

Middlesex High School 2014-2015 Curriculum Pacing Guide  
Health 9

Time Frame	SOLS	Strand	Essential Knowledge/ Understandings	Formative Assessments
Weeks 1-8	<p><b>Fitness and Nutrition</b></p> <p>9.1</p> <ul style="list-style-type: none"> <li>a) the use of current research and scientific study to interpret nutritional principles;</li> <li>d) maintenance of health habits that promote personal wellness;</li> <li>e) implementation of a fitness and lifelong physical activity plan;</li> </ul> <p>9.2</p> <ul style="list-style-type: none"> <li>a) participation in activities that improve the cardiovascular system;</li> <li>c) recognition of the value of proper nutrition, rest, and regular activity.</li> </ul> <p>PE SOLs</p> <p>9.2 a) Explain and apply selected scientific principles that aid in the improvement of movement skills. (physical and biomechanical)</p> <p>9.2 b) Use of movement principles and concepts to improve performance.</p> <p>9.3 a) Demonstrate program-planning skills by setting goals, devising strategies and making timelines for a personal physical activity plan.</p> <p>9.3b) Apply the FITT principle and other principles of training such as overload, specificity, and progression according to personal goals.</p> <p>9.3c) Include scientific principles and concepts as strategies for improvement of personal fitness.</p> <p>9.3d) Use of a variety of resources, including available technology, to access, design, and evaluate a personal fitness plan.</p> <p>9.5 b) Develop and evaluate progress toward personal physical-activity goals within and outside of physical education class.</p> <p>9.5c) Analyze long-term physiological and psychological benefits that may result from regular participation in physical activity.</p>	Fitness and Nutrition	<p>a.RDA</p> <p>b. Food Plate</p> <p>c.Nutritional Facts Panal</p> <p>d. describe health habits that promote personal wellness.</p> <p>e. identify the health consequences associated with physical inactivity.</p> <p>f. Identify components of a personal fitness data.</p> <p>g. recognize perameters for appropriate and inappropriate health behaviors.</p> <p>h. identify how eating habits affect personal health</p> <p>i. recognize how much sleep a teen needs.</p> <p>j. identify adverse health effects of lack of sleep.</p> <p>k. describe the psychological and physiological benefits of physical activity.</p> <p>l. identify the health benefits of regular physical activity for teenagers and for a lifetime.</p> <p>m. provide examples of cardiovascular activities</p> <p>n. describe how a healthy cardiovascular system improves health.</p> <p>o. Explain the importance of warm-ups and cool-downs.</p> <p>p. Apply the principles of overload, specificity, and progression to the concepts of FITT.</p> <p>q. Apply the principles of overload, specificity, and progression to explain how the skeletal, muscular, cardiorespiratory, and neurological systems respond in a regular, moderate, and vigorous program.</p> <p>r. Explain what characterizes a safe and appropriate muscular stretching and strengthening program.</p> <p>s. Apply the principles of exercise physiology to the fitness components of cardiorespiratory function, flexibility, muscular strength and endurance.</p> <p>t. Analyze movement performance using the principles of resistance to learn or improve a movement skill.</p> <p>u.Create and implement an individualized fitness program, monitor physical changes, and modify the plan.</p> <p>v. Use appropriate goal-setting strategies.</p> <p>w. Apply time management skills in making a fitness plan.</p> <p>x. Use the FITT principle and other principles of training.</p> <p>y. Assess and analyze personal fitness level.</p> <p>z. Analyze and apply the components of fitness to their program.</p> <p>A1. Participate and keep a record of physical activities completed daily to evaluate progress in achieving personal goals.</p>	<ul style="list-style-type: none"> <li>a. Weekly log to be checked at the end of each 9 weeks.</li> <li>b. Quiz to check for understanding.</li> <li>c. Completed group project</li> </ul>
Weeks 9-11	<p>9.1g- utilization of a personal system for coping with distress and stress</p> <p>9.1h- management of deadlines</p> <p>9.1i- peaceful resolution of conflicts.</p> <p>9.3a- risky behaviors that may result in permanent disability for self or others.</p>	Stress Management Risky Behaviors	<ul style="list-style-type: none"> <li>a. Identify stressful situations</li> <li>b. recognize ways to avoid situations that may cause stress.</li> <li>c. describe some ways of managing stress</li> <li>d. analyze ways to resolve conflicts peacefully.</li> <li>e. identify situations with inherent risks</li> <li>f. describe inappropriate actions that may contribute to</li> </ul>	<ul style="list-style-type: none"> <li>Group worksheet</li> <li>End of lesson quiz</li> </ul>

## Middlesex High School 2014-2015 Curriculum Pacing Guide

	9.3b-the consequences of using weapons in acts of violence 9.3c- identification of situations involving risks		injury. g. recognize how anger contributes to fights, using weapons, and other violent behaviors. h. identify how alcohol and other drug use may contribute to injury and violent crimes.	
<b>Weeks 12-16</b>	9.1 c) development of personal standards regarding the use of alcohol, tobacco, and other harmful substances.	Drug Awareness	a. Analyze peer pressure and alcohol and other drug use. b. define personal standards- set clear goals and values c. describe a plan of action to make a commitment to be drug-free	Completed group project
<b>Weeks 17-20</b>	9.2 b) development of a personal plan for remaining free of communicable diseases.	Communicable Diseases	a. define communicable diseases b. describe various communicable diseases c. identify precautions you can take to prevent communicable diseases. d. describe how the immune system works	Completed group project
<b>Weeks 21-26</b>	9.3d- use of universal precautions and appropriate application of first aid, CPR, and other emergency procedures.	Emergencies	a. define first aid b. identify why learning basic first aid skills are important c. define universal precautions d. describe the basic first aid steps for an emergency situation. e. know common emergencies f. identify life-threatening emergencies g. describe first aid for common and life threatening emergencies. h. describe CPR	Completed group project
<b>Weeks 26=28</b>	9.1b- a decision-making process for selecting health and wellness products.	Health Care Products	a. Describe a health consumer b. identify health products c. determine why having a decision-making process is important for selecting health products. d. identify internal and external factors that influence your buying decisions. e. recognize common advertising techniques. f. describe consumer rights g. define fraud and quackery h. identify who is the most common victim of health-care fraud i. describe what quacks promise j. identify who can help with consumer problems.	Quiz at end of unit
<b>Weeks 29-32</b>	9.4 the connections between personal health goals and state or national health issues. 9.4b-the benefits of information provided by recognized sources, such as state and local health depts., the USDA, the FDA, the ADA, the NIH, the WHO, and the CDC.	Information assess and use	a. identify the national health issues outlined in the Report of the Surgeon General. b. research community, state, national, and global health issues and evaluate their connections to personal health. c. identify how personal health practices can affect the health outcomes of individuals and groups. d. analyze the impact of unhealthy global practices on individuals and groups. e. assess the value of health indicators and their impact on societal health. f. analyze health behaviors and practices that are common to groups of people.	Group research paper
<b>Weeks 33-36</b>	9.5a- the impact of developing positive relationships among health, wellness, and safety professionals for promotion of	Community health and wellness	a. identify collaborative relationships among health professionals.	Completed group project

## Middlesex High School 2014-2015 Curriculum Pacing Guide

healthy communities.

9.5b- promotion of community projects

9.5c- development of school and community health programs for citizens of all ages

9.5d- the need for community services

9.5e- the awareness of health-related social issues such as organ donation, homelessness, underage drinking, and substance abuse.

b. identify health professionals, agencies, and organizations that impact community health.

c. define health advocacy.

d. identify community projects that promote health for children, adolescents, young adults, and older populations.

e. identify the benefits of community service

f. identify examples of community projects that address health-related social issues.

g. describe examples of organizations/agencies that address health-related social issues.