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| Why Skill Based Learning? | | The curriculum found in: Health Smart, Personal & Social Skills, and RRR: Advocates for Youth provide teachers with Skill-Based Lessons in communication, decision making, goal setting, accessing information, analyzing influences, and advocacy that address the health related issues of today’s youth. The goal of health educators to develop health literate students. To be considered health literate, a person must be a critical thinker; a responsible productive citizen; a self-directed learner; and an effective communicator. The intent of skills based teaching strategies is to provide relevant, realistic, and practical lessons that help youth build personal and social competence. On a daily basis, young people continue to be challenged with personal choices that could affect their current health status. Many of these choices can have a significant impact on their lifelong goals and future health. Integrating the skills across content areas helps students realize that the skills are an important, relevant and integral part of their everyday lives that should be applied on a regular basis to deal with personal and health-related issues.  Fetro, J.V. (2000) Personal & Social Skills; Level 3.  **Teachers can refer to *Personal & Social Skills* Level 3 for a better understanding of how to approach Skill-Based lessons.**  ***Why a Skills-Based Approach*? 4- 12**  ***Steps to Building Personal and Social Skills* 28-32**  ***Integrating Skill-Building Strategies* 33-37**  ***Making it Work* 38-46**  Additional References will be made throughout the Curriculum Guide to aid teachers in their planning. | | | | |
| **Introduction to Wellness** | **7 days** | **HE.912.P.7.2** Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.  **HE.912.P.7.1** Analyze the role of individual responsibility in enhancing health.  **HE.912.B.5.1** Determine the value of applying a thoughtful decision-making process in health related situations.  **HE.912.C.1.2** Interpret the significance of interrelationships in mental/emotional, physical, and social health  **HE.912.B.6.1** Evaluate personal health practices and overall health status to include all dimensions of health.  **HE.912.C.2.9** Evaluate the influence of personal values, attitudes and beliefs about individual health practices and behaviors.  **HE.912.P.8.1** Demonstrate how to influence and support others in making positive health choices. | | **LoveU2: Relationship Smarts Plus-** will work with each teacher to plan dates to come and present these 7 lessons during the Mental Health Unit.  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Introduction Lesson with Survey**  **Lesson1:** Who Am I and Where Am I Going?   * Assessment- How I see Myself\_ Now and in the Future   **Lesson 2:** Maturity Issues and What I Value   * Assessment: Parent-Teen Connection PP12   **Lesson 3**: Attractions and Infatuation   * Assessment: Love Songs   **Lesson 4:** Principles of Smart Relationships   * Assessment: Smart or Not-So-Smart   **Lesson 5**: Is it a healthy Relationship?   * Assessment: 14 Tips for Teens writing Assignment   **Lesson 6**: Decide, Don’t Slide!   * Assessment- A Young Fathers Story- writing assignment   **Lesson 7:** Breaking up and Dating Violence   * Assessment- Draw the Line of Respect PP32 |
| **Introduction to Wellness** | ***30- 60 minutes*** | **HE.912.C.1.1** Predict how healthy behaviors can affect health status.  **HE.912.C.1.2** Interpret the significance of interrelationships in mental/emotional, physical, and social health  **HE.912.C.2.7** Analyze how culture supports and challenges health beliefs, practices, and behaviors. | **Written:**  Your location on the health continuum and the direction in which you are moving are both important. Predict how deciding to NOT smoke might affect your position on the health continuum? | **What is Health and Wellness?**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Health Smart: Emotional & Mental Health Book**  **Lesson 1: Dimensions of Health**   * Healthy Behaviors Scavenger Hunt (workbook found in eLearning) * Assessment: How’s Your Health (workbook found in eLearning)   **Lesson 2: Exploring Emotional Health (Health Continuum)**   * Lesson: Students asses their health over time pgs. 25-30   Taking Your Emotional Health Pulse (workbook found in eLearning)   * Assessment:: My Emotional Health Balance (workbook found in eLearning ) * Reflection on My Emotional Health (workbook found in eLearning )   **RRR:Advocates For Youth** (AdvocatesforYouth.org)   * Lesson: How Do You See Me? |
| ***30-45 minutes*** | **HE.912.B.6.1** Evaluate personal health practices and overall health status to include all dimensions of health.  **HE.912.C.1.1** Predict how healthy behaviors can affect health status  **HE.912.C.1.7** Analyze how heredity and family history can impact personal health  **HE.912.C.2.1** Analyze how the family influences the health of individuals**.**  **HE.912.C.2.6** Evaluate the impact of technology on personal, family and community health. | **Written:**  Have students analyze the results of the Personal Health Inventory, and determine one area of weakness and plan how they could make lifestyle changes to improve it. | **Lifestyle vs. Infectious**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Health Smart: Emotional & Mental Health Book**  **Lesson 3: Taking Responsibility**   * Students assess their degree of control pgs. 36-40 * Assessment: What’s Under My Control (workbook found in eLearning) * Taking Responsibility (workbook found in eLearning)   **Internet:**   * Learnmyself.com: Personality * <https://www.vocabulary.com/lists/25156>   **PCS HS Health Binder**   * Personal Health Inventory * Personal Responsibility for Health (LMS-PH-5 – 7) * Personal Responsibility for Health (LMS-PH-5 – 7) * Personal Health Inventory (LMS-PH-8 -12) |
| **Introduction to Wellness** | ***90 – 140 minutes*** | **HE.912.B.4.1** Explain skills needed to communicate effectively with family, peers, and others to enhance health.  **HE.912.B.4.2** Assess refusal, negotiation, and collaborative skills to enhance health and avoid or reduce health risks.  **HE.912.B.4.3** Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others. | **Ticket Out the Door:**  **Written:** List five conflicts people your age may have with friends, family members, or teachers. Describe how using negotiation skills could help resolve them.  Or  **Written**: Which communication skills would be most helpful when you use instant messaging or Facebook? Which would be more difficult to apply? Use examples to support your answer.  OR  Why is important to understand the perspective of the other person when you’re trying to resolve a conflict? Answer can include a specific example to illustrate your explanation. | **Communication Skills/**  **Regard Scale**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **General Information on Communication can be found in the Personal & Social Skills Level 3 Book pages 50-61.**  ***Why a Skills-Based Approach*? 4- 12**  ***Steps to Building Personal &Social Skills* 28-32**  **Health Smart: Violence & Prevention**  **Lesson 3: Preventing Bullying pg. 37**   * The Truth About Bullying (workbook found in eLearning)   **Lesson 4: Preventing Cyber-bullying pg. 5**   * The Case Against Cyber-bullying (workbook found in eLearning)   **Health Smart: Emotional & Mental Health**  **Lesson 13: Skills for Conflict Resolution pg. 175 (**Slide 23)   * Conflict Resolution Role play (workbook found in eLearning) * Assessment: Role Play Feedback Form (workbook found in eLearning)   **Personal & Social Skills:**   * Conducting a Personal Inventory pgs. 219- 220   **RRR: Advocates for Youth (advocatesforyouth.org)**   * How Well Do I Communicate With Others   **eLearning –**   * Skill Rubrics for 8 Standards: Communication   **Internet**:   * Learn 360 – * Peaceable Solution: Conflict Resolution Skills – segments 2 and 4   **PCS Health Processing Posters**   * Communication – Active Listening * Regard Scale   **PCS HS Health Binder**   * Communication * Basic Information (LMS- Intro) * I message Worksheet * Refusal Skills (LMS-Intro; LMS-MH-51-54) * Good Listener (LMS-MH-15 -20) * Negotiation (LMS-MH-83) |
| **Introduction to Wellness** | ***60-90 minutes*** | **HE.912.C.1.1** Predict how healthy behaviors can affect health status.  **HE.912.B.3.4** Justify when professional health services or providers may be required**.** | **Written:** You have a friend who is involved in so many activities that he no longer has time for you. Lately, he complains that he “can’t think straight anymore.” Write your friend and offer them some advice on ways he could manage his stress, and why it’s important. *Building Health Skills pg. 78* | **Stress and Anger Management**  **Student Remediation:**  To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **General Information on Stress can be found in the Personal & Social Skills Level 3 Book pages 276-284.**  ***Why a Skills-Based Approach*? 4- 12**  ***Steps to Building Personal &Social Skills* 28-32**  **Health Smart: Emotional and Mental Health**  **Lesson 5: Understanding Stress pgs. 57**   * Stressors In My Life Part 1&2 (workbook found in eLearning) * Assessment: Stressors Part 3 (workbook found in eLearning)   **Lesson 6: Ways to Manage Stress. Pgs. 71**   * Stressors and Responses (workbook found in eLearning**)**   **Lesson 12: Managing Anger pgs. 161**   * Assessment: My Plan on Dealing with Anger (workbook found in eLearning)   **Personal & Social Skills:**   * Personal Stress Chart pgs. 285 * So Many Stressors Pg. 288 * It’s All in How You Breathe pg. 310 * Deep Muscle Relaxation pg. 312 * Finding My Space pg. 314   **Internet:**  Learn 360 –   * Teens and Stress 2:26 (Series: Science Nation) * Making the Decision to Do the Right Thing (Ethics)   **DVD/VHS**  Prentice Hall Teens Talk Video Series   * Stressed Out Video 3   Fit For Life Video   * Wellness DVD: Stress Management   **Prentice Hall Health Textbook:**  Chapter 3 Managing Stress  Chapter 7 Preventing Violence  **Fitness for Life Textbook**  Chapter 17: pg.290  **PCS HS Health Binder**   * Stress & Stress Management (LMS-MH-56 – 72) |
| **Introduction to Wellness** | ***45 – 100 minutes*** | **HE.912.B.5.1** Determine the value of applying a thoughtful decision-making process in health –related situations.  **HE.912.B.5.4** Assess whether individual or collaborative decision-making is needed to make a healthy decision. | Written:  Use the PACED decision Making Model to solve the following problem: Your friend wants to take you to Busch Gardens on Sunday. They will pay for the whole day, but you have a math test on Monday that could change your grade to an A or a C depending on how well you do. What will you do? | **Decision Making**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **General Information on Decision Making can be found in the Personal & Social Skills Level 3 Book pages 144-152.**  ***Why a Skills-Based Approach*? 4- 12**  ***Steps to Building Personal &Social Skills* 28-32**  **Personal & Social Skills**   * So Many Decisions to Be Made. Pg. 180   **eLearning**  Health/High School   * Skill Rubrics for 8 Standards: Decision Making:   **Internet**  Economic PACED Decision Making Model   * <http://www.econedlink.org/interactives/index.php?iid=184>   **Pinellas County Processing Posters**   * PACED Decision Making   **DVD/VHS**  Prentice Hall Teens Talk Video Series   * Decisions, Decisions Video 1   **Prentice Hall Health Textbook:**  Chapter 1: Making Healthy Decisions  **PCS HS Health Binder**   * Decision Making (LMS-Intro; LMS-MH-104-107) |
| **Introduction to Wellness** | ***60 minutes*** | **HE.912.C.2.9** Evaluate the influence of personal values, attitudes and beliefs about individual health practices and behaviors.  **HE.912.P.8.1** Demonstrate how to influence and support others in making positive health choices. | **Written:** You are thinking of using a liquid diet supplement. What steps should you take before making this decision? | **Analyzing Influences**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **General Information on Decision Making can be found in the Personal & Social Skills Level 3 Book pages 144-152.**  ***Why a Skills-Based Approach*? 4- 12**  ***Steps to Building Personal &Social Skills* 28-32**  **Personal & Social Skills**   * Messages in the Media Pg. 75-76 * Common Advertising Techniques pg. 198 * Media Analysis (Part 1) pg. 199   **eLearning**   * Skill Rubrics for 8 Standards: Analyzing Influences   **Internet:**   * ETR- Tech Confidential: Before You Hit Send (worksheet and video)   **Pinellas County Processing Posters**   * Influences   **Prentice Hall Health Textbook**  Chapter 1: Making Healthy Decisions  **PCS HS Health Binder**   * Analyzing Media Information (LMS-Intro) |
| ***60 minutes*** | **HE.912.B.3.2** Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.  **HE.912.B.4.4** Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. | **Written/Performance:** Provide students a product name. Have students locate a valid internet resource and support why it is a valid resource of information.  Or  **Written/Performance:** Provide students with two different websites. Students should provide support to why one of them is more reliable than the other.  **Example:** ~~freetheplanet.net~~  Epa.gov | **Accessing Information**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Personal & Social Skills:**   * Discovering Community Resources pg. 337   **Prentice Hall Health Textbook:**   * Consumer Health 18-24 * Comparison Shopping Activity   **PCS Health Processing Posters**   * Analyzing Information |
| **Introduction to Wellness** | ***90 – 140 minutes*** | **HE.912.B.3.4** Justify when professional health services or providers may be required.  **HE.912.C.1.6** Evaluate the relationship between access to health care and health status. | **Written:** Your friend Bryan has shown some signs of clinical depression for a month. You are very worried about Bryan, but he refuses to talk to you about his feelings. What could you do to help Bryan?  Or  You feel depressed at times, but always snap out of it quickly. Should you seek help? Why or why not?  Assessment**:**  **Health Smart: Emotional & Mental Health.**  Worksheet: *What I know about Emotional & Mental Health.* (Find it on CD-ROM) | **Depression**  **Suicide Prevention**  **Self-Injury**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Family Life Education Course** (ELearning) Topic 2: Mental Health: Depression & Suicide Prevention. ACT:SOS  **Health Smart: Emotional & Mental Health**   * Understanding Mental Health Disorders. Pgs.199-240   **Lesson15: Understanding Mental Health**   * Common Mental Health Disorders   among Teens pg. 207-209   * Assessment: Understanding Mental Health Disorders (workbook found in eLearning)   **Health Smart: Violence & Injury Prevention**  Lesson 9: Preventing Suicide pg. 153   * Suicide Myths, Truths & Terms Handout * Keeping My Emotional Balance   Lesson 11: Getting Help   * Getting Help for Myself or a Friend Handout   **Personal & Social Skills:**   * Help Wanted: Important Decisions to Be Made pg.203 * Circle of Friends pg. 336   **Youth Mental Health First Aid USA (Teacher and Student Informational Resource)**   * Depression pgs. 40-69 * Psychosis and Schizophrenia pgs. 87-100 * Suicidal Thoughts and Behaviors pgs. 136 – 143. * Self-Injury pgs. 142 -146   **eLearning –**   * YRBS data for Pinellas County   **Internet:**   * YRBS Data- Florida cdc.gov/yrbs - Youth Online Interactive Data   **DVD/VHS:**  Classroom Library   * Hidden Scars Silent Wounds – Self Injury * Friends for Life (SOS)- Suicide Prevention   **Prentice Hall Health Textbook:**  Chapter 4: Mental Disorders and Suicide   * Health and Community: Suicide in Older Adults pg. 106   **PCS HS Health Binder: Lessons and Information**   * Depression/Suicide Prevention ( LMS-MH-85 – 102; LMS-MH-110 - 112) * Finding Help (LMS-MH-110-112) |
| **Introduction to Wellness** | ***45 minutes*** | **HE.912.P.7.2** Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.  **HE.912.P.7.1** Analyze the role of individual responsibility in enhancing health. | **Performance Task:**  Have students choose a goal to work on during the fitness unit. They should track their progress for a minimum of a week.  Students will use their Being Fit Matters Report to Develop a Fitness Plan to Implement during 1st Semester that focuses on their weakest area of fitness.  **(Teacher chooses length of time for improvement)** | **Goal Setting**   |  |  | | --- | --- | |  | **Goal Setting Scale** | | 4 | As I work toward achieving my personal health goal, I continue to participate in activities that maintain or improve the other health-related components of fitness. | | 3 | *I will evaluate my personal health to determine an area for improvement. I will develop a long term goal and monitor my progress.* | | 2 | * I evaluate my personal *Being Fit Matters* results. * I determine fitness area of need to address using the 5 part SMART goal process. * I formulate a long term fitness plan * I monitor my progress using the weekly FITT plan reflection | | 1 | With help from the teacher, I have only partial success at a score 2.0 | | 0 | Even with help, I am unable to be successful on this lesson. |   **Sample Scale** | | **General Information on Goal Setting can be found in the Personal & Social Skills Level 3 Book pages 211-218.**  ***Why a Skills-Based Approach*? 4- 12**  ***Steps to Building Personal &Social Skills* 28-32**  **Personal & Social Skills:**   * Presenting My Position Pg. 82   **Physical Best Activity Guide Third Edition**   * Goal Setting pgs. 200-201     **eLearning –**   * Skill Rubrics for 8 Standards: Goal Setting     **DVD/VHS:**   * Classroom Library   + Taking Charge of Your Health Video 24 * Making a Difference Video 25 * Lifetime Fitness DVD   **Prentice Hall Health Textbook:**  Chapter 1 Making Healthy Decisions  Chapter 2: Personality, Self-Esteem, and Emotions  Chapter 4: Mental Disorders and Suicide  Chapter 20: Adolescence and Adulthood  **PCS HS Health Binder**  Goal Setting (LMS-MH-74 – 91; PH-14 - 18) |
| **Introduction to Wellness** | ***45 – 90 minutes*** | **HE.912.P.8.1** Demonstrate how to influence and support others in making positive health choices**.**  **HE.912.P.8.3** Work cooperatively as an advocate for improving personal, family, and community health. | **Performance Task:** Have students participate in an advocacy activity to benefit your school. | **Advocacy**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Mental Health**  **PowerPoint / Pamphlets / Posters:**   * Mental Health Topics * Resources for HELP (Health pg. 132)   **Presentation: Topic from above**   * Present to another student group. * Present to Middle School * Present on School TV   **School News/ School Paper** -   * Post various clubs that are offered at your school. Name, Description, Meeting times and locations should be included.   **Community Volunteerism**   * Organization, Contact Person and number |
| ***45 minutes*** | **HE.912.C.1.1** Predict how healthy behaviors can affect health status  **HE.912.C.2.5** Evaluate the effect of media on personal and family health.  **HE.912.B.3.1** Analyze how the perceptions of norms influence healthy and unhealthy behaviors. | **Written:**  Have students complete a concept map with the concept “Benefits of Physical Activity. Types should be listed as Physical, Psychological and Social. Have student’s list ways physical activity helps each of these areas of a person’s overall health. | **Benefits of Exercise**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Health Smart: Nutrition & Physical Activity**  **Lesson 6: Physical Activity & Health pg. 69**  Sharing Fitness Facts (workbook found in eLearning)  Physical Activity & Fitness Quiz (workbook found in eLearning)  **Personal & Social Skills:**   * Discovering Community Resources pg. 337   **eLearning**  Physical Education; High School - HOPE  Complete Lessons and Activities ( PCS HS PE Binder)  **Internet**  Updates on the health benefits of sports -SciLinks.org/health ctn-4131 (pg. 317).  **DVD/VHS**  Classroom Library   * Prentice Hall Teens Talk Video Series   + Fit For Life – Video 13 * Fitness For Life Video: Wellness DVD   + The Activity Pyramid and Planning Healthy Lifestyles   **Prentice Hall Health Textbook:**  Chapter 13: Exercise and Lifelong Fitness  **Fitness For Life Textbook**  Chapter 3: Benefits of Physical activity  **PCS HS Health Binder**   * Benefits of Fitness (LMS-PH-48 – 51) |
| **Introduction to Wellness** | ***45 minutes*** | **HE.912.C.1.4** Propose strategies to reduce or prevent injuries and health.  **HE.912.C.1.8** Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors. | **Written:** Felicia has never exercised regularly, but has decided to start a fitness program. She has committed to running for one hour every day regardless of the weather or the time of day. Critique her fitness plan from a safety perspective. | **Safety**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Health Smart: Nutrition & Physical Activity**  **Lesson 10: Staying Safe During Physical Activity pg. 123**  Succeeding at Fitness (workbook found in eLearning)  **Internet:**   * Learn 360   + Exercise and a Healthy Lifestyle (Video clip) * YRBS Data- cdc.gov.yrbs (physical activity) * PHSchool.com -ctd-4133; “Playing It Safe with Sports”. Pg. 332 * Kidshealth.org/teen – search –preventing sports injuries   **DVD/VHS**  Classroom Library   * Prentice Hall Teen Talk Video Series   + Taking Care of You Video 14   **Prentice Hall Health Textbook:**  Chapter 13: Exercise and Lifelong Fitness  **Fitness For Life Textbook**  Chapter 2: Safe and Smart Physical Activity |
| ***45 minutes*** | **HE.912.P.7.2** Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. | **Written:**  Describe a healthy warm-up to be used before playing a game of basketball. Include the type of exercises and how long they should be done.  Or  Performance Task  Have pairs of students lead the warm-up and cool down for the class. | **Warm Up / Cool Down**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Health Smart: Nutrition & Physical Activity**  Lesson 10: Staying Safe During Physical Activity pg. 123  Succeeding at Fitness (workbook found in eLearning)  **Physical Best Activity Guide Third Edition**  Warm up/cool down with weights pg. 60  **Prentice Hall Health Textbook:**  Chapter 13 Exercise and Lifelong Fitness  **Fitness For Life Textbook**  Chapter 1: Fitness For Life  Chapter 2: Safe and Smart Physical Activity |
| **Introduction to Wellness** | ***180 – 220 minutes*** | **HE.912.B.6.2** Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.  **HE.912.B.6.3** Implement strategies and monitor progress in achieving a personal health goal.  **HE.912.B.6.4** Formulate an effective long-term health goal.  **HE.912.P.7.2** Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. | **Written:** Put the following activities in order from the one that would contribute the most to cardiorespiratory endurance to the one that would contribute the least: golf, basketball, tennis, volleyball. Explain your answer.  Or  How might a fitness program to improve muscular strength differ from one to improve flexibility?  **Exit Ticket**: Respond to Friend: “What’s so bad about being inactive?” explain how an inactive lifestyle contributes to chronic disease and give specific examples. | **Components of Fitness**  **Goal Setting**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **General Information on Goal Setting can be found in the Personal & Social Skills Level 3 Book pages 211-218.**  ***Why a Skills-Based Approach*? 4- 12**  ***Steps to Building Personal &Social Skills* 28-32**  **Health Smart: Nutrition & Physical Activity**  Lesson 6: Physical Activity & Health   * Components of Fitness (CD-Rom Slide 7)   Lesson 8: Setting Healthy Eating & Physical Activity Goals   * Assessing My Eating & Physical Activity Behaviors (workbook found in eLearning) * My Healthy Eating or Physical Activity Goal (workbook found in eLearning) * Tracking My Progress (workbook found in eLearning)   **Personal & Social Skills:**   * Goal Get ’Em; pg. 245 * My Personal Goal pg. 272 * My Contract for Change pg. 273   **Physical Best Activity Guide Third Edition**   * Power Team Training pgs. 208-209   **Internet:**  Learn 360:   * Nutrition and Fitness * Goal Setting and Motivation Clip 5:44 * Components of Exercise and Fitness Clip 7:08   **DVD/VHS**   * Lifetime Fitness DVD: Cardiovascular Fitness, Muscle Fitness and Flexibility   **Prentice Hall Health Textbook:**  Chapter 13 Exercise and Lifelong Fitness  **Fitness For Life Textbook**  Chapter 2: pg. 23  **PCS HS Health Binder**  Goal Planning (pg. LMS-Intro) |
| **Introduction to Wellness** | ***45 minutes*** | **HE.912.P.7.1** Analyze the role of individual responsibility in enhancing health. | **Written:**  Why do you think that people’s resting heart rate decreases as they become more fit? | **Heart Rate**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Health Smart: Nutrition & Physical Activity**   * Lesson 6: Physical Activity and Health * CD-Rom Slide 8 How to Find your Heart Rate   **Physical Best Activity Guide Third Edition**   * Chart your heart rate pgs. 28-30   Activity Idea: Heart Rate Target Zones pgs. 227-228  **Prentice Hall Health Textbook:**  Chapter 13: Exercise of Lifelong Fitness pgs. 314-339  **Fitness For Life Textbook**  Chapter 1: Fitness and Wellness for All pg. 3  **Internet**   * [www.heart.com/heart-rate-chart.html](http://www.heart.com/heart-rate-chart.html): Heart rate calculations/charts |
| **Introduction to Wellness** | ***Unit Scale and Assessment*** | |  |  | | --- | --- | | Scale | Mental Health Unit | | 4 | The students will evaluate personal health practices and overall health status to include all dimensions of health, formulate an effective long-term personal health goal, and monitor progress toward achieving the personal health goal through journaling, (written or video) | | 3 | Evaluate personal health practices and overall health status to include all dimensions of health. Formulate an effective long-term personal health goal. | | 2 | The student will be able to:   * Develop understanding of the dimensions of health * Evaluate personal health practices * Evaluate overall health status * Formulate an effective long-term personal health goal | | 1 | With help from the teacher, the student has partial success with the unit content. |   **Unit Assessment Health Smart:**  Lesson 5: What I know about Emotional & Mental Health (CD-Rom) | | | | |
| ***Resources*** | **LoveU2: Relationship Smarts Plus**  **Health Smart: Emotional & Mental Health Book**  **Health Smart: Violence & Prevention**  **Personal & Social Skills:**  **RRR:Advocates For Youth** (AdvocatesforYouth.org) | | |  | |