

Topic, Unit, Theme or Process Taught	Maine LEARNING RESULT Links (Standard and PI) 2007	Strategies/Skills/Concepts/Secure Goals By the end of this grade level or course, learners will be able to:	Resources (Complete bibliographic form for required texts or resources and lists of supplementary resources)	Assessments and Major Assignments (Tests, quizzes, projects, papers, homework, labs, etc.)
Wellness/Physical Fitness	A1 a-d A2 A3 A4a C2a	<p>Students will achieve and maintain optimal wellness</p> <p>Students predict how behaviors can impact health status.</p> <ol style="list-style-type: none"> Analyze individual responsibility for enhancing health. Predict how healthy behaviors can positively impact health status. Describe barriers to practicing healthy behaviors. Examine <i>personal susceptibility</i> to, and the <i>potential severity</i> of, injury or illness if engaging in unhealthy behaviors <p>Students analyze the interrelationship of <i>physical, mental/intellectual, emotional, and social health</i>.</p> <p>Students explain causes of common diseases, disorders and other common health problems and propose ways to reduce, prevent, or treat them.</p> <p>Students determine the interrelationship between the <i>environment</i> and other factors and personal health.</p> <ol style="list-style-type: none"> Analyze how environment and personal health are interrelated. <p>Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p> <ol style="list-style-type: none"> Develop ways to recognize and avoid or change situations that threaten the safety of self and others. 	Glencoe- <u>Health</u>	Chapter Test Fitness plan Goals and fitness plan Use of equipment checklist
Nutrition	A1 a-d A2 A3 A6 C2a D1 a-e	<p>Students predict how behaviors can impact health status.</p> <ol style="list-style-type: none"> Analyze individual responsibility for enhancing health. Predict how healthy behaviors can positively impact health status. Describe barriers to practicing healthy behaviors. 	Internet- Fast food websites Video- <u>Super sizing</u>	Teen restaurant activity Analyze positives and negatives in nutrition log

	<p>F1 a,e, f</p>	<p>d. Examine <i>personal susceptibility</i> to, and the <i>potential severity</i> of, injury or illness if engaging in unhealthy behaviors</p> <p>Students analyze the interrelationship of <i>physical, mental/intellectual, emotional, and social health</i>.</p> <p>Students explain causes of common diseases, disorders and other common health problems and propose ways to reduce, prevent or treat them.</p> <p>Students analyze complex health concepts related to nutrition and injury prevention.</p> <p>Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p> <p>e. Develop ways to recognize and avoid or change situations that threaten the safety of self and others.</p> <p>Students analyze the influences on health and health behaviors.</p> <p>a. Analyze how family, school and community influence the health of individuals.</p> <p>b. Analyze how peers influence healthy and unhealthy behaviors.</p> <p>c. Evaluate the effect of the media on personal and family health.</p> <p>d. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>e. Analyze how <i>culture</i> and personal values and beliefs influence individual health behaviors.</p> <p>Students apply a decision making process to enhance health.</p> <p>a. Compare the value of thoughtful <i>decision making</i> to quick <i>decision making</i> in health related situation.</p> <p>b. Defend the healthy choice when making a decision.</p> <p>c. Evaluate the effectiveness of a health-related decision.</p>		
--	------------------	--	--	--

<p>Mental Health</p>	<p>A1 a-d A2 E1 a,c</p>	<p>Students will understand how to express emotions in healthy ways</p> <p>Students will understand personality and emotions</p> <p>Students predict how behaviors can impact health status.</p> <ol style="list-style-type: none"> a. Analyze individual responsibility for enhancing health. b. Predict how healthy behaviors can positively impact health status. c. Describe barriers to practicing healthy behaviors. d. Examine <i>personal susceptibility</i> to, and the <i>potential severity</i> of, injury or illness if engaging in unhealthy behaviors <p>Students analyze the interrelationship of <i>physical, mental/intellectual, emotional, and social health</i>.</p> <p>Students utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <ol style="list-style-type: none"> a. Demonstrate effective communication skills, including how to ask for and offer assistance to enhance the health of self and others. b. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 	<p>Glencoe-<u>Health</u> Videos <u>Anger Management Hitch</u> Teacher developed study guides</p>	<p>Chapter test</p>
----------------------	---------------------------------	--	--	---------------------

<p>Mental Health</p>	<p>E2 a, b D1 a, b, e</p>	<p>Students demonstrate ways to influence and support others in making positive health choices.</p> <ul style="list-style-type: none"> a. Utilize accurate peer and societal norms to formulate a health-enhancing message. b. Adapt health messages and communication techniques for different audiences. <p>Students analyze the influences on health and health behaviors.</p> <ul style="list-style-type: none"> a. Analyze how family, school and community influence the health of individuals. b. Analyze how peers influence healthy and unhealthy behaviors. c. Analyze how <i>culture</i> and personal value and beliefs influence individual health behaviors. 		
<p>Communication and stress management</p>	<p>A1 a-d A2 A3 A4a,b B1 B2a C2a C3 D1 a-e D2 D3 a,b E1 a,c F1c,d,f A5</p>	<p>Students will understand healthy ways to communicate, manage stress and recognize controllable stress.</p> <p>Students predict how behaviors can impact health status.</p> <ul style="list-style-type: none"> a. Analyze individual responsibility for enhancing health. b. Predict how healthy behaviors can positively impact health status. c. Describe barriers to practicing healthy behaviors. d. Examine <i>personal susceptibility</i> to, and the <i>potential severity</i> of, injury or illness if engaging in unhealthy behaviors. <p>Students analyze the interrelationship of <i>physical, mental/intellectual, emotional, and social health</i>.</p> <p>Students explain causes of common diseases, disorders and other common health problems and propose ways to reduce, prevent, or treat them.</p> <p>Students determine the interrelationship between the <i>environment</i> and other factors and personal health.</p> <ul style="list-style-type: none"> a. Analyze how environment and personal health are interrelated. b. Describe how <i>genetics</i> and <i>family history</i> can impact personal health. 	<p>Glencoe-Health Activity books Teacher made study guide Stress tests Video-<u>You've Got Mail</u> Team building activities</p>	

	<p>Students evaluate the <i>validity</i> and accessibility <i>of health information, products, and services</i>.</p> <p>Students access valid and reliable health information, products, and services.</p> <ul style="list-style-type: none"> a. Determine when professional health services may be required. <p>Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p> <ul style="list-style-type: none"> a. Develop ways to recognize and avoid or change situations that threaten the safety of self and others. <p>Students design, implement, and evaluate a plan for stress management.</p> <p>Students analyze the influences on health and health behaviors.</p> <ul style="list-style-type: none"> a. Analyze how family, school and community influence the health of individuals. b. Analyze how peers influence healthy and unhealthy behaviors. c. Evaluate the effect of the media on personal and family health. d. Analyze how the perceptions of norms influence healthy and unhealthy behaviors. e. Analyze how <i>culture</i> and personal values and beliefs influence individual health behaviors. <p>Students evaluate the impact of technology on personal, family, and community health.</p> <p>Students analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <ul style="list-style-type: none"> a. Analyze the influence of alcohol use on individual and group behavior. b. Analyze the influence of drug use on individual and group behavior. <p>Students utilize skills for communicating effectively with family, peers, and others to enhance health.</p>		
--	---	--	--

		<ul style="list-style-type: none"> a. Demonstrate effective communication skills, including how to ask for and offer assistance to enhance the health of self and others. b. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. <p>Students apply a decision making process to enhance health.</p> <ul style="list-style-type: none"> a. Generate alternative approaches to situations involving health-related decisions. b. Predict the potential short and long-term impact for and others for each alternative. c. Evaluate the effectiveness of a health-related decision. <p>Students describe the characteristics of human growth and development throughout the various stages of life.</p>		
Mental Disorders	<p>A1 a-d A2 A3 A4a-c B1 B2a C2a D1 a-e D2 E1c E2a F1 a,b,c,e,f</p>	<p>Students will understand a variety of mental disorders that affect teens and adults.</p> <p>Students predict how behaviors can impact health status.</p> <ul style="list-style-type: none"> a. Analyze individual responsibility for enhancing health. b. Predict how healthy behaviors can positively impact health status. c. Describe barriers to practicing healthy behaviors. d. Examine <i>personal susceptibility</i> to, and the <i>potential severity</i> of, injury or illness if engaging in unhealthy behaviors <p>Students analyze the interrelationship of <i>physical, mental/intellectual, emotional, and social health</i>.</p> <p>Students explain causes of common diseases, disorders and other common health problems and propose ways to reduce, prevent, or treat them.</p> <p>Students determine the interrelationship between the <i>environment</i> and other factors and personal health.</p> <ul style="list-style-type: none"> a. Analyze how environment and personal health are 		

		<p>interrelated.</p> <ul style="list-style-type: none"> b. Describe how <i>genetics</i> and <i>family history</i> can impact personal health. c. Analyze the relationship between access to health care and health status <p>Students evaluate the <i>validity</i> and accessibility <i>of health information, products, and services</i>.</p> <p>Students access valid and reliable health information, products, and services.</p> <ul style="list-style-type: none"> a. Determine when professional health services may be required. <p>Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p> <ul style="list-style-type: none"> a. Develop ways to recognize and avoid or change situations that threaten the safety of self and others. <p>Students analyze the influences on health and health behaviors.</p> <ul style="list-style-type: none"> a. Analyze how family, school and community influence the health of individuals. b. Analyze how peers influence healthy and unhealthy behaviors. c. Evaluate the effect of the media on personal and family health. d. Analyze how the perceptions of norms influence healthy and unhealthy behaviors. e. Analyze how <i>culture</i> and personal values and beliefs influence individual health behaviors. <p>Students evaluate the impact of technology on personal, family, and community health.</p> <p>Students utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <ul style="list-style-type: none"> a. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 		
--	--	--	--	--

		<p>Students demonstrate ways to influence and support others in making positive health choices.</p> <ul style="list-style-type: none"> a. Utilize accurate peer and societal norms to formulate a health-enhancing message <p>Students apply a decision making process to enhance health.</p> <ul style="list-style-type: none"> a. Compare the value of thoughtful <i>decision making</i> to quick <i>decision making</i> in health related situation. b. Justify when individual or collaborative <i>decision making</i> is appropriate. c. Generate alternative approaches to situations involving health-related decisions. d. Defend the healthy choice when making a decision. e. Evaluate the effectiveness of a health-related decision. 		
--	--	--	--	--