

Monday and Friday P.E. Tuesday, Thursday classroom. Alternate Wednesday's

Timeline/ Marking Period	Cur. Standards	Learning Targets	Units and Chapters Vocabulary	Assessment
<p>1st Semester</p> <p>P.E. Class takes up 2 full weeks during the first semester</p> <p>Time to fitness test.</p> <p>Do skills Testing</p>	<p>Strand 1 Nutrition and Physical Activity</p> <p>Strand 5 Personal Health and Wellness</p>	<p>Distinguish between unhealthy and healthy ways to manage weight.</p> <p>Locate resources in community and internet for nutritional information, services and help with weight management and assess the validity of resources.</p> <p>Understand how to use food labels</p> <p>Prepare meal in accordance with the federal dietary guidelines</p> <p>Set goals for managing weight, physical activity and nutritional habits</p> <p>Develop a personal plan for improving nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight.</p> <p>Predict the health benefits of eating healthy and being physically active; and the potential health consequences of not doing so.</p> <p>Advocate for nutritional food choices and physical activity at school.</p> <p>Demonstrate the ability to access accurate information about personal health products.</p> <p>Describe health practices that can prevent the spread of illness.</p> <p>Apply knowledge about symptoms of illness to determine if medical care is needed.</p>	<p>Unit 1 You and Your Health Chapters 1,2</p> <p>Unit 2 Physical Fitness and Nutrition Chapters 3-7</p>	<p>Fitness Test</p> <p>Fitnessgram</p> <p>PACER</p> <p>Skill Related Test Balance Coordination Agility</p> <p>Written Quiz</p> <p>Vocab Test</p> <p>Group Skits</p>

		Analyze the importance of rest and sleep for personal health		
3rd Marking Period	<p>Strand 4 Social and Emotional Health</p> <p>Strand 3 Health Behaviors</p>	<p>Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.</p> <p>Describe the warning signs, risk factors, and protective factors for depression and suicide.</p> <p>Locate resources in one’s community and on the Internet for information and services regarding depression and suicide prevention; and analyze the validity of these resources.</p> <p>Demonstrate how to seek help for self or others when suicide may be a risk.</p> <p>Demonstrate the ability to express emotions constructively, including use of anger management skills.</p> <p>Apply decision-making and problem-solving steps to generate alternative solutions regarding social situations that could place one’s health or safety at risk.</p> <p>Predict the potential short- and long-term effects of each alternative on self and others, and defend the healthy choice(s).</p> <p>Demonstrate the ability to apply listening and assertive communication skills in</p>	<p>Unit 3 Mental and Emotional Health Chapters 8-10</p> <p>Unit 4 Family and Social Health Chapters 13,14</p>	<p>Vocab Test</p> <p>Test Review</p> <p>Written Test</p> <p>Video Interactions and questions</p> <p>Worksheets</p> <p>Class Discussions and Participation</p>

		<p>situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.</p> <p>Demonstrate how to respond constructively to the anger of others.</p> <p>Explain the effects of violence on individuals, families, communities, and our nation and describe the characteristics of situations which are dangerous, and those that must be reported to the authorities.</p> <p>Define and describe bullying, sexual violence, and sexual harassment, and their effects on individuals and communities.</p> <p>Describe the Michigan laws regarding bullying, sexual violence, and sexual harassment.</p> <p>Apply skills and strategies for avoiding and dealing with sexual harassment and exploitation, including when using the Internet.</p> <p>Assess characteristics of hypothetical relationships for warning signs of harm or abuse.</p> <p>Demonstrate the ability to use conflict resolution skills.</p>		
4th Marking Period	Strand 2 Alcohol, Tobacco and Other Drugs	<p>Locate resources in one's community and on the Internet for information and services regarding alcohol and tobacco use prevention and cessation; and assess the validity of these resources.</p> <p>Describe the short-term and long-term health consequences of alcohol, tobacco, and other drug use and clarify myths regarding the scope of alcohol, tobacco,</p>	Unit 5 Medicines and Drugs Chapters 26,24 Chapter 25	<p>Group Project/ Drug Abuse Presentations</p> <p>Vocab Test</p> <p>Test Review</p>

<p>4th Marking Period Cont.</p>	<p>Strand 6 HIV and Other Prevention</p> <p>Strand 7 Sexuality Education</p>	<p>and other drug use among adolescents.</p> <p>Demonstrate skills to avoid tobacco exposure and avoid or resist using alcohol, tobacco, and other drugs.</p> <p>Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs as well as analyze internal and external pressures to use alcohol, tobacco, and other drugs.</p> <p>Apply decision-making and problem-solving steps to hypothetical problems related to alcohol, tobacco, and other drug use.</p> <p>Analyze the rates of sexually transmitted infections (STIs) among teens. Summarize the symptoms, modes of transmission, consequences, and methods to prevent HIV and other STIs, and conclude that abstinence is the most effective way to avoid HIV or other STIs. Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment of HIV and other STIs.</p> <p>Analyze common behaviors and situations to eliminate or reduce risks related to HIV and other STIs.</p> <p>Describe routine medical screening and examinations for maintaining reproductive health, and medical tests for pregnancy, HIV, and other STIs: who should be tested, the procedures used, and the importance of early detection and care.</p> <p>Apply and demonstrate strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs.</p>	<p>Unit 6 Reproductive Health Diseases and Disorders</p> <p>Chapter 19 Chapters 29,30</p>	<p>Written Test</p> <p>Worksheets</p> <p>Class Discussions and Participation</p> <p>Vocab Test</p> <p>Test Review</p> <p>Written Test</p> <p>Worksheets</p> <p>Class Discussions and Participation</p>
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