



Quarter	Unit	Instructional Guide	Benchmarks	Blocks*
First Quarter	Understanding Health and Wellness	Taking Charge of your Health Health Triangle -Social, Physical and Mental/Emotional	HE.912.B.6.3 HE.912.C.2.9 HE.912.C.2.5 HE.912.P.7.1	1
		Influences on your Health	HE.912.C.2.5 HE.912.C.2.7 HE.912.C.2.9	1-2
		Recognizing Health Risks and Behaviors	HE.912.B.6.3 HE.912.C.1.7 HE.912.C.2.5	1
		Making Responsible Decisions and Setting Goals	HE.912.B.5.1 HE.912.B.6.2 HE.912.B.6.3 HE.912.C.2.5	1-2
		Personal Safety and Injury Prevention	HE.912.B.5.1 HE.912.B.5.3 HE.912.C.1.2 HE.912.c.1.4	1-2
	First Aid	CPR/AED/First Aid Training	HE.912.P.8.2 HE.912.C.2.6 HE.912.C.2.3 HE.912.C.1.6 HE.912.C.1.4 HE.912.C.1.1 HE.912.B.3.1 HE.912.B.3.2 HE.912.B.3.4 HE.912.B.4.4 HE.912.B.5.1 HE.912.B.5.4 HE.912.B.6.1	4
	PERSONAL FITNESS COMPONENT	PERSONAL FITNESS COMPONENT	PE STANDARDS	½ total # of blocks = 9
Second Quarter	Weight Management	Maintaining a Healthy Weight	HE.912.C.1.2 HE.912.C.1.5 HE.912.C. 2.1 HE.912.P.7.1	1
		Body Image and Eating Disorders	HE.912.C.1.2 HE.912.C.1.5 HE.912.C. 2.1 HE.912.P.7.1	2
		Lifelong Nutrition	HE.912.B.5.1 HE.912.B.6.2 HE.912.C.1.5 HE.912. C. 2.1 HE.912.P.7.1	2-3
	Substance Abuse Prevention	Tobacco, Marijuana, & Vaping Choosing to Live Tobacco-Free	HE.912.B.5.1 HE.912.B.6.3 HE.912.C.1.8 HE.912.P.7.2 HE.912.SUA.1.5 HE.912.SUA.1.6 HE.912.SUA.1.10 HE.912.SUA.2.2 HE.912.SUA.3.2 HE.912.SUA.3.3 HE.912.SUA.3.4 HE.912.SUA.5.3 HE.912.SUA.5.4	2



		Alcohol	HE.912.C.1.8 HE.912.C.2.2 HE.912.B.6.3 HE.912.P.8.1 HE.912.P.8.3 HE.912.SUA.1.1 HE.912.SUA.1.2 HE.912.SUA.1.3 HE.912.SUA.1.4 HE.912.SUA.2.1 HE.912.SUA.3.1 HE.912.SUA.5.1	2
		Illegal Drugs Prescription Drugs	HE.912.C.1.8 HE.912.C.2.4 HE.912.C.2.8 HE.912.P.7.2 HE.912.SUA.1.4 HE.912.SUA.1.7 HE.912.SUA.1.8 HE.912.SUA.1.9 HE.912.SUA.3.1 HE.912.SUA.5.1 HE.912.SUA.5.3	1-2
	PERSONAL FITNESS COMPONENT	PERSONAL FITNESS COMPONENT	PE STANDARDS	½ total # of blocks = 9
Third Quarter	Mental Health	Understanding & Managing Your Emotions & Stress	HE.912.C.1.1 HE.912.C.1.2 HE.912.C.2.9 HE.912.B.4.2 HE.912.B.4.3 HE.912.B.5.2 HE.912.P.7.1 HE.912.P.7.2	1
		Mental & Emotional Disorders	HE.912.C.1.2 HE.912.C.1.4 HE.912.C.1.7 HE.912.C.2.1 HE.912.C.2.9 HE.912.B.4.2 HE.912.B.4.3 HE.912.B.5.1 HE.912.P.7.2	1
		Suicide Prevention	HE.912.C.1.4 HE.912.B.3.2 HE.912.B.3.4 HE.912.B.4.4 HE.912.B.5.1 HE.912.B.5.4 HE.912.P.8.1	2
		Bullying, Cyberbullying, Internet Safety, Human Trafficking	HE.912.B.3.2 HE.912.B.3.3 HE.912.B.3.4 HE.912.B.4.1 HE.912.B.4.4 HE.912.C.2.2 HE.912.C.2.3 HE.912.C.2.4 HE.912.C.2.5 HE.912.C.2.6 HE.912.P.8.2 HE.912.P.8.3 HE.912.P.8.4	2
		Teen Dating Violence and Abuse including Heathy/Unhealthy Relationships *Opt-Out available for sexual abuse component	HE.912.B.3.2 HE.912.B.3.3 HE.912.B.3.4 HE.912.B.4.1 HE.912.B.4.4 HE.912.B.5.1 HE.912.C.1.8 HE.912.C.2.2 HE.912.C.2.3 HE.912.C.2.4 HE.912.C.2.5 HE.912.C.2.6 HE.912.P.7.2 HE.912.P.8.2	4



			HE.912.P.8.3 HE.912.P.8.4	
	PERSONAL FITNESS COMPONENT	PERSONAL FITNESS COMPONENT	PE STANDARDS	½ total # of blocks = 10
Fourth Quarter	Human Sexuality & Reproductive Health *This Unit is eligible for the " Opt-Out " Waiver	Puberty	HE.912.C.1.2 HE.912.C.1.7 HE.912.C.2.1 HE.912.C.2.2 HE.912.C.2.7 HE.912.C.2.8 HE.912.C.2.9 HE.912.B.6.1	1
		Internal and External Influence – Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	HE.912.C.2.7 HE.912.C.2.8	1
		Reproductive and Endocrine Systems	HE.912.C.1.1 HE.912.C.1.5 HE.912.C.1.6 HE.912.B.3.4 HE.912.B.5.1 HE.912.P.7.1 HE.912.P.7.2	2
		Abstinence & Teen Pregnancy Prevention	HE.912.C.1.1 HE.912.C.1.2 HE.912.C.1.4 HE.912.C.1.8 HE.912.C.2.2 HE.912.C.2.9 HE.912.B.5.1 HE.912.B.5.5 HE.912.B.6.1 HE.912.P.7.1 HE.912.P.8.1 HE.912.P.8.2	3
		STDs & HIV/AIDS	HE.912.C.1.1 HE.912.C.1.2 HE.912.C.1.5 HE.912.C.1.6 HE.912.C.1.8 HE.912.C.2.2 HE.912.B.3.4 HE.912.B.4.2 HE.912.B.5.1 HE.912.B.5.5 HE.912.B.6.1 HE.912.B.6.2 HE.912.P.7.1 HE.912.P.8.2	3
		PERSONAL FITNESS COMPONENT	PERSONAL FITNESS COMPONENT	PE STANDARDS

Quarter One	Unit One						
	Concept: Understanding Health and Wellness						
	Module #1						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	Taking Charge of your Health Health Triangle -Social, Physical and Mental/Emotional	1 day	HE.912.B.6.3 HE.912.C.2.9 HE.912.C.2.5 HE.912.P.7.1	Identify the dimensions of the health triangle.	<ul style="list-style-type: none"> • Health • Wellness • Spiritual • Social • Physical • Mental/Emotional 	How does understanding my total health affect my quality of life?	Examples could include: Writing prompts: Write how you can achieve “balance” in your life based on the Health triangle. What areas do you need to improve on?
	Module #2						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	Influences on your Health	1.5 days	HE.912.C.2.5 HE.912.C.2.7 HE.912.C.2.9	Identify five factors that influence your health.	<ul style="list-style-type: none"> • Heredity • Environment • Culture • Peers • Media 	How does understanding what influences our health, help you make healthy decisions?	Examples could include: Think, Pair, Share OR Writing prompts: Explain how the five factors that influence one’s health are specific to you.
Module #3							
Performance Task							
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment	
Recognizing Health Risks and Behaviors	1 day	HE.912.B.6.3 HE.912.C.1.7 HE.912.C.2.5	Name six risk behaviors. How do these affect your health?	<ul style="list-style-type: none"> • Risk behaviors • Abstinence • Prevention • Lifestyle factors 	How does abstaining from risky behaviors affect your health and quality of life?	Examples could include: Create a Cluster chart with Health Risks as the	

			Are these risks “controllable”?			center circle. Identify six Risky behaviors. Discuss ways to reduce these risks.
Module #4						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Making Responsible Decisions and Setting Goals	1 day	HE.912.B.5.1 HE.912.B.6.2 HE.912.B.6.3 HE.912.C.2.5	List steps in the decision-making process. (H.E.L.P.)	<ul style="list-style-type: none"> • Short term goals • Long term goals • Action plan • values 	How does goal setting and making healthful choices affect effect my quality of life?	Examples could include: Describe the H.E.L.P. process. OR List three short-term and three long-term goals.
Module #5						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Personal Safety and Injury Prevention	1.5 days	HE.912.B.5.1 HE.912.B.5.3 HE.912.C.1.2 HE.912.C.1.4	Identify ways to protect yourself at home and school. Identify precautions to use to when in the sun, the pool/beach, and on the roads.	<ul style="list-style-type: none"> • Personal safety • Self-defense • Cyber bullying • Heatstroke • Heat exhaustion • Hydration • Lightning • Skin cancer 	Explain how learning basic safety precautions can help you avoid threatening and harmful situations.	Examples could include: Jigsaw: Each small group (2-3) study a section in the chapter and present it to the class.
Unit Two						
Concept: First Aid						
Module #1						
Performance Task						

Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
CPR/AED & First Aid Training	3 days	HE.912.P.8.2 HE.912.C.2.6 HE.912.C.2.3 HE.912.C.1.6 HE.912.C.1.4 HE.912.C.1.1 HE.912.B.3.1 HE.912.B.3.2 HE.912.B.3.4 HE.912.B.4.4 HE.912.B.5.1 HE.912.B.5.4 HE.912.B.6.1	“CPR/First Aid Anywhere” American Heart Association First Aid, CPR/AED Training	<ul style="list-style-type: none"> Adult/Child/Infant Hands Only CPR Use of an AED First Aid: Universal Precautions, Checking the Victim, Steps to Take, Choking, Shock, Burns, Poisoning, Insect and Animal Bites/Stings, Broken Bones, Heat Emergencies, Bleeding, Heart Attack, Stroke, Seizures, Head Injuries 	The knowledge of First Aid, CPR and the use of an AED are vital in the protection of yourself and others. Why are so many individuals fearful of administering first aid, and/or decline to be educated in these areas?	Participate in American Heart Association “CPR/First Aid Anywhere” training and the use of the American Heart Association materials (lesson plans, written/skill tests, videos) for First Aid, CPR/AED.
Unit Three						
Concept: PERSONAL FITNESS COMPONENT						
Module #1						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment

PERSONAL FITNESS COMPONENT	9 Of total 18 blocks	PE STANDARDS				
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Quarter Two	Unit Four						
	Concept: Weight Management						
	Module #1						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	Maintaining a Healthy Weight	1 day	HE.912.B.6.2 HE.912.B.6.4 HE.912.C.1.1 HE.912.C.1.7 HE.912.P.7.1	How many calories to a pound? Determine your BMI. List four healthy ways to lose weight. How can physical activity help with weight management?	<ul style="list-style-type: none"> • Metabolism • Body mass index • Body fat percentage • Obese • Overweight • Calorie 	How does maintaining a healthy weight help protect your health and prevent diseases?	Examples could include: Create a Venn diagram with Losing weight and Gaining weight as the two large circles. What are the common factors within the Venn diagram? Create a personal data folder with your weight measurements.
	Module #2						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	Body Image and Eating Disorders	1.5 days	HE.912.C.1.2 HE.912.C.1.5 HE.912.C.2.1 HE.912.P.7.1	Summarize how fad diets affect weight cycling. Discuss the fact that you cannot change your	<ul style="list-style-type: none"> • Body image • Eating disorders • Weight cycling • Fad diets • Self esteem 	How does body image affect your health and quality of life?	Examples could include: Discuss and make a poster on how the Media affects body image.

			body type and can put your health in jeopardy if you try.	<ul style="list-style-type: none"> Warning signs of eating disorders 		Compare health risks for anorexia nervosa and bulimia nervosa.
Module #3						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Lifelong Nutrition	1.5 days	HE.912.B.5.1 HE.912.B.6.2 HE.912.C.1.5 HE.912.C.2.1 HE.912.P.7.1	Describe the differences between Vegetarian and Vegan meals. Are there health benefits of herbal supplements? How do performance enhancers affect your health?	<ul style="list-style-type: none"> Vegetarian Vegan Performance enhancers Supplements Diabetes Lactose Intolerance Food Allergies Energy drinks 	How will your nutritional needs change throughout your life?	Examples could include: Create a chart displaying the nutritional needs of Athletes, Teens, Adults, and Vegetarians.
Unit Five						
Concept: Substance Abuse Prevention						
Module #1						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Tobacco, Marijuana, & Vaping	1.5 days	HE.912.B.5.1 HE.912.B.6.3 HE.912.C.1.8 HE.912.P.7.2 HE.912.SUA.1.5 HE.912.SUA.1.6 HE.912.SUA.1.1 0	Identify the health risks of smoking. Identify Short-term and Long-	<ul style="list-style-type: none"> Stimulants Nicotine Carcinogen Tar Nicotine substitutes 	How can avoiding tobacco use bring lifelong benefits?	Examples could include: Writing prompt(s) Why do teens smoke? OR Explain how the media influences teens to

Choosing to Live Tobacco-Free		HE.912.SUA.2.2 HE.912.SUA.3.2 HE.912.SUA.3.3 HE.912.SUA.3.4 HE.912.SUA.5.3 HE.912.SUA.5.4	term effects of smoking.	<ul style="list-style-type: none"> • Secondhand smoke 		use or/not to use tobacco products.
Module #2						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Alcohol	1.5 days	HE.912.C.1.8 HE.912.C.2.2 HE.912.B.6.3 HE.912.P.8.1 HE.912.P.8.3 HE.912.SUA.1.1 HE.912.SUA.1.2 HE.912.SUA.1.3 HE.912.SUA.1.4 HE.912.SUA.2.1 HE.912.SUA.3.1 HE.912.SUA.5.1	<p>List factors that influence alcohol's effects.</p> <p>Identify Short- and Long-term effects of alcohol use.</p> <p>Drinking and driving</p>	<ul style="list-style-type: none"> • Depressant • Intoxication • Binge drinking • Alcohol poisoning • Alcoholism • Blood Alcohol Concentration • Fetal Alcohol Syndrome 	How does understanding the effects of alcohol use affect my (and others) quality of life?	<p>Examples could include:</p> <p>Jigsaw: Divide into small groups (3-4), choose a topic, study it, and present to the class.</p> <p>Topics:</p> <ul style="list-style-type: none"> -Alcohol and Driving -Alcohol and Pregnancy -Alcohol and Family -Alcohol and Society -Treatments
Module #3						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Illegal Drugs Prescription Drugs	2 days	HE.912.C.1.8 HE.912.C.2.4 HE.912.C.2.8 HE.912.P.7.2 HE.912.SUA.1.4 HE.912.SUA.1.7 HE.912.SUA.1.8 HE.912.SUA.1.9 HE.912.SUA.3.1	Identify the different types of illegal drugs and their effects.	<ul style="list-style-type: none"> • Substance Abuse • Addiction • Overdose • Opiates/Opioids • Inhalants 	How does understanding the effects and consequences of illegal drug use affect my quality of life?	<p>Examples could include:</p> <p>Make a chart comparing the physical, mental and legal consequences of Inhalants, Opiates/Opioids,</p>

			HE.912.SUA.5.1 HE.912.SUA.5.3	Describe the warning signs of drug use.	<ul style="list-style-type: none"> • Steroids • Designer drugs • Prescription drugs • Treatment plans 		depressants, and stimulants. How do the effects of steroids differ between males and females?
	Unit Six						
	Concept: PERSONAL FITNESS COMPONENT						
	Module #1						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	PERSONAL FITNESS COMPONENT	9 Of total 18 blocks	PE STANDARDS				

Quarter Three	Unit Seven						
	Concept: Mental Health						
	Module #1						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	Understanding & Managing Your Emotions & Stress	1 Day	HE.912.C.1.1 HE.912.C.1.2 HE.912.C.2.9 HE.912.B.4.2 HE.912.B.4.3 HE.912.B.5.2 HE.912.P.7.1 HE.912.P.7.2	Identify five characteristics of good Mental and Emotional Health. Identify the five levels of Maslow's	<ul style="list-style-type: none"> • Mental/emotional health • Self-esteem • Hierarchy of needs • Self-actualization • Personal Identity • Emotions 	How does understanding how to recognize your emotions help you to manage them in a healthy way?	Examples could include: Create a K-W-L Chart – draw three vertical lines on your paper and label them K-W-L (what you know, what you want to know, what you learned) about STRESS . As you read/discuss this topic,

			<p>Hierarchy of Needs</p> <p>Recognize the different types of emotions and how you might react to them.</p>	<ul style="list-style-type: none"> Stress/Stressors Psychosomatic Responses to Stress 		<p>record your answers on your chart.</p> <p>Create a Cluster Chart – draw a circle and label it “Stressors for Teens”. Use surrounding circles to describe areas that cause teen stress from the following categories: life situations, environmental, biological, cognitive thinking, personal behavior. When complete, share with your group and then with the class.</p>
Module #2						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Mental & Emotional Disorders	1 Day	HE.912.C.1.2 HE.912.C.1.4 HE.912.C.1.7 HE.912.C.2.1 HE.912.C.2.9 HE.912.B.4.2 HE.912.B.4.3 HE.912.B.5.1 HE.912.P.7.2	<p>Identify five areas of Anxiety Disorders.</p> <p>Identify five areas of Impulse Control Disorders.</p> <p>Recognizing the Warning Signs of Depression and</p>	<ul style="list-style-type: none"> Anxiety Depression Mental Disorders Anxiety Disorders Mood Disorders Conduct Disorders Apathy Stigma 	<p>What is the benefit of using stress management techniques to manage anxiety?</p>	<p>Examples could include:</p> <p>Write a paragraph discussing why it is important for someone with depression to get professional help.</p> <p>Divide a sheet of paper into three columns. Label the columns Family, Friends, and School. Use this chart to describe how depression can affect each aspect of your life.</p>

			<p>the causes and effects of depression.</p> <p>Discovering reliable resources available for mental/emotional disorders.</p>			<p>Explain why mental disorders should be viewed like any other physical illness. Why is it important not to stigmatize someone with a mental disorder?</p>
Module # 3						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Suicide Prevention	2 Days	HE.912.C.1.4 HE.912.B.3.2 HE.912.B.3.4 HE.912.B.4.4 HE.912.B.5.1 HE.912.B.5.4 HE.912.P.8.1	<p>Recognize warning signs and facts about suicide.</p> <p>Identify behaviors that help you recognize that you or a friend needs help.</p> <p>Discuss strategies to prevent suicide.</p> <p>Learn specific steps in determining what actions to take when faced with a</p>	<ul style="list-style-type: none"> • Suicide • Alienation • Cluster Suicides • Psychotherapy • Behavior Therapy • Family Therapy • Cognitive Therapy • Group Therapy 	<p>How might recognizing the signs of suicide help prevent it?</p>	<p>Examples could include:</p> <p>Use lessons/assignments through the Suicide Prevention curriculum found at the Jason Foundation. www.jasonfoundation.com</p> <p>Conduct an internet search and create a list of valuable resources for suicide. Create an action plan which suggests ways a friend could help a person that is contemplating suicide.</p> <p>List ten behaviors that might indicate a person is thinking about suicide.</p>

			friend contemplating suicide.			
Module #4						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Bullying, Cyberbullying, Internet Safety, Human Trafficking	2 Days	HE.912.B.3.2 HE.912.B.3.3 HE.912.B.3.4 HE.912.B.4.1 HE.912.B.4.4 HE.912.C.2.2 HE.912.C.2.3 HE.912.C.2.4 HE.912.C.2.5 HE.912.C.2.6 HE.912.P.8.2 HE.912.P.8.3 HE.912.P.8.4	<p>Identify what bullying is and how to recognize, stop, and report it.</p> <p>Identify what Cyberbullying is and how to recognize, stop, and report it.</p> <p>Discuss ways to safely use the internet.</p> <p>Identify what Human Trafficking is, how to get help, and how to report it.</p> <p>List and discuss ways to avoid internet dangers.</p>	<ul style="list-style-type: none"> • Prejudice • Stereotype • Tolerance • Hazing • Bullying-physical, mental, social, emotional, sexual • Internet Safety • Human Trafficking 	<p>With all the technological methods of communication available to everyone today, why is it important and vital to know how to protect yourself from potential harm and violence? What can you do if you, or someone you know, is being bullied – in any form?</p>	<p>Examples could include:</p> <p>Create a Public Service Announcement or commercial about the dangers of bullying, including cyberbullying, and how to get help to stop it.</p> <p>Research Human Trafficking statistics in Florida and write an action plan detailing how to recognize, report, and help stop human trafficking in Lee county.</p> <p>Write an editorial about the problem of bullying in schools. Your article should encourage students to help create a positive climate in which bullying is not tolerated.</p> <p>Describe a situation in which someone might be subjected to hazing as a</p>

			Identify what Hazing is and why it is illegal to do in any form.			form of initiation into a group/club/organization/team.
Module #5						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Teen Dating Violence and Abuse including Heathy/Unhealthy Relationships *Opt-Out available for sexual abuse component	4 Days	HE.912.B.3.2 HE.912.B.3.3 HE.912.B.3.4 HE.912.B.4.1 HE.912.B.4.4 HE.912.B.5.1 HE.912.C.1.8 HE.912.C.2.2 HE.912.C.2.3 HE.912.C.2.4 HE.912.C.2.5 HE.912.C.2.6 HE.912.P.7.2 HE.912.P.8.2 HE.912.P.8.3 HE.912.P.8.4	*Discuss positive and negative peer pressure and how it can influence how a person thinks, feels, and acts. *List common methods of manipulation. *Learn the three steps to Assertive Refusal Skills *Learn the 6 common causes of conflict. *Learn how harassment and manipulation are different. *Discuss and understand the Cycle of Violence.	<ul style="list-style-type: none"> • Abuse-physical, emotional, verbal, sexual • Domestic Violence • Assault • Cycle of Violence • Peer Pressure • Harassment • Manipulation • Passive • Aggressive • Assertive • Refusal Skills • Sexual Violence/Rape • Crisis Center 	Abuse can cause physical, mental, sexual and emotional damage to a person. What are strategies you can use to help avoid this from happening to you or someone you know?	Examples could include: Create Vocabulary Cards- Write each vocabulary term on a separate notecard. For each term write a definition based on your current knowledge and then add/delete to it once you read/learn what each term means. Writing Prompt: Identify ten characteristics each of a healthy relationship and an unhealthy relationship. www.joinone.org Create a chart with three columns. Label the columns Physical Abuse, Emotional Abuse, and Sexual Abuse. Fill in the columns with examples of each type of abuse,

			<p>*Learn different types of violence</p> <p>*Analyze issues surrounding sexual abuse.</p> <p>*Describe situations that can lead to acquaintance rape and date rape.</p> <p>*Analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse.</p>			<p>possible effects, and ways to prevent or respond to it.</p> <p>Research SAVE – Students Against Violence Everywhere. What can you do to reduce or prevent violence in your school?</p> <p>Discuss the difference between Date Rape, Acquaintance Rape, and Stranger Rape. Discuss support services available.</p>
Unit Eight						
Concept: PERSONAL FITNESS COMPONENT						
Module #5						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment

PERSONAL FITNESS COMPONENT	10 Of total 20 blocks	PE STANDARDS				
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Quarter Four	Unit Nine						
	*This Unit is eligible for the “<u>Opt-Out</u>” Waiver						
	Concept: Human Sexuality and Reproductive Health						
	Module #1						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	Puberty	1 Day	HE.912.C.1.2 HE.912.C.1.7 HE.912.C.2.1 HE.912.C.2.2 HE.912.C.2.7 HE.912.C.2.8 HE.912.C.2.9 HE.912.B.6.1	Review the physical, mental, emotional and social changes that occur during puberty.	<ul style="list-style-type: none"> • Endocrine System • Adolescence • Hormones • Puberty • Pituitary Gland • Heredity • Secondary Sex Characteristics 	How do the changes you experience during adolescence help you prepare for adulthood?	<p>Examples could include:</p> <p>List 10 physical changes that males and females go through during puberty.</p> <p>Identify commonalities experienced during puberty that are not exclusive to either sex.</p>
	Internal and External Influence – Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	1 Day	HE.912.C.2.7 HE.912.C.2.8	Identify how social norms might affect relationships.	<ul style="list-style-type: none"> • Biological Sex • Stereotype • Social norms 	When you show tolerance and empathy toward people who are different than you, you are demonstrating respect. Why is it that some people have	<p>Examples could include:</p> <p>In small groups, discuss the impact of social norms on family and peer relationships.</p> <p>Information/lessons from Mental Health First Aid USA www.thenationalcouncil.org</p>

						difficulty accepting people for who they are? Explain your answer.	
Module #2							
Performance Task							
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment	
Reproductive Systems	2 Days	HE.912.C.1.1 HE.912.C.1.5 HE.912.C.1.6 HE.912.B.3.4 HE.912.B.5.1 HE.912.P.7.1 HE.912.P.7.2	Male Reproductive Organs/System Concerns About the Male Reproductive System-hernias, cancers, sterility, STD's, testicular traumas Female Reproductive Organs/System Concerns About the Female Reproductive System – menstrual,	<ul style="list-style-type: none"> • Testosterone • Sperm • Testes • Scrotum • Epididymis • Penis • Semen • Vas Deferens • Vulva • Vagina • Cervix • Uterus • Fallopian Tubes • Ovaries • Ovulation • Menstruation 	The male and female reproductive systems produce cells needed to make a new human being. Why is it important for both genders to know and understand how these systems work?	Examples could include: Writing prompt(s) - Why is it important for both males and females to know their bodies and feel comfortable talking about the changes taking place during puberty? Why is it important to learn the facts about sexuality from someone knowledgeable verses your friends or you tube? Why should you be able to recognize the importance of early detection in the	

			infertility, STD's, Toxic Shock Syndrome, Cancer			treatment of conditions of the male and female reproductive systems?
			Female Reproductive Health- Pelvic Exams, Breast Exams			Create a graphic organizer listing the external and internal male and female reproductive organs.
Module #3						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Abstinence & Teen Pregnancy Prevention	3 Days	HE.912.C.1.1 HE.912.C.1.2 HE.912.C.1.4 HE.912.C.1.8 HE.912.C.2.2 HE.912.C.2.9 HE.912.B.5.1 HE.912.B.5.5 HE.912.B.6.1 HE.912.P.7.1 HE.912.P.8.1 HE.912.P.8.2	<p>Understand what Abstinence is and discuss the benefits of it.</p> <p>Learn skills to stay abstinent in a relationship.</p> <p>Communicating a Pledge of Abstinence</p> <p>Discuss fetal development from conception to birth.</p> <p>Explain the significance of genetics and its role in fetal development.</p>	<ul style="list-style-type: none"> • Values • Abstinence • Intimacy • Refusal Skills • Abstinence • Contraception • Pregnancy 	<p>Recognizing Abstinence as the only 100% effective method in preventing pregnancy why is it also important to understand other forms of contraception?</p>	<p>Examples could include:</p> <p>Write a paragraph describing ways that communication skills and refusal skills can help teens maintain healthy dating relationships.</p> <p>Small group activity Create a list of consequences of teen pregnancy: physical, mental/emotional, social and financial for both the male and female.)</p> <p>Research and list ten different types of contraceptives and their effectiveness.</p> <p>Create a poster that compares various methods</p>

			Learn facts about pregnancy prevention and contraception – Barrier Methods Hormonal Methods Emergency Contraceptive Permanent Methods			of contraceptives and show why abstinence from sexual activity is the only birth control method that is 100% effective in preventing pregnancy and STD's, including HIV/AIDS. Watch Conception to Birth Video: The Discovery Channel-The Ultimate Guide to Pregnancy
Module #4						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
STDs & HIV/AIDS	3 Days	HE.912.C.1.1 HE.912.C.1.2 HE.912.C.1.5 HE.912.C.1.6 HE.912.C.1.8 HE.912.C.2.2 HE.912.B.3.4 HE.912.B.4.2 HE.912.B.5.1 HE.912.B.5.5 HE.912.B.6.1 HE.912.B.6.2 HE.912.P.7.1 HE.912.P.8.2	STDS/STIS- definition, transmission methods, signs/symptoms, treatment: HPV, Genital Warts, Chlamydia, PID, Gonorrhea, Genital Herpes, Hepatitis B & C, Syphilis, Trichomoniasis and Vaginosis, Public Lice, Scabies	<ul style="list-style-type: none"> • Sexually Transmitted Diseases/Infections (STD) (STI) • Human Papillomavirus (HPV) • Genital Warts • Chlamydia • Pelvic Inflammatory Disease (PID) • Gonorrhea • Genital Herpes • Human Immunodeficiency Virus (HIV) 	Describe the relationship between high risk behaviors and the risk of contracting an STD/STI.	Examples could include: Write a summary that describes some of the behaviors you think can expose someone to an STD/STI. Research the Ryan White Comprehensive AIDS Resources Emergency (CARE) Act and what it does in the fight against HIV/AIDS. Writing Prompt:

			<p>Identify the stages and symptoms of HIV and AIDS</p> <p>Learn the relationship between risky behaviors and the transmission of HIV.</p> <p>Review why Abstinence is the only method that is 100% effective in preventing HIV infection.</p> <p>Strategies to protect yourself against STD/STI/HIVAIDS transmission and infection.</p>	<ul style="list-style-type: none"> • Acquired Immune Deficiency syndrome (AIDS) • AIDS- Opportunistic Illnesses (AIDS-OIs) • Antibody Screening Tests 		<p>Do you think an individual infected with HIV is responsible for informing others of the infection? Why or why not?</p> <p>Describe the tests that are used to diagnose the presence of HIV antibodies.</p> <p>Identify, describe, and assess community health services available for the prevention and treatment of STDS/STIS</p>
Unit Ten						
Concept: PERSONAL FITNESS COMPONENT						
Module #1						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
PERSONAL FITNESS COMPONENT	10 Of total 20 blocks	PE STANDARDS				