

Adair County High School

2020-2021

High School / Health & PE STANDARDS / PACING GUIDE

Teacher's Name(s): Stacia Hill, Paige Cotter

High School Academic Standards for Health Education

Performance Indicator	Learning Target We are learning to.....	Window of Instruction (weeks)	Essential Vocabulary	Resources
<p>Standard 1: Students will comprehend content related to health promotion and disease prevention to enhance health. Content Comprehension: The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.</p>				
<p>HS.1.1 Differentiate between proper use and abuse of over-the-counter medicines and prescription medicines.</p>	<ol style="list-style-type: none"> 1. Understand the difference between over-the-counter and prescription medicines. 2. Know the proper techniques for taking over-the-counter and prescription medicines. 	<p>Unit - Drug and Alcohol (2 weeks)</p>	<p>Medicines Drugs Vaccines Side Effects Additive Interactions Prescription Medicines Over-the-counter Medicine misuse Medicine abuse Drug Overdose</p>	<p>Glencoe Health</p>
<p>HS.1.2 Describe the harmful effects of binge drinking.</p>	<ol style="list-style-type: none"> 1. Explain how binge drinking can affect the brain. 2. Understand how binge drinking can affect decision making skills. 	<p>Unit - Drugs and Alcohol (2 weeks)</p> <p>Body Systems (2 weeks)</p>	<p>Ethanol Fermentation Depressant Intoxication Binge Drinking Alcohol Poisoning Blood alcohol concentration Fetal alcohol syndrome Alcoholic Recovery</p>	<p>Glencoe Health</p>

			Sobriety	
HS.1.3 Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism and job loss.	<ol style="list-style-type: none"> 1. Explaining the effects of alcohol on school performance, job performance, job absenteeism and job loss. 2. Explaining the effects of drugs on school performance, job performance, job absenteeism and job loss. 	Unit - Drugs and Alcohol (2 weeks)	Job performance Job absenteeism Job loss Ethanol Fermentation Depressant Intoxication Binge Drinking Alcohol Poisoning Blood alcohol concentration Fetal alcohol syndrome Alcoholic Recovery Sobriety	Glencoe Health
HS.1.4 Summarize why alcohol- or other drug-use is an unhealthy way to manage weight or stress and analyze the relationship between using alcohol and other drugs with other health risks.	<ol style="list-style-type: none"> 1. Summarize why alcohol and drugs are an unhealthy way of managing weight. 2. Explain the effects of alcohol and drug use on the human body. 	Unit - Drugs and Alcohol (2 weeks) Body Systems (2 weeks)	Depressant Intoxication Binge Drinking Alcoholic Recovery Stress Stressor Stress management Coping skills	Glencoe Health
HS.1.6 Analyze the dangers of driving while under the influence and the relationship between unintentional injuries while using alcohol and other drugs.	<ol style="list-style-type: none"> 1. Describe the dangers of driving under the influence. 2. Explain the potential risks/injuries that can be caused by driving under the influence of drugs and alcohol. 	Unit - Drugs and Alcohol (2 weeks)	Intoxication Blood alcohol concentration Binge drinking	Glencoe Health
HS.1.7 Describe the relationship between diet and chronic diseases.	<ol style="list-style-type: none"> 1. Explain the relationship 	Unit - Diseases (3	Obesity Overweight	Glencoe Health

	between diet and chronic diseases.	Days) Nutrition (3 weeks)	Calories Nutrients BMI Body Image Underweight Metabolism Binge Eating Anorexia	
HS.1.8 Describe the recommendation of the U.S. Dietary Guidelines for Americans and the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs.	<ol style="list-style-type: none"> 1. Understand the U.S. Dietary Guidelines for Americans 2. Calculate daily calorie and macronutrients needs 	Unit - Nutrition (3 weeks)	U.S. Dietary Guidelines Calories Energy Carbohydrates Proteins Fats	Glencoe Health
HS.1.9 Summarize how to make healthy food selections when dining out.	<ol style="list-style-type: none"> 1. Research and identify healthy dining out meal options. 2. Compare and contrast healthy versus unhealthy food selections 	Unit - Nutrition (3 weeks) Fitness (3 weeks)	Nutrition label	Glencoe Health
HS.1.10 Summarize the importance of healthy eating and physical activity in maintaining a healthy weight.	<ol style="list-style-type: none"> 1. Explain the effects of healthy eating on maintaining a healthy weight. 2. Explain the effects of physical activity on maintaining a healthy weight. 	Unit - Nutrition (3 weeks) Fitness (3 weeks)	Carbohydrates Protein Fats Calories Cardiovascular exercises Muscles Resistenance Strength Training	Glencoe Health
HS.1.11 Analyze the interrelationship of physical, mental, emotional, social and spiritual health.	<ol style="list-style-type: none"> 1. Analyze the relationship of physical, mental, emotional, social and spiritual 	Unit - Mental health (2 weeks) Relationships	Coping skills Stressors Stress Peer pressure	Glencoe Health

	health.	(8 days)		
HS.1.12 Evaluate effective strategies for dealing with stress.	<ol style="list-style-type: none"> 1. Explain the individual strategies for dealing with stress. 	Unit - Mental health (2 weeks) Relationships (8 days)	Stress Stressor Coping skills Emotions Behavior therapy Family therapy Group therapy	Glencoe Health
HS.1.13 Determine when to seek help for mental and emotional health problems.	<ol style="list-style-type: none"> 1. Determine the signs for mental and emotional illnesses. 2. Understand when to seek help for mental and emotional health problems. 	Unit - Mental health (2 weeks) Relationships (8 days)	Stress Stressor Coping skills Emotions Behavior therapy Family therapy Group therapy Mental disorders Depression Anxiety Stigma Mood disorders Suicide alienation	Glencoe Health
HS.1.14 Analyze characteristics of healthy relationships and explain how to build and maintain healthy relationships with family members, peers and boyfriends and girlfriends.	<ol style="list-style-type: none"> 1. Analyze the characteristics of healthy relationships. 2. Explain how to build and maintain healthy family relationships. 3. Explain how to build and maintain healthy peer relationships. 4. Explain how to build and maintain healthy romantic relationships. 	Unit - Mental health (2 weeks) Relationships (8 days)	Relationship Friendship Role Interpersonal communication Cooperation Compromise Personal identity Values Stereotype Bullying Hazing tolerance	Glencoe Health

<p>HS.1.15 Evaluate effective strategies for dealing with difficult relationships with family members, peers and boyfriend or girlfriends.</p>	<ol style="list-style-type: none"> 1. State effective strategies for dealing with conflict in family relationships. 2. State effective strategies for dealing with conflict in peer relationships. 3. State effective strategies for dealing with conflict in romantic relationships. 	<p>Unit - Mental health (2 weeks)</p> <p>Relationships (8 days)</p>	<p>Relationship Friendship Role Interpersonal communication Cooperation Compromise Personal identity Values Stereotype Bullying Hazing Tolerance Therapy Group therapy Family therapy</p>	<p>Glencoe Health</p>
<p>HS.1.16 Analyze the benefits of rest and sleep.</p>	<ol style="list-style-type: none"> 1. Know how many hours of sleep are needed per night. 2. Explain the benefits of rest and sleep on the human body. 	<p>Unit - Mental health (2 weeks)</p> <p>Introduction to Health (1 week)</p> <p>Nutrition (3 weeks)</p>	<p>Physical health Health triangle Relaxation</p>	<p>Glencoe Health</p>
<p>HS.1.17 Summarize personal strategies for minimizing potential harm from sun exposure.</p>	<ol style="list-style-type: none"> 1. Understand harmful effects of sun exposure. 2. Determine effective strategies for minimizing potential harm from sun exposure. 	<p>Unit - Body systems (2 weeks)</p> <p>Diseases (3 days)</p>	<p>Sunscreen Sun poison Epidermis Dermis Melanin Melanoma Cancer</p>	<p>Glencoe Health</p>
<p>HS.1.18 Summarize important health screenings, immunizations, checkups and examinations to maintain good health.</p>	<ol style="list-style-type: none"> 1. Understand health screenings, immunizations, checkups and examinations. 	<p>Unit - Hygiene (3 days)</p> <p>Introduction</p>	<p>Plaque Halitosis Immunizations Hair follicles</p>	<p>Glencoe Health</p>

	<ol style="list-style-type: none"> 2. Explain why health screenings, immunizations, checkups and examinations are important for maintaining good health. 	<p>to Health (1 week)</p> <p>Body Systems (2 weeks)</p>		
<p>HS.1.19 Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.</p>	<ol style="list-style-type: none"> 1. Understand how injuries occur while riding in or driving a motor vehicle. 2. Explain the ways to reduce the risk of injury while riding in or driving a motor vehicle. 	<p>Unit - Drugs and Alcohol (2 weeks)</p>	<p>Blood Alcohol Concentration</p> <p>Designated Driver</p> <p>Vehicular safety</p> <p>Road rage</p> <p>Defensive driving</p>	<p>Glencoe Health</p> <p>Drunk Goggles</p>
<p>HS.1.20 Explain accepted procedures for basic emergency care and lifesaving, including CPR.</p>	<ol style="list-style-type: none"> 1. Understand basic emergency care. 2. Explain the procedures for basic emergency care. 3. Know the steps involved in CPR. 	<p>Unit - First Aid (2 days)</p> <p>Body Systems (2 weeks)</p>	<p>First aid</p> <p>Good samaritan laws</p> <p>Precautions</p> <p>Cardiopulmonary resuscitation (CPR)</p> <p>Rescue breathing</p> <p>Defibrillator</p> <p>Shock</p> <p>Splint</p> <p>unconsciousness</p>	<p>Glencoe Health</p> <p>Jennifer Carter - ACHS Nursing Program</p> <p>Lindsey Wilson College Training Staff</p>
<p>HS.1.21 Evaluate the negative consequences of sending sexually explicit pictures or messages electronically</p>	<ol style="list-style-type: none"> 1. Know the difference between appropriate and inappropriate pictures of messages. 2. Evaluate the consequences of sending inappropriate 	<p>Unit - Relationships (2 weeks)</p> <p>Sex Education (3 days)</p>	<p>Peer pressure</p> <p>Refusal skills</p>	<p>Glencoe Health</p>

	pictures or messages electronically.			
HS.1.22 Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.	<ol style="list-style-type: none"> 1. Understand growth and development of the human body. 2. Understand sexual health. 3. Explain the importance of communicating relationships issues. 	Unit - Relationships (2 weeks) Sex Education (3 days) Body Systems (2 weeks)	Family communication Therapy Peer communication	Glencoe Health
HS.1.23 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs and pregnancy and summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs.	<ol style="list-style-type: none"> 1. Understand why abstinence from sex and drugs is the most effective way to stay healthy. 2. Explaining ways to prevent pregnancy. 3. Explaining ways to prevent sexual transmission of HIV and other sexually transmitted diseases. 	Unit - Sex Education (3 days) Diseases (3 days)	Abstinence Condoms HIV Sexually Transmitted Diseases	Glencoe Health Jamie White - ACHS Family Resource
HS.1.24 Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors and analyze the relationship between using alcohol and other drugs with sexual risk behaviors.	<ol style="list-style-type: none"> 1. Explain the concept of shared responsibilities. 2. Describe the importance of shared responsibilities for avoiding sexual activity. 	Unit - Sex Education (3 days) Diseases (3 days) Relationships (2 weeks)	Communication Peer communication Assertiveness Peer pressure Alcohol Drug abuse	Glencoe Health

	<p>3. Understand the effects of drugs and alcohol on sexual risk behaviors.</p> <p>4. Demonstrate proper refusal skills.</p>			
HS.1.25 Summarize the relationship between the menstrual cycle and conception.	<p>1. Describe the relationship between the menstrual cycle and conception.</p>	<p>Unit - Sex Education (3 days)</p> <p>Diseases (3 days)</p> <p>Relationships (2 weeks)</p> <p>Body Systems (2 weeks)</p>	<p>Menstrual cycle Ovulation Egg Ovary Sperm</p>	Glencoe Health
HS.1.26 Summarize the signs and symptoms of symptomatic and asymptomatic STDs and the importance of proper adherence to contraceptive methods to reduce the risk of pregnancy and STDs.	<p>1. State the signs and symptoms of sexually transmitted diseases.</p> <p>2. Explain the importance of proper contraceptive methods to reduce the risk of pregnancy and sexually transmitted diseases.</p>	<p>Sex Education (3 days)</p> <p>Diseases (3 days)</p>	<p>Sexually transmitted diseases (STD's) Sexually transmitted infections (STI's) Asymptomatic Refusal skills HPV vaccine</p>	Glencoe Health
HS.1.27 Describe the increased risks associated with having multiple sexual partners.	<p>1. Describe the increased risks with having</p>	<p>Sex Education (3 days)</p>	<p>Sexually transmitted diseases (STD's) Sexually transmitted</p>	Glencoe Health

	<p>multiple sexual partners.</p>	<p>Diseases (3 days)</p> <p>Relationships (2 weeks)</p>	<p>infections (STI's) Asymptomatic Refusal skills HPV vaccine</p>	
<p>HS.1.28 Analyze situations that could lead to being pressured to having sex.</p>	<ol style="list-style-type: none"> Analyze situations that could lead to being pressured to having sex. Demonstrate refusal skills. 	<p>Unit - Sex Education (3 days)</p> <p>Relationships (2 weeks)</p>	<p>Peer pressure Refusal skills Assertiveness</p>	<p>Glencoe Health</p>
<p>HS.1.29 Explain why it is wrong to trick, threaten, or coerce another person into having sex.</p>	<ol style="list-style-type: none"> Understand the consequences of coercing another individual into having sex. 	<p>Unit - Sex Education (3 days)</p> <p>Relationships (2 weeks)</p>	<p>Peer pressure Refusal skills Assertiveness Bullying</p>	<p>Glencoe Health</p>
<p>HS.1.30 Analyze the emotional, social, physical and financial effects of being a teen parent.</p>	<ol style="list-style-type: none"> Analyzing the emotional effects of being a teen parent. Understand the social effects of being a teen parent. Explain the physical effects of being a teen parent. Analyzing the financial effects of being a teen parent. 	<p>Unit - Relationships (2 weeks)</p> <p>Mental Health (2 weeks)</p>	<p>Responsibility Child care</p>	<p>Glencoe Health</p>
<p>HS.1.31 Examine situations that could lead to tobacco use and summarize the long-term health benefits of abstaining from or discontinuing tobacco use.</p>	<ol style="list-style-type: none"> Examine the situations that could lead to tobacco use. 	<p>Unit - Drugs and Alcohol (2 weeks)</p>	<p>Peer Pressure Abstinence Assertiveness Social gatherings</p>	<p>Glencoe Health</p>

	<ol style="list-style-type: none"> 2. Explain the long-term health effects of tobacco use on the human body. 	<p>Diseases (3 days)</p> <p>Body Systems (2 weeks)</p>	Cardiovascular System	
HS.1.32 Evaluate the financial costs of tobacco use to the individual and society.	<ol style="list-style-type: none"> 1. Analyzing the financial burden of tobacco use. 2. Understanding health care cost of tobacco. 	Unit - Drugs and Alcohol (2 weeks)	Finance Savings Nicotine Environmental tobacco smoke	Glencoe Health
HS.1.33 Summarize non-violent ways to respond to stress when angry or upset.	<ol style="list-style-type: none"> 1. Understand coping skills for stress. 	Unit - Mental Health (2 weeks)	Conflict Interpersonal conflicts escalate	Glencoe Health
HS.1.34 Analyze why it is important to understand the perspectives of others in resolving a conflict situation.	<ol style="list-style-type: none"> 1. Examining conflict solutions in relationships. 2. Understand others perspectives. 	<p>Unit - Relationships (2 weeks)</p> <p>Mental Health (2 weeks)</p>	Negotiation Meditation Confidentiality Peer mediation Conflict resolution compromise	Glencoe Health
HS.1.35 Analyze the relationship between using alcohol and other drugs and violence	<ol style="list-style-type: none"> 1. Understand the correlation between drugs and alcohol with violence. 	<p>Unit - Drugs and Alcohol (2 weeks)</p> <p>Mental Health (2 weeks)</p>	Conflict Escalate Blood alcohol concentration	Glencoe Health
HS.1.36 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.	<ol style="list-style-type: none"> 1. Explain the steps taken if weapons are seen in your community. 	Unit - Mental Health (2 weeks)	Violence Assault Random violence	Glencoe Health
HS.1.37 Explain why rape and sexual assault should be reported to a trusted adult.	<ol style="list-style-type: none"> 1. Understand the concept of rape and sexual assault. 	Unit - Sex Education (3 days)	Violence Assault Rape	Glencoe Health

	<ol style="list-style-type: none"> 2. Explain the steps taken to report rape and sexual assault. 3. Understand the consequences associated with not reporting rape or sexual assault. 		Sexual assault	
HS.1.38 Summarize why the presence of weapons increases the likelihood of injury and why it is important to tell an adult if there are people who are in danger of hurting themselves or others.	<ol style="list-style-type: none"> 1. Explain why weapons increase the likelihood of injury. 2. Understand why it is important to report if people are in danger of hurting themselves or others. 	Unit - Mental Health (2 weeks)	Violence Assault Random violence Reporting	Glencoe Health
HS.1.39 Explain that self-directed violence is the result of the accumulation of multiple problems rather than just one problem.	<ol style="list-style-type: none"> 1. Explain the concept of self-directed violence. 	Unit - Mental Health (2 weeks)	Depression Therapy Anxiety Mood disorders Harmful Violence Coping skills Stress management stress	Glencoe Health
HS.1.40 Explain when to seek help for mental health problems that contribute to violence.	<ol style="list-style-type: none"> 1. Understand when you should seek help for mental health problems. 2. Explain why mental health problems can lead to violence. 	Unit - Mental Health (2 weeks)	Therapy Psychotherapy Behavior therapy Cognitive therapy Family therapy Group therapy Drug therapy	Glencoe Health

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Practices for Analyzing Influences: Health is affected by a variety of positive and negative influences: family, peers, community (including school),

culture and media.

<p>HS.2.1 Analyze how family, culture, environments and communities affect personal health and wellness practices.</p>	<ol style="list-style-type: none"> 1. Understand the effects of family on personal health and wellness. 2. Understand the effects of culture on personal health and wellness. 3. Explain the effects of environments on personal health and wellness. 	<p>Unit - Nutrition (3 weeks)</p> <p>Hygiene (3 days)</p>	<p>Nutrients Macronutrients Culture Environmental risk factors Communication skills Self care Daily care</p>	<p>Glencoe Health</p>
<p>HS.2.2 Distinguish how family, peers, community, culture, media and perceptions of norms influence healthy behaviors.</p>	<ol style="list-style-type: none"> 1. Determine how peers influence healthy behaviors. 2. Determine how family influences healthy behaviors. 3. Determine how culture influences healthy behaviors. 4. Determine how media influences healthy behaviors. 5. Determine how community members influence healthy behaviors. 	<p>Unit - Relationships (2 weeks)</p> <p>Nutrition - (3 weeks)</p>	<p>Social influences Media Social media Communication Advertisements</p>	<p>Glencoe Health</p>
<p>HS.2.3 Analyze the factors and health-risk behaviors that influence the likelihood of engaging in unhealthy behaviors.</p>	<ol style="list-style-type: none"> 1. Analyze the factors that influence unhealthy behaviors. 	<p>Unit - Relationships (2 weeks)</p>	<p>Relationship Friendship Citizenship Role Cooperation compromise</p>	<p>Glencoe Health</p>
<p>HS.2.4 Examine how sharing or posting personal information electronically about self or others can negatively impact mental/emotional</p>	<ol style="list-style-type: none"> 1. Explain the consequences of posting personal 	<p>Unit - Mental Health (2 weeks)</p>	<p>Bullying Hazing Self-esteem</p>	<p>Glencoe Health</p>

health, social health and personal safety of self and others.	information electronically.	Relationships (2 weeks)	Personal information	
Standard 3: Access valid information, products and services to enhance health. Practices for Accessing Valid Information: Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.				
HS.3.1 Evaluate the validity, reliability and accessibility of health information, products and services.	1. Evaluate the validity, reliability and accessibility of health information and services.	Unit - Nutrition (3 weeks) Fitness (3 weeks) Mental Health (2 weeks)	Food facts Nutrition Research Validity Reliability	Glencoe Health
HS.3.2 Analyze factors that influence opportunities to obtain reliable resources that support health-enhancing behaviors.	1. Determine the factors that influence obtaining health resources.	Unit - Nutrition (3 weeks) Fitness (3 weeks) Mental Health (2 weeks)	Resource Society Culture Reliable	Glencoe Health
Standard 4: Use interpersonal communication skills to enhance health and avoid or reduce health risks. Practices for Communication: Effective communication enhances personal, family and community health.				
HS.4.1 Compare and contrast effective communication skills to improve healthy relationships and/or reduce engaging in risky behaviors.	1. Compare and contrast communication skills. 2. Explain how healthy communication can improve relationships. 3. Explain the	Unit - Relationships (2 weeks) Mental Health (2 weeks)	Compare Contrast Communication skills Relationships Friendships Therapy Assertiveness Bullying Peer pressure	Glencoe Health

	consequences of unhealthy communication skills.			
HS.4.2 Analyze and demonstrate how to effectively manage personal information in electronic communications.	1. Demonstrate how to manage personal information electronically.	Unit - Relationships (2 weeks)	Aggressive Passive Assertive "I" message	Glencoe Health
HS.4.3 Choose healthy ways to express affection within relationships.	1. Determine healthy ways to express emotions. 2. Understand the effects of healthy emotions in relationships.	Unit - Relationships (2 weeks)	Aggressive Passive Assertive "I" message Active listening Body language	Glencoe Health
HS.4.4 Use consensual, consistent language to set personal limits and explain its implications for decision-making to avoid risky behaviors.	1. Explain what is consensual language. 2. Explain the consequences of not using consensual language in decision making.	Unit - Relationships (2 weeks)	Consequences Consensual language Risky behavior Decision-making skills Active listening Body language	Glencoe Health
Standard 5: Use decision-making skills to enhance healthy behaviors.				
Practices for Decision-Making: Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.				
HS.5.1 Formulate healthy alternatives to risky behaviors by using decision-making skills.	1. Determine healthy alternatives to risky behaviors. 2. Explain decision making skills.	Unit - Relationships (2 weeks) Drugs and Alcohol (2 weeks)	Decision-making skills Risky behavior	Glencoe Health
HS.5.2 Determine when professional treatment or services are needed for unhealthy behaviors.	1. Determine when professional treatment or	Unit - Drugs and Alcohol (2 weeks)	Psychotherapy Behavior therapy Anxiety	Glencoe Health

	services are needed for unhealthy behaviors.	Mental Health (2 weeks)	Depression Mood disorders Group therapy Individual therapy Stressors Coping skills Self-esteem	
HS.5.3 Determine when to access professional safety and injury prevention information, services and/or products.	<ol style="list-style-type: none"> 1. Understand professional safety and injury prevention. 2. Explain where to access information, services and products on professional safety and injury prevention. 	Unit - Drugs and Alcohol (2 weeks) Mental Health (2 weeks) First Aid (2 days)	Unintentional injuries 911 First Aid	Glencoe Health
Standard 6: Use goal-setting skills to enhance healthy behaviors. Practices for Goal-Setting: Goal setting skills are essential to help Kentucky students identify, adopt and maintain healthy behaviors.				
HS.6.1 Assess how personal attitudes, values and beliefs influence healthy and unhealthy personal health-related behaviors.	<ol style="list-style-type: none"> 1. Understand personal attitudes, values and beliefs. 2. Explain how personal attitudes, values and beliefs influence healthy and unhealthy personal behaviors. 	Unit - Nutrition (3 weeks) Fitness (3 weeks) Mental Health (2 weeks)	Attitudes Values Personal beliefs Behaviors Risky behaviors Peer pressure Friendships Healthy food choices Fitness exercise	Glencoe Health
HS.6.2 Use goal-setting strategies to develop realistic short- and long-term goals to enhance personal well-being, reduce the risk of disease, promote emotional health and reduce violence.	<ol style="list-style-type: none"> 1. Explain how to use goal setting strategies. 2. Develop realistic short and long term goals. 	Unit - Fitness (3 weeks) Nutrition (3 weeks)	Decision making skills Nutrition Fitness Coping skills Time management Goal setting skills	Glencoe Health

	<ol style="list-style-type: none"> 3. Explain how goals can enhance personal well being. 4. Explain how goals can reduce the risk of disease. 5. Explain how goals can promote emotional health. 6. Explain how goals can reduce violence. 	<p>Mental Health (2 weeks)</p>	<p>SMART Goal setting Stressors Stress management</p>	
<p>HS.6.3 Analyze, revise and implement health practices and behaviors to reduce barriers in order to achieve personal goals.</p>	<ol style="list-style-type: none"> 1. Understand health practices and behaviors. 2. Implement health practices and behaviors to achieve personal goals. 	<p>Unit - Fitness (3 weeks)</p> <p>Nutrition (3 weeks)</p> <p>Mental Health (2 weeks)</p>	<p>Nutrition Exercise Implement Healthy behaviors Barriers Social skills Peer pressure Self esteem Bullying assertiveness</p>	<p>Glencoe Health</p>
<p>Standard 7: Practice health-enhancing behaviors and avoid or reduce health risks. Practices for Health-Enhancing Behaviors: Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse and sexual activity.</p>				
<p>HS.7.1 Analyze the role of individual versus societal responsibility for health-related behaviors.</p>	<ol style="list-style-type: none"> 1. Compare the roles of individual versus societal responsibility for health related behaviors. 	<p>Unit - Fitness (3 weeks)</p> <p>Nutrition (3 weeks)</p> <p>Mental Health (2 weeks)</p> <p>Hygiene (3 days)</p>	<p>Responsibility Behaviors Culture pressures/norms Friendships Personal responsibility Assertiveness</p>	<p>Glencoe Health</p>

<p>HS.7.2 Evaluate personal health-related behaviors that reduce the risk of disease, prevent unhealthy behaviors and promote positive overall wellness.</p>	<ol style="list-style-type: none"> Determine personal health behaviors that reduce the risk of disease. Explain personal health behaviors that prevent unhealthy behaviors. Implement personal health behaviors that promote positive overall wellness. 	<p>Unit - Fitness (3 weeks)</p> <p>Sex Education (3 days)</p> <p>Nutrition (3 weeks)</p> <p>Hygiene (3 days)</p> <p>Drugs and Alcohol (2 weeks)</p>	<p>Behaviors</p> <p>Wellness</p> <p>Fitness</p> <p>Exercise</p> <p>Stress</p> <p>Stressors</p> <p>Coping skills</p> <p>Personal hygiene</p> <p>Risky behaviors</p> <p>Health triangle</p> <p>Disease</p> <p>Preventative</p>	<p>Glencoe Health</p>
<p>HS.7.3 Design and implement a plan to model healthy physical and emotional health behaviors.</p>	<ol style="list-style-type: none"> Create a plan to model healthy physical health behaviors. Create a plan to model healthy emotional health behaviors. 	<p>Unit - Fitness (3 weeks)</p> <p>Nutrition (3 weeks)</p> <p>Mental Health (2 weeks)</p>	<p>Nutrition</p> <p>Exercise</p> <p>Fitness</p> <p>Coping skills</p> <p>Activities</p> <p>Hobbies</p> <p>Goals</p> <p>Goal setting behaviors</p>	<p>Glencoe Health</p>
<p>HS.7.4 Describe various practices to enhance personal safety.</p>	<ol style="list-style-type: none"> Explain various practices to enhance personal safety. 	<p>Unit - Drugs and Alcohol (2 weeks)</p> <p>Sex Education (3 days)</p> <p>First Aid (2 days)</p>	<p>Risky behaviors</p> <p>Splint</p> <p>Bandage</p> <p>Apply pressure</p> <p>Abstinence</p> <p>Refusal skills</p> <p>Assertiveness</p> <p>Passive</p> <p>Aggressive</p> <p>Peer Pressure</p>	<p>Glencoe Health</p>
<p>HS.7.5 Explain why abstinence from</p>	<ol style="list-style-type: none"> Explain why 	<p>Unit - Sex</p>	<p>Abstinence</p>	

unhealthy behaviors is the most effective risk avoidance method.	abstinence from unhealthy behaviors is the most effective form of risk avoidance.	Education (3 days)	Refusal skills Risky behavior Sexually transmitted disease Sexually transmitted infection assertive	
HS.7.6 Explain the importance of preventative health care necessary to maintain overall wellness.	1. Understand the importance of health care to overall wellness.	Unit - Introduction to Health (1 week) Nutrition (3 weeks) Fitness (3 weeks) Mental Health (2 weeks)	Wellness Nutrition Fitness Coping skills Stressors Goal setting Assertiveness Personal hygiene	Glencoe Health
Standard 8: Advocate for personal, family and community health Practices for Advocating: Advocacy skills help students promote healthy norms and healthy behaviors.				
HS.8.1 Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages that promote healthy behaviors.	1. Use peer and societal norms to promote healthy behaviors.	Unit - Relationships (2 weeks) Mental Health (2 weeks)	Behavior Peer pressure Societal norms Assertiveness Refusal skills Self-esteem Personal responsibility Goals Decision making skills	Glencoe Health
HS.8.2 Persuade and support others to engage in behaviors that promote emotional health, reduce the risk of disease and reduce violence.	1. Persuade others to promote emotional health. 2. Support others to promote emotional health. 3. Understand how	Unit - Relationships (2 weeks) Mental Health (2 weeks)	Promote Behavior Support Friendships Relationships Assertiveness Goals	Glencoe Health

	unhealthy emotional health can lead to risk of disease and violence.		Decision making skills Persuade Violence Disease Risky behavior	
HS.8.3 Encourage others not to bully or otherwise disrespect a person based on factors such as race, religion, sexuality, ethnicity and/or disabilities.	<ol style="list-style-type: none"> 1. Explain what bullying looks like. 2. Understand the negative effects of disrespecting others based on race, religion, sexuality, ethnicity or disabilities. 	Unit - Relationships (2 weeks) Mental Health (2 weeks)	Bullying Peer pressure Negative Consequences Disrespect Discriminate Self - control	Glencoe Health
HS.8.4 Encourage schools and communities to promote healthy behaviors that reduce the risk of disease and violence and promote positive emotional health messages and services to improve the health of self and others.	<ol style="list-style-type: none"> 1. Promote schools and communities to use healthy behaviors. 2. Understand the negative effects of using unhealthy behaviors. 	Unit - Relationships (2 weeks) Mental Health (2 weeks) Diseases (3 days)	Culture Community Risky behavior Assertiveness Peer pressure Societal norms Consequences Harassment manipulation	Glencoe Health

High School Academic Standards for Physical Education

Performance Indicator	Learning Target We are learning to.....	Window of Instruction (weeks)	Essential Vocabulary	Resources
Standard 1: Demonstrate competency in a variety of motor skills and movement patterns. Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.				
HS.S1.1 Demonstrate the mastery of skills and tactics needed to participate in two or more lifetime activities.	1. Demonstrate the skills and techniques needed in lifetime activities.	Unit - Pickleball Softball Tennis Badminton Strength	Forehand Backhand Serve Volley Bounce	PE Equipment Pecentral.com youtube.com

		<p>Dance/Yoga Conditioning Racquetball Fitness Dance</p>	<p>Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety</p>	
<p>HS.S1.2 Demonstrate competency in movements and manipulative skills needed in game-like situations.</p>	<p>1. Demonstrate movements and skills needed in game like situations.</p>	<p>Unit - Pickleball Soccer Kickball Football Dance/Yoga Wiffle Ball Basketball Volleyball Badminton Softball Tennis Fitness Lacrosse Strength Conditioning Handball Golf Racquetball</p>	<p>Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety</p>	

Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.

Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.

<p>HS.S2.1 Use movement concepts and principles to analyze and improve the performance of self and/or others.</p>	<ol style="list-style-type: none"> 1. Understand concepts needed to improve performance. 2. Understand principles needed to improve performance. 	<p>Unit - Pickleball Soccer Kickball Football Dance/Yoga Wiffle Ball Basketball Volleyball Badminton Softball Tennis Fitness Lacrosse Strength Conditioning Handball Golf Racquetball</p>	<p>Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety</p>	
<p>HS.S2.2 Describe the mechanical principles, including but not limited to force, rotation extension or leverage, that apply to movement skills in physical activities, and analyze their contribution in improving movement performance.</p>	<ol style="list-style-type: none"> 1. Describe the mechanical movements in physical activities. 2. Analyze the movements contribution to improving performance. 	<p>Unit - Pickleball Soccer Kickball Football Wiffle Ball Basketball Volleyball Badminton Softball Tennis Dance/Yoga Fitness Lacrosse Strength Conditioning Handball Golf Racquetball</p>	<p>Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area</p>	

			Rules safety	
HS.S2.3 Analyze the relationship between and among effort, persistence, practice and improvement as they relate to skill development.	<ol style="list-style-type: none"> 1. Explain the relationship between effort and skill development. 2. Understand the relationships between persistence and skill development. 3. Analyze the relationships between practice and skill development. 	Unit - Pickleball Soccer Kickball Football Dance/Yoga Wiffle Ball Basketball Volleyball Badminton Softball Tennis Fitness Lacrosse Strength Conditioning Handball Golf Racquetball	Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety	

Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one’s overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.

HS.S3.1 Explain how each component of fitness impacts lifetime physical wellness.	<ol style="list-style-type: none"> 1. Explain the components of fitness. 2. Analyze how each component of fitness impacts physical wellness. 	Unit - Pickleball Softball Tennis Badminton Strength Dance/Yoga Fitness Conditioning Racquetball Dance	Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip	
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			Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety	
HS.S3.2 Analyze and discuss the benefits of a physically active lifestyle as it relates to college or career productivity.	1. Analyze the benefits of physical activity for college and career productivity.	Unit - Strength Conditioning Fitness Dance/Yoga Nutrition	Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety	
HS.S3.3 Identify various strength and stretching exercises for personal fitness development.	1. Identify strength exercises for personal fitness development. 2. Demonstrate strength exercises for personal fitness development. 3. Identify stretching exercises for personal fitness development. 4. Demonstrate stretching exercises for personal fitness	Unit - Strength Conditioning Fitness Dance/Yoga Nutrition	Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination	

	development.		Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety	
HS.S3.4 Monitor rates of exertion while participating in physical activity.	<ol style="list-style-type: none"> 1. Explaining rates of exertion while participating in physical activity. 2. Monitoring the rates of exertion while participating in physical activity. 	Unit - Strength Conditioning Fitness Dance/Yoga Nutrition	Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety	
HS.S3.5 Calculate target heart rate and use this information to create and/or maintain a personal fitness plan.	<ol style="list-style-type: none"> 1. Calculating target heart rate. 2. Creating a personal fitness plan based on the target heart rate. 	Unit - Fitness Nutrition	Forehand Backhand Serve Volley Bounce Receiver Server Score	

			Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety	
HS.S3.6 Explain how to adjust pacing to keep heart rate in the target zone.	1. Explain how to adjust pacing to keep heart rate in the target zone.	Unit - Fitness Strength Dance/Yoga Conditioning Nutrition	Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety	
HS.S3.7 Apply goal-setting and decision-making skills in developing, maintaining, implementing and evaluating a personal wellness plan.	1. Applying goal setting skills in creating, implementing and evaluating a personal fitness plan. 2. Applying decision making skills in creating,	Unit - Strength Conditioning Fitness Dance/Yoga Nutrition	Forehand Backhand Serve Volley Bounce Receiver	

	<p>implementing and evaluating a personal fitness plan.</p>		<p>Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety</p>	
<p>HS.S3.8 Design a personal lifetime leisure/recreational plan that includes the components of health-related fitness.</p>	<p>1. Creating a personal lifetime plan that includes health fitness components.</p>	<p>Unit - Pickleball Softball Tennis Badminton Strength Fitness Conditioning Racquetball Dance/Yoga</p>	<p>Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety</p>	
<p>HS.S3.9 Analyze the impact of life choices, economics, motivation and accessibility to physical activity in college or career settings.</p>	<p>1. Understand the impact of life choices on college and career settings. 2. Understand the impact of</p>	<p>Unit - Fitness Strength Conditioning</p>	<p>Forehand Backhand Serve Volley</p>	

	<p>economics on college and career settings.</p> <p>3. Understand the impact of motivation on college and career settings.</p> <p>4. Understand the impact of accessibility on college and career settings.</p>	<p>Nutrition Dance/Yoga</p>	<p>Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety</p>	
<p>HS.S3.10 Analyze and explain the relationships between caloric intake and caloric expenditure in relation to body composition, nutrition and physical activity.</p>	<p>1. Understand the relationship between calorie intake and expenditure on body wellness.</p>	<p>Unit - Fitness Strength Conditioning Nutrition Dance/Yoga</p>	<p>Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety</p>	

Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.
 Demonstrate Personal and Social Behavior: Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on

the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.

<p>HS.S4.1 Interact positively in social and group interactions through the use of communication skills, critical thinking, accountability and leadership in a physical activity setting.</p>	<ol style="list-style-type: none"> Analyze how to interact positively in social groups. Understand the importance of communication and leadership in the physical activity setting. 	<p>Unit - Pickleball Soccer Kickball Football Wiffle Ball Basketball Volleyball Badminton Softball Dance/Yoga Tennis Fitness Lacrosse Strength Conditioning Handball Golf Racquetball</p>	<p>Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety</p>	
<p>HS.S4.2 Demonstrate respect for others' diversity while participating in sports and/or physical activities.</p>	<ol style="list-style-type: none"> Demonstrate respect for others diversity during physical activities. 	<p>Unit - Pickleball Soccer Kickball Football Wiffle Ball Basketball Volleyball Badminton Dance/Yoga Softball Tennis Fitness Lacrosse Strength Conditioning Handball</p>	<p>Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net</p>	

		Golf Racquetball	Court Playing area Rules safety	
HS.S4.3 Apply conflict resolution/mediation skills when participating in sports and/or recreational activities.	1. Apply conflict resolution skills while participating in physical activities.	Unit - Pickleball Soccer Kickball Football Wiffle Ball Basketball Volleyball Badminton Dance/Yoga Softball Tennis Fitness Lacrosse Strength Conditioning Handball Golf Racquetball	Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety	
HS.S4.4 Explain how ethical behavior and positive social interaction impact effective participation in sports and physical activities.	1. Understand how positive interactions impact more effective results in physical activities.	Unit - Pickleball Soccer Kickball Football Wiffle Ball Basketball Volleyball Badminton Dance/Yoga Softball Tennis Fitness Lacrosse Strength	Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle	

		Conditioning Handball Golf Racquetball	Rhythm Net Court Playing area Rules safety	
HS.S4.5 Apply rules of behavior and fair play in a variety of physical activities, sports and games as a competitor and/or spectator.	<ol style="list-style-type: none"> 1. Explain how to apply rules of fair play in a variety of physical activities as a competitor. 2. Explain how to apply rules of fair play in a variety of physical activities as a spectator. 	Unit - Pickleball Soccer Kickball Football Wiffle Ball Basketball Volleyball Badminton Dance/Yoga Softball Tennis Fitness Lacrosse Strength Conditioning Handball Golf Racquetball	Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety	
HS.S4.6 Analyze the value of rules, fair play, cooperation, sportsmanship, teamwork and conflict resolution in a variety of physical activities, sports and games.	<ol style="list-style-type: none"> 1. Explain the value of rules in physical activities. 2. Explain the values of fair play in physical activities. 3. Understand the values of cooperation in physical activities. 4. Analyze the value of sportsmanship in physical activities. 5. Understand the value of teamwork in physical activities. 	Unit - Pickleball Soccer Kickball Football Wiffle Ball Basketball Volleyball Badminton Dance/Yoga Softball Tennis Fitness	Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment	

	<p>6. Examine the value of conflict resolution in physical activities.</p>	<p>Lacrosse Strength Conditioning Handball Golf Racquetball</p>	<p>Racquet Shuffle Rhythm Net Court Playing area Rules safety</p>	
<p>HS.S4.7 Examine moral and ethical conduct in specific competitive situations, including but not limited to intentional fouls, performance-enhancing substances, gambling or current events in sport.</p>	<p>1. Understand moral and ethical conduct in competitive situations.</p>	<p>Unit - Pickleball Soccer Kickball Football Wiffle Ball Basketball Volleyball Badminton Dance/Yoga Softball Tennis Fitness Lacrosse Strength Conditioning Handball Golf Racquetball</p>	<p>Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety</p>	
<p>Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction. Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.</p>				
<p>HS.S5.1 Explain how physical, intellectual and emotional behaviors impact physical performance.</p>	<p>1. Explain how physical, mental and emotional behaviors impact performance.</p>	<p>Unit - Pickleball Soccer Kickball Football Wiffle Ball Basketball</p>	<p>Forehand Backhand Serve Volley Bounce Receiver Server</p>	

		Volleyball Badminton Dance/Yoga Softball Tennis Fitness Lacrosse Strength Conditioning Handball Golf Racquetball	Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety	
HS.S5.2 Analyze the physical, emotional/mental and social benefits of regular participation in physical activities.	1. Explain the benefits of physical, emotional and social benefits of physical activities.	Unit - Pickleball Soccer Kickball Football Wiffle Ball Basketball Volleyball Badminton Dance/Yoga Softball Tennis Fitness Lacrosse Strength Conditioning Handball Golf Racquetball	Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety	
HS.S5.3 Evaluate the personal benefits derived from regular participation in physical activities as they relate to quality of life.	1. Evaluate the benefits of physical activities for quality of life.	Unit - Pickleball Soccer Kickball Football	Forehand Backhand Serve Volley Bounce	

		Wiffle Ball Basketball Volleyball Badminton Dance/Yoga Softball Tennis Fitness Lacrosse Strength Conditioning Handball Golf Racquetball	Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety	
HS.S5.4 Explain how physical activities provide opportunities for self-expression and social interactions.	<ol style="list-style-type: none"> 1. Explain how physical activities provide opportunities for self expression. 2. Understand how physical activities provide opportunities for social interactions. 	Unit - Pickleball Soccer Kickball Football Wiffle Ball Basketball Volleyball Badminton Dance/Yoga Softball Tennis Fitness Lacrosse Strength Conditioning Handball Golf Racquetball	Forehand Backhand Serve Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety	
HS.S5.5 Collaborate with others to advocate for a healthy community.	<ol style="list-style-type: none"> 1. Collaborate with others to promote a healthy community. 	Unit - Pickleball Soccer	Forehand Backhand Serve	

		Kickball Football Wiffle Ball Basketball Volleyball Badminton Dance/Yoga Softball Tennis Fitness Lacrosse Strength Conditioning Handball Golf Racquetball	Volley Bounce Receiver Server Score Rally scoring Coordination Intensity Grip Equipment Racquet Shuffle Rhythm Net Court Playing area Rules safety	
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