

Practical Living 9-12	Unit 1: Health and Wellness: A Quality of Life		Suggested Length: 6 Classes
Essential Questions	<i>Program of Studies and Core Content</i>	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. What are the 5 components of health?</p> <p>2. In what ways are self-esteem, social support, health, and wellness related?</p> <p>1. What lifestyle factors contribute to disease and the leading causes of death in the U.S.?</p> <p>2. What is your current lifestyle and what behaviors reduce your health risks?</p> <p>3. How can the decisions you make today affect you when you are older?</p> <p>4. What are the importance of values in making</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li>❑ <i>H-5 develop and use strategies for evaluating products and services.</i></li> <li>❑ <i>H-7 make effective consumer decisions.</i></li> <li>❑ <i>H-9 evaluate individual wellness (e.g., benefits of improving body image, stress reduction, assessing fitness levels, fitness myths, evaluation of activities for effectiveness).</i></li> <li>❑ <i>H-1 explain disease transmission, prevention, and control (e.g., HIV/AIDS, STDs, common non-communicable diseases, heart diseases, cancer, diabetes).</i></li> <li>❑ <i>H-14 evaluate personal health practices (e.g., diet, rest, exercise, personal cleanliness, care of eyes, ears, teeth, skin).</i></li> <li>❑ <i>H-16 analyze and use stress management strategies.</i></li> <li>❑ <i>H-18 adopt success-building strategies (e.g., goal setting, long-term planning, decision-making strategies, effective communication skills, time management, identification and use of resources).</i></li> <li>❑ <i>H-25 identify ways to protect the environment (e.g., local environmental issues, toxic chemicals, and water and air pollution, recycling).</i></li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li>❑ <b>PL-HS-1.1.06 Students will analyze the effect of individual behavior choices and habits relating to diet, exercise, rest, and other choices (e.g., tobacco, alcohol, and other drug use) on various body systems (e.g., circulatory, respiratory, nervous, digestive). DOK 3</b></li> </ul>	<ul style="list-style-type: none"> <li>❑ Physical Health</li> <li>❑ Health</li> <li>❑ Wellness</li> <li>❑ Self-esteem</li> <li>❑ Physical Fitness</li> </ul>	<ul style="list-style-type: none"> <li>❑ Evaluate their health by recording their interests, concerns, or goals concerning their own Health.</li> <li>❑ <u>Use the chapters to map out some of the major problems facing Americans today.</u></li> <li>❑ Compare and contrast different Health problems that we will cover in class.</li> </ul>

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responsible decisions?	<ul style="list-style-type: none"> <li>❑ <b>PL-HS-1.1.07 Students will describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable diseases (e.g., hepatitis, tuberculosis, STD/HIV/AIDS) and non-communicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis). DOK 2</b></li> <li>❑ <b>PL-HS-1.1.08 Students will explain risks associated with unhealthy habits and behaviors (e.g., dietary, physical activity, tobacco, alcohol, steroids, other substance abuse, sexual activity, violent/aggressive behavior). DOK 2</b></li> <li>❑ PL-HS-1.1.03 Students will identify and explain changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision-making process, perseverance).</li> </ul>	<ul style="list-style-type: none"> <li>❑ Communicable Disease</li> <li>❑ Unintentional Injuries</li> <li>❑ Quality Of Life</li> <li>❑ Decision Making Model</li> <li>❑ Values</li> <li>❑ Spiritual Health</li> <li>❑ Mental Health</li> <li>❑ Emotional Health</li> <li>❑ Social Support</li> <li>❑ Social Health</li> </ul>	<ul style="list-style-type: none"> <li>❑ Discuss what is meant by “Health is not just the absence of disease.”</li> <li>❑ Describe the five components of Health</li> <li>❑ Construct a Health-illness continuum on a sheet of paper and write down activities that support the decisions they make to move themselves towards optimal health and wellness.</li> <li>❑ Evaluate the lifestyle choices they make everyday that can contribute to death or diminished quality of life.</li> <li>❑ Complete a survey to help them assess their health behaviors and their health risks.</li> <li>❑ Read a section on a boy and his brother’s drinking problem and describe their reaction to the situation and discuss what they would do if the they were in that situation.</li> <li>❑ Analyze a decision that could lead to a poor quality of life decades from now, describing the decision, listing the specific health outcomes, and explaining the short-term and long-term effects of the decision.</li> <li>❑ List specific ways that accidental deaths among teens can occur and determine ways these deaths can be prevented.</li> <li>❑ Role-play different scenarios when a responsible decision should be made and demonstrate what results might happen as a result of their decision.</li> <li>❑ Evaluate how they would decide whom to talk to when trying to make an important decision.</li> <li>❑ List the “universal values” and rank them from most important too least important.</li> <li>❑ Discuss that when making a quick decision, under</li> </ul>

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			<p>pressure, should you go with your first, instinctive response?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>List and Define each vocabulary word that is described in these chapters.</u></li> <li><input type="checkbox"/> <b>Open Response:</b> Joe is a 28-year-old man who likes his job even though it demands long hours and requires little physical activity. Joe is left with very little time for physical activity and socializing. <b>Explain</b> the long-term physical, mental, and social benefits Joe would derive from a change in his level of physical activity.</li> <li><input type="checkbox"/> <u>Complete various quizzes on chapter 1 and 2.</u></li> <li><input type="checkbox"/> <u>Review for the tests answering questions that consist of true and false, multiple choices, matching, and fill in the blank questions.</u></li> <li><input type="checkbox"/> <u>Complete tests for the chapters consisting of matching and multiple-choice questions.</u></li> </ul>

<b>Practical Living 9-12</b>	<b>Unit 2: Mental and Emotional Health</b>		<b>Suggested Length: 7 classes</b>
<b>Essential Questions</b>	<b><i>Program of Studies and Core Content</i></b>	<b>Key Terms and Vocabulary</b>	<b>Classroom Instruction and <u>Assessment</u></b> <i>Student will:</i>
<ol style="list-style-type: none"> <li>1. In what ways can we manage negative emotions?</li> <li>2. What are the purposes of defense mechanisms and how can they be helpful?</li> </ol>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>H-15 determine sources of stress and identify stress related illnesses.</i></li> <li><input type="checkbox"/> <i>H-16 analyze and use stress management strategies.</i></li> <li><input type="checkbox"/> <i>H-17 evaluate conflict resolution and violence prevention strategies (e.g., types of conflict, risk factors, dealing with anger, alternatives to fighting).</i></li> <li><input type="checkbox"/> <i>H-19 research mental and emotional illnesses.</i></li> <li><input type="checkbox"/> <i>H-20 research substance abuse.</i></li> <li><input type="checkbox"/> <i>H-21 define abuse (e.g., physical, emotional,</i></li> </ul>		

Practical Living 9-12	Unit 2: Mental and Emotional Health		Suggested Length: 7 classes
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>3. What are the signs of mental and emotional health problems?</p> <p>4. What are some common disorders?</p>	<p><i>sexual) and determine strategies for prevention.</i></p> <ul style="list-style-type: none"> <li>❑ <b>H-22 evaluate health behaviors and attitudes of peers.</b></li> <li>❑</li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li>❑ <b>PL-HS-1.1.09 Students will compare causes, symptoms, consequences, and treatments of mental and emotional problems (e.g., depression, anxiety, drug abuse, addictions, eating disorders, aggressive behaviors) for individuals and families. DOK 2</b></li> </ul>	<ul style="list-style-type: none"> <li>❑ Self –ideal</li> <li>❑ Self-concept</li> <li>❑ Organic Disorder</li> <li>❑ Anxiety Disorder</li> <li>❑ Dissociate disorder</li> <li>❑ Somatoform Disorder</li> <li>❑ Mood Disorder</li> <li>❑ Personality Disorder</li> <li>❑ Emotions</li> </ul>	<ul style="list-style-type: none"> <li>❑ <u>List and define each vocabulary word that is described in the chapter</u></li> <li>❑ <u>Use the chapter to map out the differences between the different emotions, what defense mechanisms are, and what mental disorders are out there.</u></li> <li>❑ Assess why it is necessary for people to feel fear and when fear is harmful.</li> <li>❑ Create a role-play situation illustrating various emotions.</li> <li>❑ Analyze why shyness, loneliness, depression, and lack of confidence often go together.</li> <li>❑ Explain reasons why people might feel all these emotions.</li> <li>❑ Make a list of aspects of their lives over which they have some control over and a second list of aspects in which they have no control over. Volunteer to share aspects of life from their lists, and write them under the appropriate heading. Discuss if anyone disagrees with the placement of an aspect or if an aspect can't be placed on either list.</li> <li>❑ Recall movies/programs that include a mentally ill character. They will analyze the cause of the character's crisis, what behaviors show the person has lost the ability to function normally in society, and what impression of mental illness is given in the film?</li> <li>❑ Evaluate three possible causes of organic disorders and can a person's behavior bring about an organic disorder?</li> <li>❑ <u>Complete various quizzes on chapter 7.</u></li> <li>❑ <u>Review for the tests answering questions that consist of true and false, multiple choice, matching, fill in the</u></li> </ul>

Practical Living 9-12	Unit 2: Mental and Emotional Health		Suggested Length: 7 classes
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <li>❑ <b>PL-HS-1.1.10 Students will recommend interventions (e.g., cease enabling activities), treatments (e.g., AA, outpatient therapy, group therapy), and other strategies (e.g., enhancing self esteem, building skills for success) as forms of help for negative behaviors or addictions (e.g., drug addictions, eating disorders).</b></li>   <li>❑ <b>PL-HS-1.1.11 Students will recommend justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health. DOK 3</b></li> </ul>	<ul style="list-style-type: none"> <li>❑ Psychoanalysis</li> <li>❑ Behavior Therapy</li> <li>❑ Group Therapy</li> <li>❑ Chemical Therapy</li>   <li>❑ Defense Mechanisms</li> </ul>	<p><u>blank questions, short answer, and essay questions.</u></p> <ul style="list-style-type: none"> <li>❑ <u>Complete a test for the chapters consisting of matching, multiple-choice questions, fill in the blank, and short answer.</u></li> <li>❑ Read a section in the book over emotions and teach the rest of the group about that emotion.</li> <li>❑ Develop a graphic organizer on the topic of emotions.</li> <li>❑ Reflect of the emotions learned</li>   <li>❑ Select an emotion that is potentially harmful to their mental health and draw a picture that illustrates the expression of that emotion. Under the illustration, the students are to write two or three sentences explaining how emotions can be healthfully channeled or managed.</li> <li>❑ Evaluate different actions they could make if they believed a friend or a relative was mentally ill. Discuss the pros and cons of each action described.</li> <li>❑ Discuss the question “Should insurance companies be able to deny cover for mental health services? If so how these services should be paid for?”</li> <li>❑ Explain how group therapy is beneficial to a person dealing with a specific crisis.</li> <li>❑ Compile a list of skills and personal qualities students think are important in the mental health profession. Students should be ready to explain why each characteristic they suggested is important.</li>   <li>❑ Work in pairs to role-play typical defense mechanisms. The rest of the students will have to identify the defense mechanisms being portrayed.</li> <li>❑ Teach about one defense mechanism to the rest of your group.</li> <li>❑ Develop a poster on 4 different defense mechanisms</li> <li>❑ Reflect on defense mechanism</li> </ul>

<b>Practical Living 9-12</b>	<b>Unit 3: Physical Fitness</b>		<b>Suggested Length: 6 classes</b>
<b>Essential Questions</b>	<i>Program of Studies and Core Content</i>	<b>Key Terms and Vocabulary</b>	<b>Classroom Instruction and <u>Assessment</u></b> <i>Student will:</i>
<ol style="list-style-type: none"> <li>1. What are the physical and mental benefits of exercise?</li> <li>2. What are the four categories of physical fitness?</li> <li>3. What are the ways to test physical fitness?</li> <li>4. What are the differences between aerobic and anaerobic exercise?</li> <li>5. How can you avoid common injuries?</li> <li>6. How can you develop your own exercise schedule?</li> </ol>	<p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>PL-HS-2.2.01 Students will explain how physical, emotional/mental, and social benefits result from regular participation in leisure/recreational or competitive physical activities:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Physical Benefits (e.g., disease prevention, weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, control of body movements, increased metabolism, reduction of body fat, decrease in cholesterol, decreased heart rate)</b></li> <li><input type="checkbox"/> <b>Social Benefits (e.g., opportunity for interaction with others, cooperation, friendship, teamwork, respect for others, and tolerance)</b></li> <li><input type="checkbox"/> <b>Mental/Emotional Benefits (e.g., reduces anxiety/stress, depression, provides better body image, improves self-discipline, and self-respect) DOK 2</b></li> </ul> </li> <li><input type="checkbox"/> <b>PL-HS-2.2.03 Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/ cardiovascular endurance) and apply the FITT Principle (Frequency, Intensity, Type, and Time) to create a comprehensive exercise plan. DOK 3</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exercise</li> <li><input type="checkbox"/> Body Composition</li> <li><input type="checkbox"/> Endorphins</li> <li><input type="checkbox"/> Physical fitness</li> <li><input type="checkbox"/> Aerobic fitness</li> <li><input type="checkbox"/> Flexibility</li> <li><input type="checkbox"/> Aerobic exercise</li> <li><input type="checkbox"/> Anaerobic exercise</li> <li><input type="checkbox"/> Anabolic Steroid</li> <li><input type="checkbox"/> Brain Waves</li> <li><input type="checkbox"/> NREM</li> <li><input type="checkbox"/> REM</li> <li><input type="checkbox"/> Insomnia</li>   <li><input type="checkbox"/> Load</li> <li><input type="checkbox"/> Repetitions</li> <li><input type="checkbox"/> Sets</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>List and Define each vocabulary word that is described in this chapter.</u></li> <li><input type="checkbox"/> <u>Develop a section review of the main points that they are going to be teaching. These sections include the following topics; 1. Why do people exercise? 2. How physically fit are you? 3. How can I exercise? 4. How do I get started on my exercise program? 5. How does sleep affect my Health and exercise patterns?</u></li> <li><input type="checkbox"/> <u>Analyze the questions at the end of the section they are teaching and discuss the answers with the rest of the class.</u></li> <li><input type="checkbox"/> <u>Create a crossword puzzle that pertains to the section they will be teaching.</u></li> <li><input type="checkbox"/> <u>Create a poster that is designed to aid their group in teaching their section.</u></li> <li><input type="checkbox"/> <u>Read a newspaper and find an article that pertains to their section and summarize that article.</u></li> <li><input type="checkbox"/> <u>Identify three facts that pertain to their section from an outside source (Internet, Newspapers, Magazines, and etc.) and describe them to the other students.</u></li> <li><input type="checkbox"/> <u>Present the information they found about their section to the rest of the class.</u></li> <li><input type="checkbox"/> <u>Review for the tests answering questions that consists of true and false, multiple choice, matching, fill in the blank questions, short answer, and essay questions.</u></li> <li><input type="checkbox"/> <u>Complete a test for the chapters consisting of matching, multiple-choice questions, fill in the blank, and short answer.</u></li> </ul>
<b>Practical Living 9-12</b>	<b>Unit 4: Nutrition Principles</b>		<b>Suggested Length: 10 Classes</b>

Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. What are the differences between hunger and appetite?</p> <p>2. What are the consequences of making poor nutritional choices?</p> <p>3. What are the roles and functions of the six classes of dietary nutrients?</p> <p>4. What are dietary guidelines?</p> <p>5. What are the most common eating disorders and how can they be prevented?</p>	<p><b><u>Program of Studies</u></b></p> <p><input type="checkbox"/> <i>H-8 develop sound nutritional practices (e.g., meal planning, food selection, reading labels, weight control, special nutritional needs).</i></p> <p><b><u>Core Content</u></b></p> <p><input type="checkbox"/> PL-HS-1.2.01 Students will evaluate the positive and negative impact of food selections that contain essential nutrients (proteins, carbohydrates, fats, minerals, vitamins, water) on maintaining and promoting health.</p>	<p><input type="checkbox"/> Essential Nutrients</p> <p><input type="checkbox"/> Calories</p> <p><input type="checkbox"/> Carbohydrates</p> <p><input type="checkbox"/> Dietary Fiber</p> <p><input type="checkbox"/> Complex Carbohydrates</p> <p><input type="checkbox"/> Fats</p> <p><input type="checkbox"/> Saturated Fats</p> <p><input type="checkbox"/> Unsaturated Fats</p> <p><input type="checkbox"/> High Density Lipoproteins</p> <p><input type="checkbox"/> Low Density Lipoproteins</p> <p><input type="checkbox"/> Cholesterol</p> <p><input type="checkbox"/> Proteins</p> <p><input type="checkbox"/> Complete Protein</p> <p><input type="checkbox"/> Incomplete Protein</p> <p><input type="checkbox"/> Essential Amino Acids</p> <p><input type="checkbox"/> Vitamins</p> <p><input type="checkbox"/> Minerals</p> <p><input type="checkbox"/> Essential Fat</p> <p><input type="checkbox"/> Storage Fat</p>	<p><input type="checkbox"/> <u>List and Define each vocabulary word that is described in this chapter</u></p> <p><input type="checkbox"/> Think of their favorite food and develop a reason why it is their favorite.</p> <p><input type="checkbox"/> Recall times when they have eaten when they were not hungry or continued to eat after they were full. They will determine what factors have affected their decision.</p> <p><input type="checkbox"/> Name all the factors they can think of that affect where, when, and how often a person eats. Then they will identify the factors that they think contribute to poor nutrition in America.</p> <p><input type="checkbox"/> <u>Use the chapter to map out the difference between hunger and appetite, difference between the six essential nutrients, what foods are in the different food groups and which ones are bad for you, why it is important to handle food safely, what BMR is, how you gain and lose weight, what fad diets are, what three leading eating disorders are and how they can be treated, and how digestive disorders affect the body.</u></p> <p><input type="checkbox"/> Work in small groups to determine as many reasons as possible why an apple is a better snack than a candy bar. They need to include the positives of fruit and the negatives of the candy.</p> <p><input type="checkbox"/> Discuss why cholesterol is essential, why should you worry about how much you eat.</p> <p><input type="checkbox"/> Describe how body fat is measured. Is there a specific amount of body fat identified as “correct.”? How does the percentage of body fat differ from males and females?</p> <p><input type="checkbox"/> <u>Calculate their approximate caloric needs for a regular day. This is done by calculating their BMR calories, activity level calories, and their caloric needs for</u></p>

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	<ul style="list-style-type: none"> <li>❑ <b>PL-HS-1.2.02</b> Students will explain key recommendations made in the <i>Dietary Guidelines for Americans</i>, including recommendations for specific population groups, and how these recommendations contribute to good health. <b>DOK 2</b></li>   <li>❑ <b>PL-HS-2.2.01</b> Students will explain how physical, emotional/mental, and social benefits result from regular participation in leisure/recreational or competitive physical activities:                             <ul style="list-style-type: none"> <li>❑ Physical Benefits (e.g., disease prevention, weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, control of body movements, increased metabolism,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❑ Hunger</li> <li>❑ Appetite</li> <li>❑ Basal Metabolic Rate</li> <li>❑ Lean Mass</li> <li>❑ Overweight</li> <li>❑ Obesity</li> <li>❑ Fad Diets</li> <li>❑ Anorexia Nervosa</li> <li>❑ Bulimia</li> <li>❑ Pica</li> <li>❑ Diarrhea</li> </ul>	<ul style="list-style-type: none"> <li>❑ <u>digestion.</u></li> <li>❑ Decide which nutrient is more important to your body. Be ready to defend that position.</li> <li>❑ Describe how the functions of vitamins differ from those of carbohydrates, proteins, and fats.</li> <li>❑ <b>Portfolio Piece:</b> Create a brochure on <u>high calorie foods that should be avoided.</u></li> <li>❑ <u>Answer questions as a group about nutritional needs</u></li>   <li>❑ Make a list of the snacks that are their favorite. Then they will determine how many calories are in each of these snacks. After they develop their list, they are to calculate how many snack calories they consume on an average day.</li> <li>❑ Recall a diet plan that they have used or one they have heard about. They are to write down the nature of the diet and determine whether or not the plan promotes health.</li> <li>❑ <u>Write a paragraph discussing how a person’s diet affects his or her quality of life.</u></li> <li>❑ Determine why the recommended dietary allowances are only guidelines and not strict rules.</li> <li>❑ Compare fast-food menus for nutritional information.</li> <li>❑ Debate the issue: should additives be banned because they cause serious health problems for some individuals.</li> <li>❑ <u>Review new health pyramid</u></li>   <li>❑ Will discuss the relationship between a car motor and your BMR.</li> <li>❑ Debate whether or not an overweight or underweight individual should be protected from discrimination in the workplace.</li> <li>❑ <u>Write a paragraph describing the advice they would give to a friend who wanted to lose weight to become more popular.</u></li> <li>❑ <u>Design a collage from pictures of girls and boys cut out of magazines. Describe the body sizes and shapes in the images that you have collected. After completing their</u></li> </ul>



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<b>Essential Questions</b>	<i>Program of Studies and Core Content</i>	<b>Key Terms and Vocabulary</b>	<b>Classroom Instruction and <u>Assessment</u></b> <i>Student will:</i>
	<p><b>reduction of body fat, decrease in cholesterol, decreased heart rate)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Social Benefits (e.g., opportunity for interaction with others, cooperation, friendship, teamwork, respect for others, and tolerance)</b></li> <li><input type="checkbox"/> <b>Mental/Emotional Benefits (e.g., reduces anxiety/stress, depression, provides better body image, improves self-discipline, and self-respect) DOK 2</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Constipation</li> <li><input type="checkbox"/> Food Intolerance</li> <li><input type="checkbox"/> Food Allergies</li> <li><input type="checkbox"/> Energy Balance Equation</li> </ul>	<p><u>collage, they will answer the following questions. How do these images compare to their friends and classmates? Are the images used to sell the product? If so, what are they selling? How can behaviors such as drug use and dieting develop from having an unrealistic body image? From what other sources do you get messages about body image?</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Complete various quizzes on chapter 4 and 5.</u></li> <li><input type="checkbox"/> <u>Review for the tests answering questions that consist of true and false, multiple choice, matching, fill in the blank questions, short answer, and essay questions.</u></li> <li><input type="checkbox"/> <u>Complete a test for the chapters consisting of matching, multiple-choice questions, fill in the blank, and short answer.</u></li> <li><input type="checkbox"/> <u>Develop a graphic organizer on Anorexia, Bulimia, and Pica</u></li> <li><input type="checkbox"/> <u>Write reflections on what students have learned about each</u></li> </ul>

<b>Practical Living 9-12</b>	<b>Unit 5: Alcohol and Tobacco</b>		<b>Suggested Length: 9 classes</b>
<b>Essential Questions</b>	<i>Program of Studies and Core Content</i>	<b>Key Terms and Vocabulary</b>	<b>Classroom Instruction and <u>Assessment</u></b> <i>Student will:</i>
<p>1. What are the short term and long term consequences of risky behavior for individuals and their families?</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>H-6 evaluate influences of advertising on consumer choices.</i></li> <li><input type="checkbox"/> <i>H-20 research substance abuse.</i></li> <li><input type="checkbox"/> <i>H-21 define abuse (e.g., physical, emotional, sexual) and determine strategies for prevention.</i></li> </ul> <p><b><u>Core Content</u></b></p>		

Practical Living 9-12	Unit 5: Alcohol and Tobacco		Suggested Length: 9 classes
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>2. What are the three phases of alcoholism?</p> <p>3. What are the treatment options for alcohol abuse?</p> <p>4. What are two strategies you can use to quit smoking?</p>	<p><input type="checkbox"/> <b>PL-HS-1.1.08 Students will explain risks associated with unhealthy habits and behaviors (e.g., dietary, physical activity, tobacco, alcohol, steroids, other substance abuse, sexual activity, violent/aggressive behavior). DOK 2</b></p>	<p><input type="checkbox"/> Blood Alcohol Level</p> <p><input type="checkbox"/> Intoxicated</p> <p><input type="checkbox"/> Hangover</p> <p><input type="checkbox"/> Hepatitis</p> <p><input type="checkbox"/> Cirrhosis</p> <p><input type="checkbox"/> Binge Drinking</p> <p><input type="checkbox"/> Alcoholism</p> <p><input type="checkbox"/> Abuse</p> <p><input type="checkbox"/> Dependence</p> <p><input type="checkbox"/> Addiction</p> <p><input type="checkbox"/> Fetal Alcohol Syndrome</p> <p><input type="checkbox"/> Withdraw</p> <p><input type="checkbox"/> Addictive</p> <p><input type="checkbox"/> Tar</p> <p><input type="checkbox"/> Nicotine</p> <p><input type="checkbox"/> Psychoactive Substance</p> <p><input type="checkbox"/> Carbon Monoxide</p> <p><input type="checkbox"/> Cancer</p> <p><input type="checkbox"/> Chronic Bronchitis</p> <p><input type="checkbox"/> Emphysema</p> <p><input type="checkbox"/> Chewing Tobacco</p> <p><input type="checkbox"/> Mainstream Smoke</p> <p><input type="checkbox"/> Side stream Smoke</p> <p><input type="checkbox"/> Passive Smoker</p>	<p><input type="checkbox"/> <u>List and Define each vocabulary word that is described in this chapter</u></p> <p><input type="checkbox"/> Develop a list of what they know about alcohol</p> <p><input type="checkbox"/> List five reasons why people start drinking and five reasons why drinking alcohol is bad for you.</p> <p><input type="checkbox"/> <u>Use the chapter to map out the different effects of alcohol, why teenagers and alcohol don't mix, what is meant by alcohol abuse and alcoholism, how alcoholism can be treated, effects of tobacco on the body, and how you can live a tobacco free life.</u></p> <p><input type="checkbox"/> Be able to measure how much alcohol is in a 1.5 oz serving of liquor that is 40 percent alcohol. This is done by taking 1.5 and multiplying it by .4. Then we will discuss how long it takes for your liver to break down those 0.6 ounces of alcohol. Your liver can break down 0.4 ounces per hour. So it would take about 1.5 hours for your liver to break down that much alcohol.</p> <p><input type="checkbox"/> Determine why beer and wine coolers often pose a greater hazard for teenagers than hard liquors.</p> <p><input type="checkbox"/> Discuss the following question: If you weigh less than 140 pounds, would the same amount of alcohol affect you more or less? Which would affect you more, a drink before dinner, or during a meal?</p> <p><input type="checkbox"/> Summarize their feelings about drinking and driving.</p> <p><input type="checkbox"/> Debate whether or not people under 21 should be allowed to drink, should the age be raised, or should alcohol be outlawed all together. Each student needs five facts to back their stance.</p> <p><input type="checkbox"/> Discuss the following questions: What are signs of alcohol abuse? What are signs of psychological dependence?, What are signs of addiction? Given all the problems with alcohol abuse and alcoholism, why do people in our society continue to drink?, How soon after recovery is it safe for an alcoholic to enjoy a small glass of wine?, If a recovering alcoholic has a bad cold, should he or she use a cold remedy that contains alcohol?</p> <p><input type="checkbox"/> Evaluate three smokers and three nonsmokers. Develop</p>

Practical Living 9-12	Unit 5: Alcohol and Tobacco		Suggested Length: 9 classes
Essential Questions	<i>Program of Studies and Core Content</i>	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <li>❑ PL-HS-1.1.10 Students will recommend interventions (e.g., cease enabling activities), treatments (e.g., AA, outpatient therapy, group therapy), and other strategies (e.g., enhancing self esteem, building skills for success) as forms of help for negative behaviors or addictions (e.g., drug addictions, eating disorders).</li> </ul>	<ul style="list-style-type: none"> <li>❑ Alcoholics Anonymous</li> <li>❑ Al-Anon</li> <li>❑ Alateen</li> </ul>	<p>reasons why they think each one smokes and reasons why the nonsmoker doesn't smoke.</p> <ul style="list-style-type: none"> <li>❑ Discuss reasons why teens smoke.</li> <li>❑ Describe special reasons why you shouldn't use tobacco products.</li> <li>❑ Watch a video on chewing tobacco and the negative affects of it. This video shows how it has affected several major league baseball players.</li> <li>❑ Read about alcohol with a partner and summarize your readings</li> <li>❑ Reflect on what they learned about alcohol</li> <li>❑ Write a reflection on what they learned about alcohol</li> </ul> <ul style="list-style-type: none"> <li>❑ Discuss ways you can prevent someone from driving home drunk.</li> <li>❑ <b><u>Open Response:</u></b> <u>A risk behavior is an action that can negatively affect the health and safety of oneself or others. Identify three risk behaviors and explain in detail the potential impact of each on quality of life.</u></li> <li>❑ <b><u>Portfolio Piece:</u></b> <u>Using the information that you found about alcohol, you are to write a letter to a government official persuading him/her to take your stance on what the legal age should be to buy and drink alcohol. Make sure you use the facts to back your stance.</u></li> <li>❑ Discuss the question: Considering that motor vehicle accidents are the leading cause of death among teenagers, why should teenagers be concerned about drunk driving?</li> <li>❑ Debate the pros and cons of passing a law prohibiting the use of alcohol.</li> <li>❑ <u>Get in small groups and develop anti drinking ads that would appeal to teenagers. The ads can be as creative as they wish and can be humorous.</u></li> <li>❑ Discuss the dangers of drinking heavily at parties and during the holidays and then driving home.</li> <li>❑ Defend his or her position; do you have a right to smoke, even if it affects someone you love? Does another person have a right to convince you to stop</li> </ul>

<p><b>Practical Living 9-12</b></p>	<p><b>Unit 5: Alcohol and Tobacco</b></p>		<p><b>Suggested Length: 9 classes</b></p>
<p><b>Essential Questions</b></p>	<p><i>Program of Studies and Core Content</i></p>	<p><b>Key Terms and Vocabulary</b></p>	<p><b>Classroom Instruction and <u>Assessment</u></b> <i>Student will:</i></p>
			<p>smoking?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Answer the following questions: Do you know someone who smokes? When and how much do they smoke?, Are the smokers considerate of nonsmokers nearby?, Do they have any symptoms of smoking? Does the smoker affect nearby nonsmokers in any way?</li> <li><input type="checkbox"/> Role-play the following scenarios: 1. in a group of friends, one person asks permission to smoke. 2. In a group of strangers in a waiting room, one person asks permission to smoke. 3. In a group of friends, one lights up without asking. 4. In a group of strangers in a waiting room, one person lights up without asking permission. 5. In a restaurant three people at a table light up in a nonsmoking section, refuse to douse their cigarettes, and claim that nonsmoking areas violate their civil right.</li> <li><input type="checkbox"/> After acting out the scenarios, discuss how to handle each situation.</li> <li><input type="checkbox"/> Debate the issue: Should people be allowed to smoke? If so, where? What about around babies or young people? Around pets? Around elderly people? Sick people? People with allergies? People with asthma? Is it fair to forbid adults to smoke? Should all smoking be banned?</li> <li><input type="checkbox"/> Discuss the following questions: Is smoking a dangerous form of air pollution? What is the best way to teach your children not to use tobacco?</li> <li><input type="checkbox"/> Discuss what advice you would give a child that looks up to you about using tobacco.</li> <li><input type="checkbox"/> <b><u>Open Response:</u></b> Formulate a plan for helping your best friend to stop smoking.</li> <li><input type="checkbox"/> <u>Complete various quizzes on chapter 13 and 14.</u></li> <li><input type="checkbox"/> <u>Review for the tests answering questions that consist of true and false, multiple choice, matching, fill in the blank questions, short answer, and essay questions.</u></li> <li><input type="checkbox"/> <u>Complete a test for the chapters consisting of matching, multiple-choice questions, fill in the blank.</u></li> <li><input type="checkbox"/> Illustrate an anti-tobacco ad</li> </ul>

Practical Living 9-12	Unit 7: Safety and Emergency Care		Suggested Length: 7 classes
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<ol style="list-style-type: none"> <li>1. How can you reduce your risk for accidents?</li> <li>2. What factors contribute to motor vehicle accidents and how can they be prevented?</li> <li>3. What can you do to reduce your risk for accidents in your home and community?</li> <li>4. What are the steps that should be taken during an emergency?</li> <li>5. How wounds classified and what are the treatments?</li> <li>6. What are the steps of treatment for a heart attack victim?</li> </ol>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li>❑ <i>H-10 describes safety prevention, first-aid procedures, and equipment used for common injuries.</i></li> <li>❑ <i>H-11 explains procedures for handling various emergency situations.</i></li> <li>❑ <i>H-12 analyze risk-taking choices and actions.</i></li> <li>❑ <i>H-13 explains disease transmission, prevention, and control (e.g., HIV/AIDS, STDs, common non-communicable diseases, heart diseases, cancer, and diabetes).</i></li> <li>❑ <i>H-23 describes community resources and services (e.g., basic medical care, roles and responsibilities of community health systems, medical insurance and emergency hot lines).</i></li> <li>❑ <i>H-24 analyzes community health standards and regulations (e.g., air/water quality, immunization, and health and safety protection of citizens).</i></li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li>❑ PL-HS-1.4.01 Students will analyze how responsible use of machinery; motorized vehicles (e.g., all terrain vehicles, motorcycle, automobile, personal watercraft) and firearms reduce the risk of accidents and save lives.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Accident</li> <li>❑ Risk</li> <li>❑ Safety Awareness</li> <li>❑ Defensive Driving</li> <li>❑ Electrocutation</li> <li>❑ Disaster</li> <li>❑ Assault</li> <li>❑ Drown Proofing</li> <li>❑ First Aid</li> <li>❑ Cardiopulmonary Resuscitation</li> <li>❑ Fracture</li> <li>❑ Dislocation</li> </ul>	<ul style="list-style-type: none"> <li>❑ <u>List and Define each vocabulary word that is described in this chapter</u></li> <li>❑ Rate them on a scale of one to ten as to whether they make an effort to practice safety and avoid risks. They will then explain the ratings they give themselves and the ways they could improve their safety rating.</li> <li>❑ Get into groups and find newspaper articles for stories about accidents. They will then draw up a list of accidents they have found. Then, they are to note how each of the accidents might have been avoided.</li> <li>❑ Role-play a situation in which several teens urge another to do something dangerous. After the role-play, the class members will give additional reasons why the</li> </ul>

Practical Living 9-12	Unit 7: Safety and Emergency Care		Suggested Length: 7 classes
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Sprain</li> <li><input type="checkbox"/> Strain</li> <li><input type="checkbox"/> Heimlich maneuver</li> <li><input type="checkbox"/> Cardiac Arrest</li> <li><input type="checkbox"/> Stroke</li> <li><input type="checkbox"/> Hypothermia</li> </ul>	<p>activity would be dangerous and other ways the person could have resisted the temptation to be involved.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the difference between necessary and unnecessary risks.</li> <li><input type="checkbox"/> Discuss the following questions: Should the use of car phones be limited in any way? If so, what should the limitations be?</li> <li><input type="checkbox"/> Determine how speed affects your braking time while driving. What other factors might affect your brake time? How should these conditions affect your driving?                         <ul style="list-style-type: none"> <li><input type="checkbox"/> Answer the following questions after visualizing a person with a lighted cigarette dozing in a chair: How is the situation potentially dangerous? If the cigarette causes a fire, how would a smoke detector and a fire extinguisher help? Why do many fires start in the kitchen?</li> <li><input type="checkbox"/> Role-play a situation in which a fire has broken out in the house. The students will evaluate the behaviors demonstrated in the skits and point out any adjustments that should be made.</li> <li><input type="checkbox"/> Discuss the following questions: When might a person be in danger of electrocution in or near home? How can a person be protected from the dangers of electrocution?</li> <li><input type="checkbox"/> Be able to perform and write down the steps to rescue breathing and CPR for adults and children.</li> <li><input type="checkbox"/> Discuss what types of wounds might require emergency treatment to stop bleeding? Why should bleeding be encouraged with a puncture wound?</li> <li><input type="checkbox"/> Be able to perform and write down the steps for first aid for fractures, sprains, strains, and the Heimlich maneuver.</li> <li><input type="checkbox"/> Determine how you can tell if a person is suffering from heat exhaustion or whether he is suffering a heat stroke. What cooling mechanism is working in heat exhaustion but has failed in heatstroke? Which one presents a critical emergency?</li> </ul> </li> <li><input type="checkbox"/> Be able to perform and write down the steps for</li> </ul>

<b>Practical Living 9-12</b>	<b>Unit 7: Safety and Emergency Care</b>		<b>Suggested Length: 7 classes</b>
<b>Essential Questions</b>	<i>Program of Studies and Core Content</i>	<b>Key Terms and Vocabulary</b>	<b>Classroom Instruction and <u>Assessment</u></b> <i>Student will:</i>
			first aid for heart attacks, frostbite, hypothermia, bites, electric shock, poisoning, and burns. <input type="checkbox"/> <u>Complete various quizzes on chapter 27 and 28.</u> <input type="checkbox"/> <u>Review for the tests answering questions that consist of multiple choice, matching, fill in the blank questions, short answer, and essay questions.</u> <input type="checkbox"/> <u>Complete a test for the chapters consisting of matching, multiple-choice questions, fill in the blank.</u>

<b>Practical Living 9-12</b>	<b>Unit 8: Sexuality and Social Health</b>		<b>Suggested Length: 6 classes</b>
<b>Essential Questions</b>	<i>Program of Studies and Core Content</i>	<b>Key Terms and Vocabulary</b>	<b>Classroom Instruction and <u>Assessment</u></b> <i>Student will:</i>
1. What are the major organs and functions of the male reproductive system? 2. What are the major organs and functions of the female reproductive system? 3. What are STD's and how can you decrease your chances of getting them? 4. What are the advantages of sexual abstinence?	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>H-1 analyze individual actions and interactions within groups.</i></li> <li><input type="checkbox"/> <i>H-2 explain how the functioning of body systems (e.g., reproductive, digestive, circulatory) are interrelated.</i></li> <li><input type="checkbox"/> <i>H-3 explain the process of human growth and development (e.g., reproductive system, life cycle, changing roles and responsibilities, social skills development, aging).</i></li> <li><input type="checkbox"/> <i>H-4 identify abstinence as the only sure means of preventing pregnancy and STDs.</i></li> <li><input type="checkbox"/> <i>H-21 define abuse (e.g., physical, emotional, sexual) and determine strategies for prevention.</i></li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PL-HS-1.1.05 Students will identify and evaluate the risks (e.g., STDs, unwanted pregnancies, HIV/AIDS) of being sexually active, and the strategies (e.g., abstinence, using refusal skills, talking with parents,</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fertilization</li> <li><input type="checkbox"/> Sperm</li> <li><input type="checkbox"/> Egg</li> <li><input type="checkbox"/> Testes</li> <li><input type="checkbox"/> Penis</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>List and Define each vocabulary word that is described in this chapter</u></li> <li><input type="checkbox"/> List five things that they know about the female reproductive system.</li> <li><input type="checkbox"/> Discuss how the parts of the female reproductive system</li> </ul>

Practical Living 9-12	Unit 8: Sexuality and Social Health		Suggested Length: 6 classes
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>doctors, counselors) for delaying sexual activity.</p> <p><b>□ PL-HS-1.1.07 Students will describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable diseases (e.g., hepatitis, tuberculosis, STD/HIV/AIDS) and non-communicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis). DOK 2</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ovaries</li> <li><input type="checkbox"/> Ovulation</li> <li><input type="checkbox"/> Vagina</li> <li><input type="checkbox"/> Cervix</li> <li><input type="checkbox"/> Uterus</li> <li><input type="checkbox"/> Embryo</li> <li><input type="checkbox"/> Fetus</li> <li><input type="checkbox"/> Puberty</li> <li><input type="checkbox"/> Hormones</li> <li><input type="checkbox"/> Nocturnal emissions</li> <li><input type="checkbox"/> Heterosexual</li> <li><input type="checkbox"/> Homosexual</li> <li><input type="checkbox"/> Sexual Intimacy</li> <li><input type="checkbox"/> Emotional Intimacy</li> <li><input type="checkbox"/> Sexual abstinence</li> <li><input type="checkbox"/> Sexually transmitted disease</li>   <li><input type="checkbox"/> Pap test</li> <li><input type="checkbox"/> Nonverbal communication</li> <li><input type="checkbox"/> Mixed message</li> <li><input type="checkbox"/> Active listening</li> <li><input type="checkbox"/> Relationship</li> <li><input type="checkbox"/> Empathy</li> <li><input type="checkbox"/> Gonorrhea</li> <li><input type="checkbox"/> Pelvic Inflammatory Disease</li> <li><input type="checkbox"/> Chlamydia</li> <li><input type="checkbox"/> Genital Herpes</li> </ul>	<p>are well adapted to carry out their functions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> List five positive characteristics in a dating partner.</li> <li><input type="checkbox"/> List the risks of being sexually active.</li> <li><input type="checkbox"/> Discuss what physical changes occur during pregnancy.</li> <li><input type="checkbox"/> Discuss reasons why a greater percentage of teenagers are practicing abstinence.</li> <li><input type="checkbox"/> Learn that abstinence is the only 100% effective way against becoming pregnant or contracting STDs</li> <li><input type="checkbox"/> Research the benefits for remaining sexually abstinent.</li> <li><input type="checkbox"/> List behaviors that put them at risk for STDs.</li> <li><input type="checkbox"/> Determine the activities that put you at high risk for contracting STDs.</li> <li><input type="checkbox"/> List ways that STDs can be transmitted from one person to another. Discuss how untreated STDs can lead to infertility.</li> <li><input type="checkbox"/> Discuss why the number of HIV causes is rising.</li> <li><input type="checkbox"/> Determine the differences between HIV and Aids.</li> <li><input type="checkbox"/> List five facts about how HIV affects the body.</li> <li><input type="checkbox"/> Discuss how Aids is a preventable disease.</li> <li><input type="checkbox"/> <u>Complete various quizzes on chapters 16 and 17.</u></li> <li><input type="checkbox"/> <u>Review for the tests answering questions that consist of multiple choice, matching, fill in the blank questions, short answer, and essay questions.</u></li> <li><input type="checkbox"/> <u>Complete a test for the chapters consisting of matching, multiple-choice questions, fill in the blank.</u></li>   <li><input type="checkbox"/> Write down their own definition to the word reproduction.</li> <li><input type="checkbox"/> Label the parts of the male reproductive system that they know. Then, they are to describe the functions of each of the parts.</li> <li><input type="checkbox"/> Research prostate and testicular cancer. They should focus on the incidence of the disease, risk factors, and early detection.</li> </ul>



<b>Practical Living 9-12</b>	<b>Unit 8: Sexuality and Social Health</b>		<b>Suggested Length: 6 classes</b>
<b>Essential Questions</b>	<i>Program of Studies and Core Content</i>	<b>Key Terms and Vocabulary</b>	<b>Classroom Instruction and <u>Assessment</u></b> <i>Student will:</i>
		<input type="checkbox"/> Syphilis <input type="checkbox"/> Genital Warts <input type="checkbox"/> Latex Condom	

<b>Practical Living 9-12</b>	<b>Unit 9: Fitness</b>		<b>Suggested Length: 1 Week</b>
<b>Essential Questions</b>	<i>Program of Studies and Core Content</i>	<b>Key Terms and Vocabulary</b>	<b>Classroom Instruction and <u>Assessment</u></b> <i>Student will:</i>
<p>1. What are the principles of fitness training and conditioning?</p> <p>2. How do we test our fitness level?</p> <p>3. How does regular participation in fitness activities lower blood pressure, raise your metabolism, decrease body fat, and increase cardiovascular endurance?</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> H-1 describe how the benefits of exercise (e.g., disease prevention, self-esteem, improved fitness, weight control, improved appearance, higher energy level) are interrelated.</li> <li><input type="checkbox"/> H-2 apply principles of exercise (e.g., frequency, intensity, duration, overload principle, progression, specificity, target zone).</li> <li><input type="checkbox"/> H-3 develop health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, body composition).</li> <li><input type="checkbox"/> H-4 apply nutritional concepts (e.g., body composition, weight control, food/fluid selection, caloric balance) in meal planning.</li> <li><input type="checkbox"/> H-5 establish, develop, and implement a lifetime personal fitness and activity plan.</li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PL-HS-2.1.01 Students will analyze the principles for motor skills (e.g., accuracy, technique, physics, mechanics) and make applications for improving these skills (locomotor, nonlocomotor, and transitional).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Agility</li> <li><input type="checkbox"/> Speed</li> <li><input type="checkbox"/> Stretches</li> <li><input type="checkbox"/> Jumping Jacks</li> <li><input type="checkbox"/> Line jumping</li> <li><input type="checkbox"/> Push ups</li> <li><input type="checkbox"/> Crunches</li> <li><input type="checkbox"/> Leg Lifts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learn what agility means and be able to perform drills that help improve agility</li> <li><input type="checkbox"/> <u>Be able to complete a circuit-training sheet keeping track of their performance on the different exercises to help improve their five areas of Health Related Fitness. The drills are as follows: Crunches, push-ups, line jumping (jumping back and forth across a line on the floor), basketball dribbling, and jumping jacks. Each</u></li> </ul>

Practical Living 9-12	Unit 9: Fitness		Suggested Length: 1 Week
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>PL-HS-2.2.03 Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/ cardiovascular endurance) and apply the FITT Principle (Frequency, Intensity, Type, Time) to create a comprehensive exercise plan. DOK 3</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cardiovascular Fitness</li> <li><input type="checkbox"/> Physical Fitness</li> <li><input type="checkbox"/> Interval Training</li> <li><input type="checkbox"/> Body Composition</li> <li><input type="checkbox"/> Muscular Strength</li> <li><input type="checkbox"/> Muscular Endurance</li> <li><input type="checkbox"/> Flexibility</li> <li><input type="checkbox"/> Balance</li> <li><input type="checkbox"/> Coordination</li> <li><input type="checkbox"/> Power</li> <li><input type="checkbox"/> Sets</li> <li><input type="checkbox"/> Repetitions</li> </ul>	<p><u>station is performed for a minute at a time. After they complete all the stations, they will set a goal to meet and complete the stations again.</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the five categories of Health Related Fitness and how these areas affect our overall Health.</li> <li><input type="checkbox"/> <u>Be able to run a mile in less that 15 minutes and be able to keep track of their time and their target heart rate.</u></li> <li><input type="checkbox"/> <u>Complete ten interval-training stations and keep track of their performances at each station.</u></li> <li><input type="checkbox"/> The stations are as follows:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Sprint for 30 seconds, walk briskly for 60 seconds to recover,</li> <li><input type="checkbox"/> 2. Tuck jumps for 60 seconds (tuck knees to chest, land with knees bent), walk briskly for 60 seconds to recover,</li> <li><input type="checkbox"/> 3. Push ups for 30 seconds, walk briskly for 60 seconds,</li> <li><input type="checkbox"/> 4. High knee sprints for 30 seconds walk briskly for 60 seconds,</li> <li><input type="checkbox"/> 5. Sprint for 30 seconds, walk briskly for 60 seconds,</li> <li><input type="checkbox"/> 6. Grapevine for 30 seconds, walk briskly for 60 seconds,</li> <li><input type="checkbox"/> 7. Alternating lunges for 30 seconds walk briskly for 60 seconds,</li> <li><input type="checkbox"/> 8. High knee skipping for 30 seconds, walk briskly for 60 seconds,</li> <li><input type="checkbox"/> 9. Crunches for 30 seconds walk to cool down,</li> <li><input type="checkbox"/> 10. Stretch out all muscle groups.</li> </ul> </li> <li><input type="checkbox"/> Discuss what muscle groups the machines in the weight room work out. Discuss how to use the machine correctly so you will not injury yourself. Discuss why you should start slowly when starting an exercise program and then build it up.</li> <li><input type="checkbox"/> <u>Practice using the machines and figure out at what weight you should start your weight lifting program.</u></li> <li><input type="checkbox"/> <u>Design a weight-training program that they can</u></li> </ul>

<b>Practical Living 9-12</b>	<b>Unit 9: Fitness</b>		<b>Suggested Length: 1 Week</b>
<b>Essential Questions</b>	<i>Program of Studies and Core Content</i>	<b>Key Terms and Vocabulary</b>	<b>Classroom Instruction and <u>Assessment</u></b> <i>Student will:</i>
			<u>implement into their workout routine even after they leave this classroom setting.</u>

<b>Practical Living 9-12</b>	<b>Unit 10: Team Sports</b>		<b>Suggested Length: 8 weeks</b>
<b>Essential Questions</b>	<i>Program of Studies and Core Content</i>	<b>Key Terms and Vocabulary</b>	<b>Classroom Instruction and <u>Assessment</u></b> <i>Student will:</i>
<p>1. What are the skills and proper techniques necessary for playing common team sports?</p> <p>2. What are the rules of each game?</p> <p>3. What types of drills and practice will improve your performance?</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> H-6 apply movement concepts (e.g., space awareness, effort, formations that occur between objects and people) in various games, sports, and rhythmic activities.</li> <li><input type="checkbox"/> H-7 demonstrate principles of motor skill refinement (e.g., accuracy, techniques, and physics).</li> <li><input type="checkbox"/> H-8 analyze specialized movement sequences and patterns to make recommendations for improvement.</li> <li><input type="checkbox"/> H-9 develop specialized motor skills (combination of locomotor, object manipulation, and movement concepts) for participation in rhythmic movement; individual, dual, and team games; and activities (e.g., baseball, soccer, dance, basketball).</li> <li><input type="checkbox"/> H-10 define techniques to achieve consistency in performance of fundamental skills (e.g., throwing, catching, kicking, striking, dribbling) in games and activities.</li> <li><input type="checkbox"/> H-11 analyze object manipulation to make recommendations for improvements.</li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PL-HS-2.1.01 Students will analyze the principles for motor skills (e.g., accuracy, technique, physics, mechanics) and make</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Foul Shot</li> <li><input type="checkbox"/> Jump Shot</li> <li><input type="checkbox"/> Offensive Violation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Describe and analyze the various skills used in basketball: dribbling, chest pass, bounce pass, defensive slide, jump shot, and foul shot.</u></li> </ul>

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	<p>applications for improving these skills (locomotor, nonlocomotor, and transitional).</p> <p>□ PL-HS-2.1.02 Students will infer how an analysis of specialized movement patterns (e.g., swinging golf clubs, shooting basketballs) and sequence evaluation (e.g., positioning, performing, following through) can be used to make recommendations for the improvement of skills used in individual, dual, and team sports (e.g., golf, racket sports, softball, volleyball, basketball).</p>	<ul style="list-style-type: none"> <li>□ Backdoor</li> <li>□ Baseline</li> <li>□ Charging</li> <li>□ Defense</li> <li>□ Offense</li> <li>□ Give and Go</li> <li>□ Pick</li> <li>□ Pick and Roll</li> <li>□ Violation</li> <li>□ Traveling</li> <li>□ Posting Up</li> <li>□ Three second violation</li> <li>□ Throw in</li> <li>□ Foul</li>   <li>□ Bonus</li> <li>□ Lane violation</li> <li>□ Ten second line</li> <li>□ Ten second violation</li> <li>□ Over and back</li> <li>□ Out of bounds</li> <li>□ Anchor</li> <li>□ Double</li> <li>□ Split</li> <li>□ Foul</li> <li>□ Frame</li> <li>□ Gutter ball</li> </ul>	<ul style="list-style-type: none"> <li>□ <u>Perform these skills at various stations set up for them to practice these skills. They will also have to set goals to help them reach their maximum potential.</u></li> <li>□ <u>Describe and analyze the various skills used in softball: Throwing, catching, and swinging a bat.</u></li> <li>□ Discuss the following skills that have to used in a softball game: Tagging up, force outs, and throwing ahead of the runner.</li> <li>□ <u>Perform a skills test of their soccer skills; these tests are performed right before the soccer unit starts and then again as they are finishing it: timing a distance for dribbling, number of shots made on goal, number of passes made inside a certain area.</u></li> <li>□ <u>Perform the various skills in game situations.</u></li> <li>□ <u>Describe and analyze the various skills used in volleyball: bumping, setting, underhand serve, spiking.</u></li> <li>□ <u>Perform a skills test of their volleyball skills; these tests are performed right before the volleyball unit starts and then again as they are finishing it: number of times out of ten that you can serve the ball into a certain area on the opposing teams side, the number of correct bumps you can make up to the net out of ten, and the number of correct sets you can make out of ten.</u></li> <li>□ <u>Describe what areas of health related fitness we are improving in each sport or activity.</u></li>   <li>□ Perform certain shots in Badminton: underhand serve, smash, let, and etc, in a game situation.</li> <li>□ Perform various bowling shots in various situations: Strike, spare, split, gutter ball, and etc.</li> <li>□ <b><u>Open Response:</u></b> <u>Suppose you have a friend who wants to learn the proper way to strike a softball, describe the steps for preparing, striking, and completing a proper swing.</u></li> </ul>

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	<ul style="list-style-type: none"> <li>❑ <b>PL-HS-2.2.02 Students will apply techniques (e.g., practice, peer/teacher evaluation, individualized coaching) to achieve performance consistency in games and sports. DOK 3</b></li>   <li>❑ PL-HS-2.2.04 Students will compare offensive and defensive strategies and basic rules of play for a variety of games and sports.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Strike</li> <li>❑ Turkey</li> <li>❑ Open Frame</li> <li>❑ Spare</li> <li>❑ Shuttlecock</li> <li>❑ Clear</li> <li>❑ Drop</li> <li>❑ Fault</li> <li>❑ Let</li> <li>❑ Rally</li> <li>❑ Short Serve</li> <li>❑ Wood</li>   <li>❑ Assist</li> <li>❑ Put Out</li> <li>❑ Sacrifice Fly</li> <li>❑ Batting Average</li> <li>❑ Hot Corner</li> <li>❑ Switch Hitter</li> <li>❑ Infield Fly</li> <li>❑ Battery</li> <li>❑ Clean Up Batter</li> <li>❑ Double Play</li>   <li>❑ Initial Sack</li> <li>❑ Keystone Sack</li> <li>❑ Heading</li> <li>❑ Foul</li> <li>❑ Personal Foul</li> <li>❑ Touch lines</li> <li>❑ Goalie</li> <li>❑ Field Goal</li> <li>❑ Penalty Marker</li> <li>❑ Dribbling</li> <li>❑ Corner Kick</li> <li>❑ Free Kick</li> </ul>	<ul style="list-style-type: none"> <li>❑ <u>Use proper technique for each skill in a game situation.</u></li> <li>❑ Discuss what is meant by the term lifetime sport.</li> <li>❑ <u>Perform the various skills that they have acquired in a game situation.</u></li> <li>❑ <b><u>Open Response:</u></b> <u>Your little sister is playing softball in a summer league, but she is becoming discouraged because she is having trouble hitting the ball. <b>A.</b> List <b>three</b> elements you will look for in her batting technique that could be the cause of her problems. <b>B. Explain</b> in specific terms how improving <b>each</b> would help her hit the ball.</u></li>   <li>❑ Describe all the rules pertaining to basketball.</li> <li>❑ <u>Complete a test of multiple choice and short answer questions related to the rules and regulations of basketball.</u></li> <li>❑ Describe all the rules pertaining to badminton and bowling.</li> <li>❑ Learn how to keep score in badminton.</li> <li>❑ Calculate score in a bowling game.</li> <li>❑ <u>Complete a test of multiple choice and short answer questions related to the rules and regulations of badminton and bowling</u></li> <li>❑ Describe all the rules pertaining to softball.</li> </ul>

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	<ul style="list-style-type: none"> <li>❑ PL-HS-2.2.05 Students will analyze the value and role of rules, fair play, cooperation, and sportsmanship for spectators/participants during games and sports.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Inside Foot Pass</li> <li>❑ Outside foot pass</li> <li>❑ Attack</li> <li>❑ Block</li> <li>❑ Dig</li> <li>❑ Dink</li> <li>❑ Foul</li> <li>❑ Pass</li> <li>❑ Rotation</li> <li>❑ Side Out</li> <li>❑ Spike</li> <li>❑ Underhand serve</li> <li>❑ Overhand serve</li> <li>❑ Ace</li> <li>❑ Foot foul</li> </ul>	<ul style="list-style-type: none"> <li>❑ <u>Complete a test of multiple choice and short answer questions related to the rules and regulations of softball.</u></li> <li>❑ Describe all the rules pertaining to soccer.</li> <li>❑ <u>Describe and analyze the various skills used in soccer: Dribbling, passing, throw ins, goal keeping, heading, and shot on goal.</u></li> <li>❑ <u>Complete a test of multiple choice and short answer questions related to the rules and regulations of soccer.</u></li> <li>❑ Describe all the rules pertaining to volleyball.</li> <li>❑ <u>Complete a test of multiple choice and short answer questions related to the rules and regulations of volleyball.</u></li>   <li>❑ <b>Open Response:</b> <u>The expression “there is no “I” in the word Team,” reflects the importance of cooperation in both team sports and group projects. Teamwork often means letting go of your personal interests and goals for the benefit of the group. A. List two specific examples of a team member choosing personal interests and goals over the team’s interest and goals. B. For each example listed in part a, describe how the success of the team may be negatively affected.</u></li> </ul>