

	Name of Course: Health - 10 Team Members: Katherine Mailhiot Number of Days: 15	
Unit	Nutrition & Physical Activity	
Essential Questions	What self-management skills do we need to analyze and overcome personal barriers and appropriately modify physical activity patterns to maintain or enhance health. How can we comparison shop for foods, including comparing nutrient density, unit pricing, food packaging, and prices of foods in various forms. What knowledge do we need to create a goal and plan for participating in physical activity to maintain or improve health and monitor progress	
Content Standards	12.1.NE.1 Compare and contrast various dietary guidelines and practices from different sources, locations, and cultures (e.g., USDA Guidelines, Harvard Healthy Eating Plate, Mediterranean Diet, food guidelines from different countries and cultures). 12.1.NE.2 Analyze the physical, mental, social, economic, and academic benefits or consequences of various dietary habits or behaviors. 12.1.NE.4 Demonstrate how to comparison shop for foods, including comparing nutrient density, unit pricing, food packaging, and prices of foods in various forms. 12.1.NE.5 Assess personal nutrition-related practices using dietary guidelines of their choice. 12.1.NE.7 Develop short- and long-term nutrition goals that build on strengths and address areas for improvement. 12.1.NE.8 Analyze barriers (e.g., finances, food availability and access, social norms, media) to succeeding with a personal nutrition-related goal and identify supports to help overcome those barriers. 12.2.PF.1 Assess personal strengths and interests and how they influence engagement in physical activity. 12.2.PF.3 Employ effective self-management skills to analyze and overcome personal barriers and appropriately modify physical activity patterns to maintain or enhance health. 12.2.PF.8 Create a goal and plan for participating in physical activity to maintain or improve health and monitor progress. 12.2.PF.12 Utilize safety practices when exercising in a variety of weather conditions. [12.3.MH.9 Demonstrate a variety of culturally responsive strategies for collaborating with peers, adults, and others in the community.	
Concepts and Subskills	Follow a healthy eating pattern that meets individual preferences and needs for growth and development. Choose a variety of options within each food group. Eat lots of fruits and vegetables. Drink lots of water.	Practices Brainstorm Discuss Role play Applying applications to real life Goal Setting

	Follow a healthy eating pattern that meets individual preferences and needs for growth and development. Choose a variety of options within each food group. Limit foods high in added sugars, saturated fats, trans fats, and sodium. Choose and enjoy nutrient-dense foods and beverages that reflect personal preferences, culture, and budget. Engage in moderate to vigorous physical activity for at least 60 minutes every day. Regularly engage in physical activities that enhance cardiorespiratory endurance, flexibility, muscle endurance, and muscle strength. Follow a physical activity plan for healthy growth and development. Support others to be physically active. Engage in warm-up and cool-down activities before and after structured exercise. Drink plenty of water before, during, and after physical activity. Avoid injury during physical activity. Support others to be physically active.	
	Follow a healthy eating pattern that meets individual preferences and needs for growth and development. Support healthy eating patterns for others. Follow a physical activity plan for healthy growth and development. Support others to be physically active. Follow a healthy eating pattern that meets individual preferences and needs for growth and development. Prepare good-tasting, nutrient-dense foods for yourself and others. Choose and enjoy nutrient-dense foods and beverages that reflect personal preferences, culture, and budget. Support healthy eating patterns for others.	

	Follow a physical activity plan for healthy growth and development. Support others to be physically active.	
Content Objectives (Student Friendly Language)	Distinguish food sources that provide key nutrients. Explain the benefits of consuming key nutrients. Describe the relationship between nutrition and overall health. Describe the relationship between diet and common chronic diseases. Identify appropriate amounts to eat from each food group represented in the MyPlate system. Plan a personal healthy diet for one day. Describe the importance of eating a variety of appropriate foods to meet daily nutrient and calorie needs. Describe how to make a vegetarian diet healthy. Demonstrate how to use food labels to make healthy food choices. Describe the components of health-related fitness. Identify physical activities that contribute to maintaining or improving the components of health-related fitness. Summarize recommended amounts and types of moderate, vigorous, muscle-strengthening and bone-strengthening physical activity for adolescents. Explain the benefits of drinking water before, during and after physical activity. Explain ways to reduce the risk of injuries from participation in sports and other physical activity. Describe methods for responding to climate-related conditions during physical activity. Summarize the importance of warming up before and cooling down after physical activity. Describe the use of safety equipment for specific physical activities. Advocate to help others make healthy and safe physical activity choices. Identify valid and reliable sources of nutrition and physical activity information. Access resources to answer questions about nutrition or physical activity. Assess strengths and areas that need improvement in personal nutrition and physical activity behaviors. Summarize expected benefits of healthy eating or physical activity. Identify ways to overcome barriers to healthy eating or physical activity. Set a specific, realistic and measurable health goal related to healthy eating or physical activity.	
Content Vocabulary	Tier One Vocabulary ● accurate ● average ● balance ● characteristic ● complement ● dehydrated ● dehydration ● depression ● fitness	

- flexibility
- fluid
- hydrated
- intensity
- maximum
- measurable
- milligram
- moderate
- motivated
- muscular
- nausea
- nutrients
- nutrition
- obesity
- overweight
- oxygen
- precautions
- protein
- realistic
- reliable
- resource
- self-assessment
- specific
- texture
- valid
- variety
- vitamins
- warm up

Tier Two Vocabulary

- aerobic
- barrier
- calcium
- calorie range
- cancer
- carbohydrate
- cholesterol
- chronic disease
- cool down
- deficiency
- diabetes
- digestion
- duration
- endurance

- exhausted
- fat
- fiber
- food group
- frequency
- fructose
- glucose
- glycogen
- gram
- heart disease
- heart rate
- heat exhaustion
- heatstroke
- heredity
- high blood pressure
- hormone
- hypertension
- hypothermia
- iron
- joint
- lactose
- ligament
- magnesium
- metabolism
- osteoporosis
- pancreas
- perspiration
- pulse
- refined grain
- saturated fat
- serving size
- simple carbohydrates
- stamina
- starches
- strenuous
- stroke
- torso
- trans fat
- type 2 diabetes
- unsaturated fat
- vegan
- vegetarian
- vigorous
- water soluble

Tier Three Vocabulary

	● amino acids ● anaerobic ● anemia ● antibodies ● arteries ● capillaries ● cardiorespiratory ● cardiovascular ● complete protein ● complex carbohydrates ● electrolytes ● fat soluble ● hemoglobin ● insulin ● lacto-ovo-vegetarian ● lacto-vegetarian ● maltose ● minerals ● monounsaturated fats ● polyunsaturated fats ● potassium ● sucrose ● target heart rate ● tendon ● incomplete protein
Assessments, Products, Projects	In class discussions, health smart lesson assignments - lessons 1, 3, 4, 6, 8, 9, 10
Text, Materials, and Resources	Health Smart Curriculum - lessons 1, 3, 4, 6, 8, 9, 10

	Name of Course: Health - 10 Team Members: Katherine Mailhiot Number of Days: 6
Unit	HIV, STI & Pregnancy Prevention
Essential Questions	Why is it important to treat all people with dignity and respect with regard to their gender identity and sexual orientation?

	What is the role of individual responsibility in making sexual decisions? Why is it important to use contraceptives correctly and consistently to reduce risk of pregnancy?	
Content Standards	12.1.SH.5 Evaluate readiness, options, and their respective consequences regarding sexual activity in consensual relationships including abstinence, postponing sexual intercourse, engaging in safe sex practices (e.g., using condoms and other barriers, using birth control). 12.1.HR.2 Analyze the benefits and risks of various ways people express feelings within relationships (e.g., words, acts of kindness, hugging, holding hands, kissing, sexual behaviors, jealousy, manipulation) and describe the characteristics of effective expression of feelings and emotions within a health-promoting relationship. [12.3.HR.3 Summarize benefits (e.g., mutual respect, deeper connections, inclusion) of respecting individual differences in aspects of sexuality (e.g., sexual activity, sexual abstinence, sexual orientation), gender (e.g., gender expression, gender identity), growth and development, and physical appearance. 12.3.MH.9 Demonstrate a variety of culturally responsive strategies for collaborating with peers, adults, and others in the community. 12.5.GS.2 Determine the role of personal views about gender, sexual identity, and sexual health on choices and behaviors. 12.5.GS.3 Discuss the role of personal and collective beliefs and values in creating a culture free of bullying, sexual harassment, sexual abuse, sexual assault, exploitation, incest, rape, domestic violence, dating violence, and gender-based violence. 12.7.SH.1 Discuss how to foster empathy, inclusiveness, and respect around issues related to sexuality (such as sexual activity, sexual abstinence, sexual orientation), gender expression, and gender identity. 12.7.SH.2 Identify and support school and community policies and programs that promote safety, dignity, and respect for all sexual orientations and people of all gender identities and gender expressions.	
Concepts and Subskills	Treat all people with dignity and respect with regard to their gender identity and sexual orientation Be sexually abstinent. Engage in behaviors that prevent or reduce sexually transmitted infections (STIs), including HIV. Engage in behaviors that prevent or reduce unintended pregnancy. Use appropriate health services to promote sexual and reproductive health. Engage in behaviors that prevent or reduce unintended pregnancy. Use appropriate health services to promote sexual and reproductive health.	Practices Brain storm Discuss Applying applications to real life Goal Setting

Content Objectives (Student Friendly Language)	Summarize the benefits of respecting individual differences in aspects of sexuality, such as sexual abstinence, sexual activity, sexual orientation and gender identity. Summarize how intolerance of differences in aspects of sexuality can affect others. Summarize ways to demonstrate respect for sexuality-related differences. Advocate for respecting different aspects of sexuality. Analyze the role of individual responsibility in making sexual decisions. Describe negative consequences of sexual activity. Summarize the importance of setting personal limits to avoid risky sexual behavior. Justify why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STIs and pregnancy. Describe responsible sexual behaviors. Analyze the emotional, social, physical and financial effects of being a teen parent. Analyze different birth control options. Explain the importance of using contraceptives correctly and consistently to reduce risk of pregnancy. Explain the importance of contraceptive counseling and services if sexually active.
Content Vocabulary	Tier One Vocabulary
	● consistent ● responsibility ● sexting ● sexually active
	Tier Two Vocabulary
	● abstinence ● birth control ● condom ● contraception ● hate crime ● intolerant ● masturbation ● puberty ● safer sex ● sexual abstinence ● sexual responsibility ● stereotype ● tolerant ● vagina
	Tier Three Vocabulary
	● cervix ● Depo-Provera ● ejaculate

	● external condom ● HIV (human immunodeficiency virus) ● hormone ● implant ● internal condom ● IUD (intrauterine device) ● ovaries ● over the counter ● pregnancy ● prescription ● semen ● sperm ● spermicide ● sponge ● STI (sexually transmitted infection) ● suppository ● torso ● uterus ● vaginal intercourse ● semen ● seminal fluid ● seminal vesicles ● sperm ● testicles ● testosterone ● urethra ● urinary opening ● uterus ● vagina ● vaginal opening ● vas deferens ● vulva
Assessments, Products, Projects	In class discussions, health smart lesson assignments - 2, 3, 5, Pre/Post Test
Text, Materials, and Resources	Health Smart Curriculum - lessons 2, 3, 5

	Name of Course: Health - 10 Team Members: Katherine Mailhiot Number of Days: 6	
Unit	Abstinence, Personal & Sexual Health	
Essential Questions	Which personal health and wellness-related practices and behaviors reduce or prevent health risks. What factors can affect the quality of life? What is the relationship between the menstrual cycle and becoming pregnant?	
Content Standards	12.1.SH.1 Demonstrate the ability to apply an effective decision-making process in situations related to sexual activity and sexual health. 12.1.SH.5 Evaluate readiness, options, and their respective consequences regarding sexual activity in consensual relationships including abstinence, postponing sexual intercourse, engaging in safe sex practices (e.g., using condoms and other barriers, using birth control). 12.2.PH.5 Describe external factors (such as social determinants of health) that can affect health and one's agency in addressing health. [HPE]	
Concepts and Subskills	Recognize developmental changes experienced by self and others during childhood and adolescence. Be sexually abstinent. Engage in behaviors that prevent or reduce unintended pregnancy.	Practices Brainstorm Discuss Applying applications to real life Goal Setting
Content Objectives (Student Friendly Language)	Explain the difference between lifespan and quality of life. Describe factors that can affect quality of life. Assess personal health- and wellness-related practices and behaviors that reduce or prevent health risks. Identify the organs of the reproductive systems. Describe the functions of the reproductive systems. Summarize the relationship between the menstrual cycle and becoming pregnant. Use decision-making skills to set personal limits regarding sexual behaviors.	
Content Vocabulary	Tier One Vocabulary • decision • decision making • option • quality • quantity	

	Tier Two Vocabulary
	● impulse ● life expectancy ● life span ● risk factor ● self-control
	Tier Three Vocabulary
	● birth canal ● bladder ● cervix ● circumcision ● clitoris ● Cowper's glands ● ejaculation ● embryo ● epididymis ● erection ● estrogen ● fallopian tubes ● fertile ● fertilization ● fetus ● implantation ● labia ● menstruation ● mons pubis ● ovaries ● ovulation ● penis ● pre-ejaculate ● pregnancy ● progesterone ● prostate gland ● protective factor ● puberty ● reproductive ● scrotum ● semen ● seminal fluid ● seminal vesicles ● sperm ● testicles ● testosterone ● urethra

	• urinary opening • uterus • vagina • vaginal opening • vas deferens • vulva
Assessments, Products, Projects	In class discussions, health smart lesson assignments - 1, 8, 14, Pre/Post Test
Text, Materials, and Resources	Health Smart Curriculum - 1, 8, 14