



# WELLNESS 1

Lee Academy Official Curriculum  
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## **Course Description:**

Wellness 1 consists of an introduction to personal lifelong fitness concepts, assessment of personal fitness levels, and development and implementation of a personal fitness plan based on each student's individual fitness level assessed by the Presidential Fitness Standards. Students will learn to navigate the Fitness Center with proper and effective use of the exercise equipment available at Lee Academy. Students will be introduced to and will participate in non-traditional individual, recreational and life-long physical fitness activities. Upon completion of this course students will have a basic understanding of how to set up a fitness plan and the value of participation in lifelong physical activities.

Students will be given valuable knowledge and skills to thrive physically, mentally, emotionally, and socially. Students will develop and practice the skills required to maintain health-enhancing and safe behaviors that protect and promote health, and reduce health risks. Such skills include making smart and healthy decisions when dealing with the life issues such as of goal setting, decision-making, stress management, refusal and conflict management skills, analyzing the reliability and validity of social media as well as proper nutrition, relationships, sexuality, body systems, STD's, HIV/Aids, drugs, alcohol and tobacco.

## **Primary Textbook & Other Major Content:**

## **Major standards that are ongoing in each unit:**

### **A. HEALTH CONCEPTS**

A1: Healthy Behaviors and Personal Health Component: Students predict how behaviors can impact health status.

A2: Dimensions of Health Component: Students analyze the interrelationship of physical, mental/intellectual, emotional, and social health.

A4: Environment and Personal Health Component: Students determine the interrelationship between the environment and other factors and personal health.

A5: Growth and Development Component: Students describe the characteristics of human growth and development throughout the various stages of life.

A6: Health Concepts Component: Students analyze complex health concepts related to personal health. Component: Students analyze complex health concepts related to family life. Component: Students analyze complex health concepts related to safety and injury prevention.

### **B. HEALTH INFORMATION, PRODUCTS, AND SERVICES**

B1: Validity of Resources Component: Students evaluate the validity of health information, products, and services. Component: Students evaluate the accessibility of health information, products, and services.

B2: Locating Health Resources Component: Students access valid and reliable health information.

### **C. HEALTH PROMOTION AND RISK REDUCTION**

C1: Healthy Practices and Behaviors Component: Students demonstrate healthy practices and/or behaviors to maintain or improve the health of self and others in the area of physical activity.

C2: Avoiding/Reducing Health Risks Component: Students demonstrate a variety of behaviors to avoid or reduce health risks to self. Component: Students demonstrate

a variety of behaviors to avoid or reduce health risks to others.

**D. INFLUENCES ON HEALTH**

D1: Influences on Health Practices/Behaviors Component: Students analyze and evaluate influences on health and health behaviors

**E. COMMUNICATION AND ADVOCACY SKILLS**

E1: Interpersonal Communication Skills Component: Students utilize skills for communicating effectively with family, peers, and others to enhance health.

E2: Advocacy Skills Component: Students demonstrate ways to influence and support others in making positive health choices.

**F. DECISION-MAKING AND GOAL-SETTING SKILLS**

F2: Goal-Setting Component: Students develop a plan to attain a personal health goal.

F3: Long-Term Health Plan Component: Students formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies.

**H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE**

H1: Fitness Assessment Component: Students participate in a health-related fitness assessment to establish personal fitness goals.

H2: Health-Related Fitness Plan Component: Students design a personal fitness plan, from established goals, that applies the five health-related fitness components and the principles of training (specificity, overload, and progression).

H3: Fitness Activity Component: Students select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components.

I1: Cooperative Skills Component: Students demonstrate collaborative skills while participating in physical activities.

I2: Responsible Behavior Component: Students demonstrate responsible and ethical personal behavior while participating in physical activities.

I3: Safety Rules and Rules of Play Component: Students predict how etiquette/rules improve games/activities.

<b>Unit Number 1:</b>	<b>Unit Name:</b> Physical Fitness Testing & Individual Assessment.			
<b>Number of 80-Min. Classes: 5</b>  Topics; - Heights & Weights - Health-Related & Skill-Related - Fitness Components - Individual Physical Fitness Testing - Presidential Fitness Challenge. - Personal Strengths & Area of Improvements	<b>Essential Questions:</b>  - What is your current height and weight? - What is your BMI? - Using circumference measurements, what is your "fat" percent - What are the Health-Related Fitness Components? - What are the Skill-Related Fitness Components? - Explain each of the Fitness Components. - What is the relationship between the fitness tests and the Health-Related & Skill-Related Components? - Students participate in the Presidential Fitness Challenge:			

	<p>Mile Run, Sit &amp; Reach, Shuttle Run, Pull-Ups/Flex, Curls-Ups, Push-Up - Why do we use the Presidential Fitness Test and standards?</p> <p>- Based on the Presidential Fitness test, What are your areas of strengths and areas you need to improve on?</p>			
<p><b>Maine Learning Results &amp; Common Core Standards</b></p> <p><b>G. MOVEMENT/MOTOR SKILLS AND KNOWLEDGE</b> G3: Skill-Related Fitness Components Component: Students explain the relationship of skill-related fitness components to specialized movement skills.</p> <p><b>H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE</b> H1: Fitness Assessment Component: Students participate in a health-related fitness assessment to establish personal fitness goals.</p> <p><b>H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE</b> H2: Health-Related Fitness Plan Component: Students design a personal fitness plan, from established goals, that applies the five health-related fitness components and the principles of training (specificity, overload, and progression).</p>	<p><b>Objectives: Skills &amp; Knowledge</b></p> <p><i>- The student will find their height and weight, BMI and body fat percent.</i></p> <p><i>The student will be able to evaluate and assess their overall fitness level.</i></p> <p><i>- The student will be able explain the relationship of the Skill-Related Fitness Components and Health-Related Fitness Components to the the specific fitness test .</i></p>	<p><b>Major Content &amp; Sources</b></p> <p>Presidential Fitness Challenge:_ <a href="http://www.presidentschallenge.org/">http://www.presidentschallenge.org/</a></p> <p>BMalculator:_ <a href="https://www.presidentschallenge.org/motivated/bmi-calc.php">https://www.presidentschallenge.org/motivated/bmi-calc.php</a></p> <p><a href="#">Fit for Life</a></p> <p>Live Fit: <a href="http://www.livefit4life.net/bmi/">http://www.livefit4life.net/bmi/</a></p>	<p><b>Sample Lessons</b></p>	<p><b>Assessments</b></p> <p><b>Formative:</b> 1. Discussion and explanation of BMI norms. 2. Discussion and explanation of Circumference measurements and body fat percentages for men and women. 3. Discussion and explanation of the differences between BMI and Body Fat Percentages.</p> <p><b>Summative:</b> 1. Students will self assess and evaluate their personal strengths and areas of improvement based on their individual results of the Presidential Fitness testing. 2. Students will compare their results to personal records as well as to the Presidential and National Physical Fitness Standards. 3. Record and Print Physical Fitness Pre-Test results online at Presidential Fitness Challenge: <a href="http://www.presidentschallenge.org/">http://www.presidentschallenge.org/</a></p>

<b>Unit Number 2:</b>	<b>Unit Name:</b> Physical Fitness Training & Activities.			
<b>Number of 80-Min. Classes:</b> 5  Topics: - Lecture: Introduction to - Weight Room <b>TYPES of Workouts</b> - Circuit Training w/ Weights - Circuit Training to introduce a variety of exercises & workout equipment. - Intro to Free Weight Lifts - Cardio Walk/Run Workout - Hiking for fitness - Lecture: Proper Workout Progression - Weight Lifting Finding 1RM Uppers   Lower / Cardio	<b>Essential Questions</b>  - What are the safety procedures in the weight room? - What is proper etiquette and common courtesy when using the weight room? - Define: set, repetition, 1RM, upper body lifts, lower body lifts, cardio? - Explain the proper progression to a successful workout. - What is circuit training? - What are some of the equipment that can be used when circuit training? Why are each of these used? - What are the free weight lifts and what is resistance training?			
<b>Maine Learning Results &amp; Common Core Standards</b>  <b>G. MOVEMENT/MOTOR SKILLS AND KNOWLEDGE</b> G2: Movement Skills Component: Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity. <b>G. MOVEMENT/MOTOR SKILLS AND KNOWLEDGE</b> G4: Skill Improvement Component: Students design appropriate practice sessions, utilizing fundamental movement skills to improve performance. <b>H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE</b> I1: Cooperative	<b>Objectives: Skills &amp; Knowledge</b>  - <i>The student will be able to find their 1RM for specific weight machines and lifts, Calculate 65% of 1RM with online 1RM calculator, and Record 1RM and 65% of 1RM on Weight Lifting Log</i> - <i>The student will know how to properly use all weight room equipment and machines.</i> - <i>The student will have a good understanding of how to safely move around the weight room.</i> - <i>The student will be able to explain the proper workout progression.</i> - <i>The student will be able to explain the exercises for upper and lower body lifts.</i> - <i>The student will be able to identify major muscle groups to match with specific exercises.</i> - <i>The student will be able to perform</i>	<b>Major Content &amp; Sources</b>  <i>Model and Demonstrate of each Free Weight lifts</i> <a href="http://www.youtube.com/watch?v=jpXqVba1mFo&amp;NR=1">http://www.youtube.com/watch?v=jpXqVba1mFo&amp;NR=1</a>  <i>One Rep Mx Calculator</i> <a href="http://www.timinvermont.com/fitness/orm.htm">http://www.timinvermont.com/fitness/orm.htm</a>  <i>Circuit Training</i> <a href="http://www.brianmac.co.uk/circuit.htm">http://www.brianmac.co.uk/circuit.htm</a> How to Build the Perfect Circuit Workout <a href="http://www.huffingtonpost.com/2012/03/14/circuit-workout_n_1311244.html#s7">http://www.huffingtonpost.com/2012/03/14/circuit-workout_n_1311244.html#s7</a>	Sample Lessons	<b>Assessments</b>  <b>Formative:</b> - Students will work in a small groups finding their 1 rep. max for all upper b/lower body lifts and calculate 65% of their 1RM. - The instructor will evaluate the student through observation, keeping an instruction data checklist on how to properly use the weight room and exercise facilities. - Students will participate in peer evaluations on proper lift technique. <b>Summative:</b> - Students will be given a written exam with multiple choice, T/F, fill in the blank and short essay questions over Physical Fitness, terms, muscle groups, and specific exercises

<p>Skills Component: Students demonstrate collaborative skills while participating in physical activities.</p> <p><b>H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE I2:</b> Responsible Behavior Component: Students demonstrate responsible and ethical personal behavior while participating in physical activities.</p> <p><b>H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE I3:</b> Safety Rules and Rules of Play Component: Students predict how etiquette/rules improve games/activities.</p>	<p><i>free weight lifts - Hang Clean, power Clean • squats • Rack Shrug • Push Press</i></p> <p><i>- The student will perform each lift/exercise introduced practicing proper technique.</i></p> <p><i>- What is the difference between aerobic and anaerobic activity? Give examples of each.</i></p>	<p><a href="#">41707&amp;title=Step_1_Select</a></p> <p><i>Walking Workout - Web MD</i></p> <p><a href="http://www.webmd.com/fitness-exercise/guide/walking-for-exercise?ecd=wnl_fit_111910">http://www.webmd.com/fitness-exercise/guide/walking-for-exercise?</a></p> <p><a href="#">ecd=wnl_fit_111910</a></p>		
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<b>Unit Number 3:</b>	<b>Unit Name:</b> Personal Fitness Action Plan			
<p><b>Number of 80-Min. Classes:</b> 18</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>- Personal Fitness Plan</li> <li>- Personal goals</li> <li>- Workout Progression</li> <li>- FITT Principle</li> <li>- Implementation of Workout</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>- How would you describe your overall cardiovascular fitness level?</li> <li>- How would you describe your overall muscular strength/ endurance level?</li> <li>- Based on your fitness testing and current fitness level, what do you think would be a realistic goal for you to improve or maintain your fitness level?</li> <li>- What type of physical activity and what type of exercises do you need to do to meet your goal?</li> <li>- Does your workout plan follow the criteria - Warm-up, Workout, Cool-Down, and is it based on the FITT principles?</li> </ul>			
<b>Maine Learning Results &amp; Common Core Standards</b>	<p><b>Objectives: Skills &amp; Knowledge</b></p> <ul style="list-style-type: none"> <li>- <i>The student will assess their fitness</i></li> </ul>	<p><b>Major Content &amp; Sources</b></p> <ul style="list-style-type: none"> <li>- Personal Online Fitness Training</li> </ul>	<b>Sample Lessons</b>	<p><b>Assessments</b></p> <p><b>Formative:</b></p>

<p><b>F. DECISION-MAKING AND GOAL-SETTING SKILLS</b>  F2: Goal-Setting Component: Students develop a plan to attain a personal health goal.  <b>F. DECISION-MAKING AND GOAL-SETTING SKILLS</b>  F3: Long-Term Health Plan Component: Students formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies.  <b>H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE</b>  H2: Health-Related Fitness Plan Component: Students design a personal fitness plan, from established goals, that applies the five health-related fitness components and the principles of training (specificity, overload, and progression).  <b>H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE</b>  H3: Fitness Activity Component: Students select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components.  <b>H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE</b>  I1: Cooperative Skills Component: Students demonstrate collaborative skills while participating in physical activities.  <b>H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE</b>  I2: Responsible Behavior Component: Students demonstrate responsible and ethical personal behavior while participating in physical activities.  <b>H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE</b>  I3: Safety Rules and Rules of Play Component: Students predict how etiquette/rules improve games/activities.</p>	<p><i>level and write a personal cardiovascular fitness goal based on their Mile Run time from the Presidential Fitness test.</i>  - <i>The student will write a personal muscular strength/endurance goal based on their Presidential Fitness test.</i>  - <i>The Student will assess their fitness level and write a step by step Personal Action Plan with a Specific Warm-Up, the actual Workout - including the FITT Principle as a guideline and with the Progression of Overload explained, and a specific Cool-Down.</i>  -<i>The Student will implement their personal workout action plan trying to reach their individual cardio and and muscular endurance/strength goals.</i>  - <i>The Student will keep a daily Activity Log of Physical Activity and their personal workouts for 4 weeks, and will adjust their plan as needed to meet personal needs.</i></p>	<p><a href="http://www.workoutsforyou.com/article_fitt.htm">http://www.workoutsforyou.com/article_fitt.htm</a>  - The FITT Principle of Training  <a href="http://www.sport-fitness-advisor.com/fitt-principle.html">http://www.sport-fitness-advisor.com/fitt-principle.html</a>  - Fitness Through Exercise Health-Related Fitness Components  <a href="http://www.fitnessthroughexercise.com/health-related-fitness.htm">http://www.fitnessthroughexercise.com/health-related-fitness.htm</a>  - Live Strong.com  5 Skill Related Components of Physical Fitness  <a href="http://www.livestrong.com/article/506917-5-skill-related-components-of-physical-fitness/">http://www.livestrong.com/article/506917-5-skill-related-components-of-physical-fitness/</a></p>		<p>- Students will keep a weight lifting record chart of weights lifted, number of reps and sets for all exercises performed  - The instructor will evaluate the student through observation, keeping an instruction data checklist while students are implementing their personal workout plan.  - Exit Cards will be given periodically to students for individual responses to a question, to solve a problem, or summarized their understanding after a particular learning experience.  - <b>Summative:</b>  - Students will self assess and evaluate their personal strengths and areas of improvement based on their individual results of the Presidential Fitness Pre-testing.  - Students will compare their results to personal records as well as to the Presidential and National Physical Fitness Standards.</p>
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<b>Unit Number 4:</b>	<b>Unit Name:</b> Physical Fitness Post-Test			
<b>Number of 80-Min. Classes: 3</b>  Topics: Post Fitness Test Evaluate and assess fitness level Personal Goals	<b>Essential Questions:</b>  - Did you improve any of your scores on any of the fitness tests? - Did you reach any of your goals that you set for yourself? - Based on your post test results do you see any improvement in your overall fitness level? - What would you change in your current workout plan to help you reach or maintain your goals?			
<b>Maine Learning Results &amp; Common Core Standards</b>  <b>G. MOVEMENT/MOTOR SKILLS AND KNOWLEDGE</b> G2: Movement Skills Component: Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity. <b>H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE</b> I1: Cooperative Skills Component: Students demonstrate collaborative skills while participating in physical activities. <b>H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE</b> I2: Responsible Behavior Component: Students demonstrate responsible and ethical personal behavior while participating <b>H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE</b> H4: Physical Activity Benefits Component: Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regular participation in physical activity.	<b>Objectives: Skills &amp; Knowledge</b>  - The Student will participate in the Post Presidential Fitness Challenge: Mile Run, Sit & Reach, Shuttle Run, Pull-Ups/Flex, Curls-Ups, Push-Up - Based on the Post Presidential Fitness test the student will assess their current fitness level and see if they have met any of their goals.	<b>Major Content &amp; Sources</b>  Presidential Fitness Challenge: <a href="http://www.presidentschallenge.org/">http://www.presidentschallenge.org/</a>	<b>Sample Lessons</b>	<b>Assessments</b>  <b>Formative:</b> Students will participate in all five Presidential Fitness Tests to get Post-Test results. <b>Summative:</b> - Students will Record and Print Presidential Fitness challenge Post-Test results online at: <a href="http://www.presidentschallenge.org/">http://www.presidentschallenge.org/</a> - Students will write an essay comparing their Pre-test and Post-test results assessing if they have reached either of their fitness goals.

<b>Unit Number 5:</b>	<b>Unit Name:</b> Racket Sports			
<p><b>Number of 80-Min. Classes: 12</b></p> <p>Topic: Introduce Badminton  Topic: Different types of strokes  Topic: Serving.  Topic: Introduce Pickle Ball  Topic: Hits and Serving  Topic: Introduce Table Tennis  Topic: Shots and Serving  Topic: Tournament of 3 Sports</p>	<p><b>Essential Questions:</b>  The questions are endless to this unit - here are a few examples:  - What are the different types of strokes in Pickle Ball?  - How did the game of Pickle Ball come about?  - Explain the basic steps to serving the ball in Pickle Ball, Badminton, and Ping Pong?  - What is the object of the game of badminton?  - What is the object of the game of Ping Pong?  - What is the object of the game of Badminton?  How many times can a birdie be hit in a row by one team?  - What is another name used for the birdie?  - What score are games played to in ping pong, pickle ball and badminton?  Explain the serving process for each racket sport?</p>			
<p><b>Maine Learning Results &amp; Common Core Standards</b>  G. MOVEMENT/MOTOR SKILLS AND KNOWLEDGE G1: Stability and Force Component: Students change their motion by applying the principles of stability and force to modify their performance in games/physical activities.  Component: Students change the motion of objects by applying the principles of stability and force to modify their performance in games/physical activities.  G. MOVEMENT/MOTOR SKILLS AND KNOWLEDGE G2: Movement Skills  Component: Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity.  G. MOVEMENT/MOTOR SKILLS AND KNOWLEDGE G4: Skill Improvement Component: Students</p>	<p><b>Objectives: Skills &amp; Knowledge</b>  <i>-The student will learn the rules and game strategies of badminton, pickle ball and badminton.</i>  <i>-The Student will learn the different types of shots or hits used in the game of badminton (drop shots, drives, smashes and lobs).</i>  <i>-The Student will learn how to properly serve a shuttle cock and also the strategies behind the serve. They will practice the lob serve and drop serve.</i>  <i>- Students will learn the different types of hits in pickle ball (drive, lob, smash, drop) and will also learn how to properly serve.</i>  <i>- Students will learn the different types of shots in table tennis and how to serve as well.</i>  <i>-Students will participate in a 3 way tournament in all three activities (Badminton, Table Tennis, Pickle Ball).</i></p>	<p><b>Major Content &amp; Sources</b></p> <p>- How to play table tennis.  <a href="http://www.wikihow.com/Pickleball">http://www.wikihow.com/Pickleball</a>  <a href="http://www.wikihow.com/How-to-Play-Table-Tennis">http://www.wikihow.com/How-to-Play-Table-Tennis</a></p> <p>- How to play Pickle Ball  <a href="http://pickleball.com/pages/rules-how-to-play-the-game">http://pickleball.com/pages/rules-how-to-play-the-game</a></p> <p>- Badminton Information  <a href="http://www.badminton-information.com/10_rules_of_badminton.html">http://www.badminton-information.com/10_rules_of_badminton.html</a></p> <p>Badminton Bible  <a href="http://www.badmintonbible.com/articles/rules/simple.p">http://www.badmintonbible.com/articles/rules/simple.p</a></p>	<p><b>Sample Lessons</b></p>	<p><b>Assessments</b></p> <p><b>Formative:</b>  - Students will work in small groups to check for understanding of the rules, practice skills and score keeping for each racket sport.  - Students will participate in a singles and doubles competition at the end of the unit.</p> <p><b>Summative:</b>  - Students will be given a written exam with multiple choice, T/F, fill in the blank and short essay questions over the rules of badminton, pickle ball and table tennis.  - Exit Cards will be given periodically to students for individual responses to a question, to solve a problem, or summarized their understanding after a particular learning experience.</p>

<p>design appropriate practice sessions, utilizing fundamental movement skills to improve performance.</p> <p>H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE I1: Cooperative Skills Component: Students demonstrate collaborative skills while participating in physical activities.</p> <p>H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE I2: Responsible Behavior Component: Students demonstrate responsible and ethical personal behavior while participating in physical activities.</p> <p>H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE I3: Safety Rules and Rules of Play Component: Students predict how etiquette/rules improve games/activities.</p>		<p><a href="#">hp</a></p> <p>- Pickle Ball Instructional Video  <a href="https://www.youtube.com/watch?v=Cxd-rbBxALE">https://www.youtube.com/watch?v=Cxd-rbBxALE</a></p>		
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<b>Unit Number 6</b>	<b>Unit Name:</b> The Body Systems Review			
<p><b>Number of 80-Min. Classes:</b> 8</p> <p>Topics: Body Systems</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>- What have you done today that impacted your health?</li> <li>- What are the 11 body systems?</li> <li>- What are the functions and organs of each body system?</li> </ul>			
<p><b>Maine Learning Results &amp; Common Core Standards</b></p> <p><b>A. HEALTH CONCEPTS</b> A4: Environment and Personal Health Component: Students determine the interrelationship between the environment and other factors and personal health.</p> <p><b>A. HEALTH CONCEPTS</b> A5: Growth and Development Component: Students describe the characteristics of human growth and development throughout the various stages of</p>	<p><b>Objectives: Skills &amp; Knowledge</b></p> <ul style="list-style-type: none"> <li>- <i>The student will review the 11 body systems with a closer look at the skeletal and muscular systems using sports medicine as a way to look at the body.</i></li> <li>- <i>The student will understand and discuss the interrelationship of body systems and the symbiosis between the body systems.</i></li> <li>- <i>The student will brainstorm and discuss the Impact of personal health practices on body system.</i></li> <li>- <i>The student will explain the</i></li> </ul>	<p><b>Major Content &amp; Sources</b></p> <ul style="list-style-type: none"> <li>- Flu Attack, How a Virus Invades your Body.  <a href="https://www.youtube.com/watch?v=Rpj0emEGShQ&amp;feature=fvwrel">https://www.youtube.com/watch?v=Rpj0emEGShQ&amp;feature=fvwrel</a></li> <li>- The Human Body Systems  <a href="http://www.the-human-body.net/systems.html">http://www.the-human-body.net/systems.html</a></li> </ul>	<p><b>Sample Lessons</b></p>	<p><b>Assessments</b></p> <p>Formative: - Students will keep a journal from each lecture, discussion and video about each of the 11 body systems</p> <p>Summative: - Students will be given a written exam with multiple choice, T/F, fill in the blank and short essay questions over the 11 body system functions and basic organs of each.</p>

<p>life.</p> <p><b>A. HEALTH CONCEPTS</b> A6: Health Concepts Component: Students analyze complex health concepts related to family life.</p> <p><b>B. HEALTH INFORMATION, PRODUCTS, AND SERVICES</b> B1: Validity of Resources Component: Students evaluate the validity of health information, products, and services.</p>	<p><i>functions of various parts of each body system.</i></p>			
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<p><b>Unit Number 7:</b></p>	<p><b>Unit Name:</b> Mental Wellness - Healthy Relationships</p>			
<p><b>Number of 80-Min. Classes:</b> 4</p> <p>Topics: Emotional Differences Personality types Marriage- Gender differences and Positive/Negative behaviors Communication skills</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>- What are the emotional differences between male and female needs in a healthy relationship?</li> <li>- What is your personality type?</li> <li>- What does a healthy marriage/relationship look like?</li> <li>- What are the five filters to being a skillful communicator?</li> </ul>			
<p><b>Maine Learning Results &amp; Common Core Standards</b></p> <p><b>A. HEALTH CONCEPTS</b> A6: Health Concepts Component: Students analyze complex health concepts related to personal health. Component: Students analyze complex health concepts related to safety and injury prevention.</p> <p><b>D. INFLUENCES ON HEALTH</b> D2: Technology and Health Component: Students evaluate the impact of technology, including medical technology, on personal health. Component: Students evaluate the impact of technology, including medical technology, on family health. Component: Students evaluate the impact of technology, including medical technology, on community health.</p> <p><b>E. COMMUNICATION AND ADVOCACY SKILLS</b></p>	<p><b>Objectives: Skills &amp; Knowledge</b></p> <ul style="list-style-type: none"> <li>- <i>The student will explore many aspects of healthy relationships through individual and group activities.</i></li> <li>- <i>The student will brainstorm positive/negative relationship behaviors between males and females</i></li> <li>- <i>The student will participate in activities and roleplaying that are modeled after Maine Learning Result requirements concerned with goal-setting, stress management and communication skills.</i></li> <li>- <i>The student will list and discuss The Five Filters to being a skillful communicator: Inattention, Emotional States, Beliefs and Expectations, Differences in Style, and Self-Protection</i></li> </ul>	<p><b>Major Content &amp; Sources</b></p> <ul style="list-style-type: none"> <li>- maineteentalk.org</li> <li>- YouTube Videos</li> <li>*More Teen Daters in Danger</li> <li>*Break the Silence - Stop the Violence</li> <li>*Teens Teaching Teens: Dating Abuse &amp; Healthy Relationships</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>● PBS Frontline - "The Lost Children of Rockdale County"</li> <li>● <a href="http://www.pbs.org/wgbh/pages/frontline/shows/georgia/index.html">http://www.pbs.org/wgbh/pages/frontline/shows/georgia/index.html</a></li> <li>● Planned Parenthood - "Teenwire"</li> </ul>	<p><b>Sample Lessons</b></p>	<p><b>Assessments</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Students will participate in a variety of role playing activities that are based on the different types of teen relationships and different situation that may occur.</li> <li>- Students will participate in class discussions over class lectures, videos and current teen issues.</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>- Exit Cards will be given periodically to students for individual responses to a question, to solve a problem, or summarized their understanding after a particular learning experience.</li> </ul>

<p>E1: Interpersonal Communication Skills Component: Students utilize skills for communicating effectively with family, peers, and others to enhance health.</p>		<ul style="list-style-type: none"> <li>● <a href="http://www.teenwire.org">http://www.teenwire.org</a></li> <li>● American Social Health Association - "Iwannaknow.org"</li> <li>● <a href="http://iwannaknow.org">http://iwannaknow.org</a></li> <li>● Network for Family Life Education - "Sex, Etc."</li> <li>● <a href="http://www.sexetc.org">http://www.sexetc.org</a></li> <li>● National Campaign To Prevent Teen Pregnancy</li> <li>● <a href="http://www.teenpregnancy.org">http://www.teenpregnancy.org</a></li> <li>● Dr. Drew</li> <li>● <a href="http://www.drdrew.com">http://www.drdrew.com</a></li> <li>● GYN101</li> <li>● <a href="http://www.gyn101.com">http://www.gyn101.com</a></li> </ul>		
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<p><b>Unit Number 8:</b></p>	<p><b>Unit Name:</b> Reproductive Health</p>			
<p><b>Number of 80-Min. Classes:</b> 4</p> <p>Topic:  - Gender differences - Caring for the Reproductive system/self-exams.  - Physiology of male/female reproductive system  - Conception, prenatal development, birth process.  - Health services  - Methods of birth control  - Abstinence</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>- What are the main parts and functions of the female reproductive system?</li> <li>- What are the main parts and functions of the male reproductive system?</li> <li>- What are the health services available for teens in our community including costs and issues of confidentiality?</li> <li>- Explain the stages, parts and functions involved in prenatal development and the birth process.</li> <li>- What are the different types of birth control?</li> </ul>			

	- Why do people choose abstinence and what are the main points and the main advantages to remaining abstinent.			
<b>Maine Learning Results &amp; Common Core Standards</b>  <b>A. HEALTH CONCEPTS</b> A5: Growth and Development Component: Students describe the characteristics of human growth and development throughout the various stages of life. <b>1C. HEALTH PROMOTION AND RISK REDUCTION</b> C: Healthy Practices and Behaviors Component: Students demonstrate healthy practices and/or behaviors to maintain or improve the health of self and others in the area of prevention of unintended pregnancy. <b>D. INFLUENCES ON HEALTH</b> D1: Influences on Health Practices/Behaviors Component: Students analyze and evaluate influences on health and health behaviors. <b>E. COMMUNICATION AND ADVOCACY SKILLS</b> E1: Interpersonal Communication Skills Component: Students utilize skills for communicating effectively with family, peers, and others to enhance health.	<b>- Objectives: Skills &amp; Knowledge</b>  <i>The student will have a good understanding of the basic biology of human reproduction as well as conception, prenatal development and birth.</i> - <i>The student will participate in Self exams and medical care of the reproductive system.</i> - <i>The student will know the basic anatomy and functions of the male/female reproductive systems.</i> - <i>The student will have a good understanding of the different types of birth control.</i> - <i>The student will brainstorm the main points and the main advantages to remaining abstinent.</i> - <i>The student will be able to explain the different types of birth control and will give an example of each.</i>	<b>Major Content &amp; Sources</b>	<b>Sample Lessons</b>	<b>Assessments</b>  <b>Formative:</b> - Students will participate in class discussions over class lectures, videos and current teen issues. - Students will work with a partner to develop an informational Brochure over a specific topic of their choice related to reproductive health.  <b>Summative:</b> - Exit Cards will be given periodically to students for individual responses to a question, to solve a problem, or summarized their understanding after a particular learning experience.

<b>Unit Number 9:</b>	<b>Unit Name:</b> STD's - Sexually Transmitted Infections			
<b>Number of 80-Min. Classes:</b> 4 Topic: - History of STI epidemic - Different types and categories of STI's - Symptoms of specific STI's - What are the different ways each STI is contracted and transmitted.	<b>Essential Questions:</b>  - Choose one STI to research Give a description of the STI. How is this STI transmitted? How common is this STI? What are the symptoms of this STI? What is the treatment of this STI? What if this STI goes untreated?			

<p>- STi Treatments and symptoms</p>	<p>- What does it mean to be HIV positive? -What is the difference between HIV and AIDS?</p>			
<p><b>Maine Learning Results &amp; Common Core Standards</b></p> <p><b>A. HEALTH CONCEPTS</b> A1: Healthy Behaviors and Personal Health Component: Students predict how behaviors can impact health status.</p> <p><b>A. HEALTH CONCEPTS</b> A6: Health Concepts Component: Students analyze complex health concepts related to family life.</p> <p><b>C. HEALTH PROMOTION AND RISK REDUCTION</b> C2: Avoiding/Reducing Health Risks Component: Students demonstrate a variety of behaviors to avoid or reduce health risks to self. Component: Students demonstrate a variety of behaviors to avoid or reduce health risks to others.</p> <p><b>D. INFLUENCES ON HEALTH</b> D1: Influences on Health Practices/Behaviors Component: Students analyze and evaluate influences on health and health behaviors.</p> <p><b>E. COMMUNICATION AND ADVOCACY SKILLS</b> E1: Interpersonal Communication Skills Component: Students utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <p><b>E. COMMUNICATION AND ADVOCACY SKILLS</b> E2: Advocacy Skills Component: Students demonstrate ways to influence and support others in making positive health choices.</p>	<p><b>Objectives: Skills &amp; Knowledge</b></p> <p>- <i>The student will have a good understanding of the history of STIs, an overview of all common STIs.</i></p> <p>- <i>The student will have a good understanding of each STI with information about symptoms, transmission, treatment options and prenatal effects.</i></p> <p><i>The student will know what the differences are between HIV and Aids.</i></p>	<p><b>Major Content &amp; Sources</b></p> <p>Many Youtube videos available:</p> <p>- STD Myths - Sex Etc. <a href="https://www.youtube.com/watch?v=zP3y6yTbcio">https://www.youtube.com/watch?v=zP3y6yTbcio</a></p> <p>- avert: What is HIV and What is AIDS? <a href="http://www.avert.org/">http://www.avert.org/</a></p>	<p><b>Sample Lessons</b></p>	<p><b>Assessments</b></p> <p><b>Formative:</b> Students will work with a partner and create a visual project to represent specific information about a specific STD.</p> <p><b>Summative:</b> The student will participate in class lectures and discussions over the different types of STD's.</p>

<p><b>Unit Number 10:</b></p>	<p>Unit Name: Nutrition</p>			
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<p><b>Number of 80-Minute Classes:</b> 4</p> <p>Topics  - Food Pyramid vs. My Plate  - Main nutrient categories  - Counting Calories</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>- What are the original food groups?</li> <li>- What is a food pyramid?</li> <li>- Explain how the concept behind, MyPlate.</li> <li>- What are the differences in basal metabolism?</li> <li>- How does a person change their basal metabolism?</li> <li>- What are empty calorie foods and what are nutrient dense foods.</li> <li>- What are the six main nutrient categories and primary functions of each?</li> <li>- What is the difference between simple &amp; complex carbohydrates?</li> <li>- How many calories does a person need each day? Why is it different for people?</li> </ul>			
<p><b>Maine Learning Results &amp; Common Core Standards</b></p> <p><b>A. HEALTH CONCEPTS</b>  A1: Healthy Behaviors and Personal Health Component: Students predict how behaviors can impact health status.</p> <p><b>A. HEALTH CONCEPTS</b>  A6: Health Concepts Component: Students analyze complex health concepts related to nutrition.</p> <p><b>C. HEALTH PROMOTION AND RISK REDUCTION</b>  C1: Healthy Practices and Behaviors Component: Students demonstrate healthy practices and/or behaviors to maintain or improve the health of self and others in the area of healthy eating.</p> <p><b>D. INFLUENCES ON HEALTH</b>  D1: Influences on Health Practices/Behaviors Component: Students analyze and evaluate influences on health and health behaviors.</p> <p><b>E. COMMUNICATION AND ADVOCACY SKILLS</b>  E2: Advocacy Skills Component: Students demonstrate ways to influence and support others in making positive health choices.</p>	<p><b>Objectives: Skills &amp; Knowledge</b></p> <p><i>The student will learn about personal, cultural and historical information about why we eat what we eat and related health implications.</i></p> <ul style="list-style-type: none"> <li>- <i>The student will learn to look at food from a nutrient point of view and from the USDA My Plate point of view.</i></li> <li>- <i>The student will discuss in detail topics such as basal metabolism, fat grams, understanding carbohydrates, the glycemic index, protein needs, empty calorie foods and nutrient dense foods. Te</i></li> <li>- <i>The student will have a good understanding of the specific nutrient needs that need to be addressed by teens.</i></li> </ul>	<p><b>Major Content &amp; Sources</b></p> <ul style="list-style-type: none"> <li>- MyPlate, Nutrition Facts Labels  <a href="http://www.choosemyplate.gov/downloads/nutritionfactslabel.pdf">http://www.choosemyplate.gov/downloads/nutritionfactslabel.pdf</a></li> <li>- U. S. Department of Health and Human Services U. S. Department of Agriculture  <a href="http://www.healthierus.gov/dietaryguideline">www.healthierus.gov/dietaryguideline</a></li> </ul>	<p><b>Sample Lessons</b></p>	<p><b>Assessments</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- The student will keep a daily record of all food consumed for three days to assess the nutritional value, caloric intake and evaluate their eating habits</li> <li>- The student will compare a variety of foods from the local fast food chains.</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>- Students will learn to read food labels for nutritional values</li> <li>- The student will participate in class lectures and discussions over <i>basal metabolism, fat grams, understanding carbohydrates, the glycemic index, protein needs, empty calorie foods and nutrient dense foods.</i></li> </ul>

<p><b>F. DECISION-MAKING AND GOAL-SETTING SKILLS</b>  F2: Goal-Setting Component: Students develop a plan to attain a personal health goal. Component: Students analyze a plan to attain a personal health goal.</p>				
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<b>Unit Number: 11</b>	<b>Unit Name:</b> The Lifelines Curriculum			
<b>No. of 80-Minute Classes:</b> 4	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>- What are the warning signs of suicide?</li> <li>- What are the three basic intervention steps that are presented and practiced when dealing with a suicidal person?</li> <li>- Who is a trusted adult in your community, in-school, or personal resource that you could ask for help in any suicide situation?</li> </ul>			
<p><b>Maine Learning Results &amp; Common Core Standards</b></p> <p><b>C. HEALTH PROMOTION AND RISK REDUCTION</b> C2: Avoiding/Reducing Health Risks Component: Students demonstrate a variety of behaviors to avoid or reduce health risks to self.</p> <p><b>E. COMMUNICATION AND ADVOCACY SKILLS</b> E1: Interpersonal Communication Skills Component: Students utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <p><b>E. COMMUNICATION AND ADVOCACY SKILLS</b> E2: Advocacy Skills Component: Students demonstrate ways to influence and support others in making positive health choices.</p> <p><b>F. DECISION-MAKING AND GOAL-SETTING SKILLS</b> F1: Decision-Making Component: Students apply a decision-making process to enhance health.</p>	<p><b>Objectives: Skills &amp; Knowledge</b></p> <ul style="list-style-type: none"> <li>- <i>The student will learn the myths about suicide.</i></li> <li>- <i>The student will know which actions to take when confronted with suicide situations.</i></li> <li>- <i>The student will know the warning signs of suicide and the three basic intervention steps to be presented and practiced.</i></li> <li>- <i>The student will know how to identify and access trusted adults within the community, in-school, and personal resources.</i></li> </ul>	<p><b>Major Content &amp; Sources</b></p> <ul style="list-style-type: none"> <li>- The Lifelines Curriculum developed by the Rutgers Graduate School of Applied and Professional Psychology (CDC prepared program)</li> <li>- Video - "A Life Saved"</li> </ul>	<p><b>Sample Lessons</b></p>	<p><b>Assessments</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Students will create an informative poster listing the warning signs of suicide and contact information for those that may have suicidal thoughts/issues.</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>- The student will participate in class lectures and discussions over the topic of suicide.</li> <li>- The student will participate in role-playing activities.</li> </ul>

<b>Unit Number 12</b>	<b>Unit Name:</b> Substances/Issues of Addiction			
<b>No. of 80-Min. Classes: 5</b> Topic: Defining substance use, misuse and abuse.	<b>Essential Questions:</b> - What is meant by each of the following - substance use, misuse and abuse? - What are the most commonly used drugs in the community you live in and the state you live in? - What are the differences between generic and name drugs? - What are the short and long term effects of drugs and alcohol have on a teens body and brain? - How does advertising of alcohol and tobacco influence teen behavior and decision making? - What role does peer pressure play in in the choices and decisions that teens make?			
<b>Maine Learning Results &amp; Common Core Standards</b>  <b>A. HEALTH CONCEPTS</b> A1: Healthy Behaviors and Personal Health Component: Students predict how behaviors can impact health status. <b>A. HEALTH CONCEPTS</b> A6: Health Concepts Component: Students analyze complex health concepts related to tobacco use prevention. Component: Students analyze complex health concepts related to alcohol use prevention. Component: Students analyze complex health concepts related to other drug use prevention. <b>C. HEALTH PROMOTION AND RISK REDUCTION</b> C1: Healthy Practices and Behaviors Component: Students demonstrate healthy practices and/or behaviors to maintain or improve the health of self and others in the area of drug use prevention. <b>C. HEALTH PROMOTION AND</b>	<b>Objectives: Skills &amp; Knowledge</b> - <i>The student will know the difference between substance use, misuse and abuse.</i> - <i>The student will be able to define commonly used drugs and generic names, and place drugs into specific categories.</i> - <i>The student will have a good understanding regarding what happens to a substance in the body and why the effects of a substance are unique to each individual.</i> - <i>The student will demonstrate an awareness of the many internal and external factors that can influence an individual's behavior in relation to substance use/nonuse.</i> - <i>The student will be aware of the effects that alcohol advertisements has on teen decision making, and how hard liquor and tobacco ads identify trends, manipulative factors and target specific audiences.</i> - <i>The student will be aware of the effects that alcohol and drugs have on the brain and body of teens and adults.</i> - <i>The student will learn about brain</i>	<b>Major Content &amp; Sources</b> - Many YouTube Videos are available over Teen's Binge Drinking, The Effects of Alcohol, Peer Pressure and alcohol, Tragic stories - related to alcohol use,, Alcohol Facts and myths, and the Dangers of Alcohol. - Many YouTube videos on Teen Drug Use, specific drugs of any kind, etc. - 60 Minutes - Many specials over teens and substance use/addiction/specific drugs. - 60 minutes -Ice <a href="https://www.youtube.com/watch?v=AFcfyA1a0Hs&amp;feature=related">https://www.youtube.com/watch?v=AFcfyA1a0Hs&amp;feature=related</a> - Articles from local/state newspapers	<b>Sample Lessons</b>	<b>Assessments</b>  <b>Formative:</b> - Students will work with a partner and create a visual project to represent specific information about substance misuse, abuse and addiction. -Students will participate in class lectures, discussions, videos and read current articles over the topic of teen substance use/abuse, peer pressure, facts/myths, dangers/effects, and commonly used drugs, etc,  <b>Summative:</b>

<p><b>RISK REDUCTION</b>  C2: Avoiding/Reducing Health Risks Component: Students demonstrate a variety of behaviors to avoid or reduce health risks to self.</p> <p><b>D. INFLUENCES ON HEALTH</b>  D3: Compound Effect of Risk Behavior Component: Students analyze how three or more health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p>	<p><i>chemistry and substances, brain functions, and the altered brain as well as short/long term effects of some substance use/abuse.</i></p> <ul style="list-style-type: none"> <li>- <i>The student will have a basic understanding about the facts of alcohol and drugs .</i></li> <li>- <i>The student will know how addiction affects a person's life and how it is a biochemical disease.</i></li> <li>- <i>The student will be able to categorize legal and illegal substances. (ex. stimulant, depressant).</i></li> </ul>			
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