9th Health) 2.12.4 (9th Health) 2.12.5 (9th Health) 2.12.7 (9th Health) 5.12.4 (9th Health) 8.12.2 (9th Health) 8.12.3 (9th Health) 8.12.4 (9th Health) 8.12.5 (9th Health)</p>	<p>1.12.1 Differentiate between proper use and abuse of over the counter medicines. 1.12.2 Differentiate between proper use and abuse of prescription medicines. 1.12.3 Summarize the harmful short and long term effects of alcohol and other drugs on the body. 1.12.4 Summarize the harmful short and long term psychological and social effects of using alcohol and other drugs. 1.12.8 Analyze the relationship of alcohol and other drug use to the major causes of death and disease in the United States. 1.12.12 Determine situations that could lead to the use of alcohol and other drug use. 1.12.13 Summarize why alcohol or other substance use is an unhealthy way to manage weight or stress. 1.12.14 Analyze why individuals choose to use or not to use alcohol and other drugs. 1.12.15 Analyze short term and long term benefits of remaining alcohol and drug free. 2.12.1 Describe how personal and family values influence decisions about alcohol or other drug use. 2.12.4 Analyze the social norms conveyed in the media related to alcohol and other drugs. 2.12.5 Explain how peers can influence choices to use alcohol or other drugs. 2.12.7 Identify individual, family, school, peer, and other protective factors that decrease the likelihood of using alcohol and other drugs.</p>	<p>24 Days (12 each) January</p>	<p>January</p>	<p>Classroom Objective via Google Form</p>	<p>Glencoe Health Book Google Form Websites: http://images.pcmac.org/SiSFiles/Schools/NE/YorkPublicSchools/YorkHigh/Uploads/Publications/YHS%20Student%20Handbook%202012-13.pdf http://dui.findlaw.com/dui-laws-resources-nebraska-dui-laws.html www.oprah.com/health/Death-By-Alcohol http://statelaws.findlaw.com/nebraska-law/nebraska-criminal-laws/ http://sadd.org/stats.htm www.drugfreeworld.org Videos: YouTube- <i>Consequences of Drunk Driving...a true story</i> YouTube- <i>Best MADD Anti DUI Commercial Ever</i> YouTube- <i>Cymbalta Commercial (real one)</i> YouTube- <i>Teen Drug and Alcohol Abuse Video</i></p>	<p>Reviewing YPS policy on drugs/alcohol on property and in sports Paragraph reflection on teenagers and drugs and alcohol article Sam Spady Reflection Paper Intervention group project Vocabulary Knowing the Trends Worksheet</p>

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			<p>5.12.4 Evaluate positive alternatives to alcohol or drug use.</p> <p>8.12.2 Demonstrate how to effectively persuade and encourage others not to use alcohol or other drugs.</p> <p>8.12.3 Describe ways to support friends and family members who choose not to drink alcohol or use other drugs.</p> <p>8.12.4 Advocate for others not to use alcohol or other drugs when driving or riding in a car.</p> <p>8.12.5 Support individuals and families experiencing addiction to alcohol or other drugs and who are trying to quit.</p>					

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Healthy Eating (HE)	<p>HE 4. Choose to eat whole grain products and fat-free or low-fat milk or equivalent milk products regularly.</p> <p>HE 6. Limit foods and beverages high in added sugar, solid fat, and sodium</p> <p>HE 8. Eat healthy snacks.</p> <p>HE 9. Eat healthy foods when dining out.</p> <p>HE 10. Prepare food in healthful ways.</p> <p>HE 11. Balance caloric intake with caloric expenditure.</p> <p>HE 12. Follow an eating plan for healthy growth and development.</p> <p>HE 13. Support others to eat healthy.</p>	<p>Knowledge Expectations 1.12.3 (9th Health) 1.12.4 (9th Health) 1.12.5 (9th Health) 1.12.12 (9th Health) 1.12.14 (9th Health) 1.12.15 (9th Health) Skill Expectations 2.12.3 (9th Health) 2.12.7 (9th Health) 2.12.8 (9th Health) 2.12.9 (9th Health) 3.12.1 (9th Health) 3.12.6 (9th Health) 5.12.3 (9th Health) 5.12.4 (9th Health)</p>	<p>1.12.3 Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.</p> <p>1.12.4 Analyze the benefits of healthy eating.</p> <p>1.12.5 Explain food sources that provide key nutrients.</p> <p>1.12.12 Describe the importance of healthy eating and physical activity in maintaining a healthy weight.</p> <p>1.12.14 Describe healthy and risky approaches to weight management.</p> <p>1.12.15 Explain the effects of eating disorders on healthy growth and development.</p> <p>2.12.3 Analyze how peers influence food choices.</p> <p>2.12.7 Analyze the influence of culture and media on body image and the subsequent effects on eating behavior.</p> <p>2.12.8 Analyze how personal economics influence food choices.</p> <p>2.12.9 Analyze how school policy can influence healthy or unhealthy eating.</p> <p>3.12.1 Differentiate between accurate and inaccurate nutrition information.</p> <p>3.12.6 Analyze claims of performance-enhancing drugs and nutrition supplements on performance in physical activities.</p> <p>5.12.3 Demonstrate the ability to select healthy from unhealthy foods on a fast food restaurant menu.</p> <p>5.12.4 Analyze the consequences of an unhealthy diet.</p>	<p>16 Days (8 each) September -October</p>	<p>October</p>	<p>Classroom Objective or Online Assessment via Socrative.com</p>	<p>Glencoe Health Book</p> <p>Dietary Guidelines for America</p> <p>Powerpoint</p> <p>Movie: <i>Supersize Me</i></p> <p>Movie: <i>Food Inc</i></p> <p>Movie: <i>Food Inc</i></p> <p>“Weight of the Nation” for kids HBO series</p> <p>Websites:</p> <p>mypyramid.gov</p> <p>MHealthy.umich.edu</p> <p>www.sugarstacks.com</p> <p>subway.com</p> <p>socrative.com</p>	<p>Food Journal for the night</p> <p>Influences and Food Choices</p> <p>Movie: <i>Supersize Me</i></p> <p>Movie: <i>Food Inc</i></p> <p>The Truth About Childhood Obesity</p> <p>Food Label reading</p> <p>Discussions</p> <p>Nutrition Bingo</p> <p>Vocabulary</p> <p>Study Guide</p>

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Mental and Emotional Health (MEH)	MEH 4. Prevent and manage emotional stress and anxiety in healthy ways.	Knowledge Expectations 1.12.2 (9 th Health) 1.12.17 (9 th Health) Skill Expectations 2.12.1 (9 th Health) 2.12.6 (9 th Health) 5.12.1 (9 th Health) 6.12.3 (9 th Health)	1.12.2 Analyze the interrelationship of physical, mental, emotional, social and spiritual health. 1.12.17 Evaluate effective strategies for dealing with stress. 2.12.1 Analyze how mental and emotional health is influenced by peers, family, and cultural values. 2.12.6 Analyze strategies to minimize negative influences on mental and emotional health. 5.12.1 Analyze how mental and emotional health affects decision making. 6.12.3 Demonstrate the ability to set goals to prevent and manage stress.	8 Days (4 each) December	December		Glencoe Health Book Powerpoint Google Docs Movie: <i>Gracie's Choice</i>	Discussions Study Guide Vocabulary Quizzes Movie

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<p>Personal Health and Wellness (PHW)</p>	<p>PHW 3. Get an appropriate amount of sleep and rest. PHW 5. Prevent damage from the sun. PHW 6. Practice behaviors that prevent infectious diseases. PHW 7. Practice behaviors that prevent chronic diseases. PHW 8. Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy. PHW 9. Practice behaviors that prevent foodborne illnesses. PHW 10. Seek out help for common infectious diseases and chronic diseases and conditions.</p>	<p>Knowledge Expectations 1.12.2 (9th Health) 1.12.3 (9th Health) 1.12.4 (9th Health) 1.12.5 (9th Health) 1.12.9 (9th Health) 1.12.10 (9th Health) Skill Expectations 2.12.2 (9th Health) 2.12.3 (9th Health) 2.12.4 (9th Health) 5.12.3 (9th Health) 5.12.4 (9th Health) 7.12.1 (9th Health) 7.12.2 (9th Health) 7.12.6 (9th Health) 8.12.1 (9th Health) 8.12.2 (9th Health) 8.12.7 (9th Health)</p>	<p>1.12.2 Analyze the behavioral and environmental factors that contribute to the major chronic diseases. 1.12.3 Describe the relationships between poor eating habits and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. 1.12.4 Summarize how common infectious illnesses are transmitted by food, air, indirect contact, and person-to-person contact. 1.12.5 Analyze health practices to prevent the spread of foodborne illnesses, air-borne illnesses, illnesses spread through indirect contact, and illness spread through person-to-person contact. 1.12.9 Summarize personal strategies for minimizing potential harm from exposure to sun. 1.12.10 Analyze the benefits of rest and sleep for personal health. 2.12.2 Summarize how family and friends can influence healthy and unhealthy practices. 2.12.3 Evaluate various strategies used in the media to discourage and encourage healthy practices. 2.12.4 Evaluate the influence of the media, including advertisements, on the selection of personal health care products. 5.12.3 Analyze factors to consider when making decisions about body piercing and tattooing. 5.12.4 Evaluate positive outcomes for seeking regular medical screenings and examinations. 7.12.1 Demonstrate the proper steps to protect against harm from the sun. 7.12.2 Demonstrate how to keep food safe and prevent foodborne illness.</p>	<p>14 Days (7 each) April</p>	<p>April</p>	<p>Classroom Objective (SA) - via Google Form</p>	<p>Glencoe Health Book Powerpoint Technology: iPads QR Codes Facial Scanner Websites: cancer.org skincancer.org rightdiagnosis.com cdc.gov skincheck.org melanomaeducation.net</p>	<p>Skin Cancer Research paper Chapter 26, Lesson 2 (Cancer) Vocabulary Discussion Facial Scanner from 4 Corners Health Dept.</p>

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	<p>PHW 11. Seek out healthcare professionals for appropriate screenings and examinations.</p>		<p>7.12.6 Express intentions to develop a healthy practice such as washing hands regularly, avoiding or minimizing exposure to loud sounds including amplified music, getting adequate amount of sleep, exposing others to an infectious disease, and scheduling routine health screenings and examinations.</p> <p>8.12.1 Demonstrate ways to support friends and family who are trying to maintain or improve health practices.</p> <p>8.12.2 Educate family and peers to protect against vision and hearing damage and skin damage from the sun.</p> <p>8.12.7 Demonstrate support for other students who have chronic diseases and conditions, such as asthma, allergies, diabetes, and epilepsy.</p>					