

Health Promotion and Disease Prevention	1MP	2MP	3MP	4MP
Wellness and Disease Prevention				
I can explain the definition of wellness.				
I can draw and label the health triangle.				
I can recognize possible diseases or disorders of different body systems.				
I can identify and apply preventive measures for specific diseases and disorders of body systems.				
I can explain why abstinence is the most effective method for preventing pregnancy and sexually transmitted infections.				
I can discuss issues and concerns related to the HIV virus and AIDS.				
I can explain the difference between HIV and AIDS.				
I can explain how families can provide support for their members to promote wellness.				
I can identify the seven different family structures and how to build and practice healthy family relationships.				
I can identify friendship and recognize the characteristics of a good friend.				
I can use the vocabulary from this unit to describe what I have learned.				
Relationships				
I can identify the changes in friendships that take place during adolescence.				
I can identify the qualities of a good friend.				
I can identify some of the ingredients required to make friendships and meet new people.				
I can explain what a clique is.				
I can explain how peer pressure can be positive or negative.				
I can discuss dating and the positive and negative advantages of group dating versus individual dating.				
I can discuss body language and the power of nonverbal communication.				

I can explain the difference between verbal communication and nonverbal communication.				
I can explain and understand the power of "I" messages in communication.				
I can list the four steps to active listening.				
I can use the vocabulary from this unit to describe what I have learned.				
Peer Pressure, Refusal Skills				
I can give examples of positive peer pressure and negative peer pressure.				
I can explain the difference between direct and indirect peer pressure.				
I can define what refusal skills are.				
I can list and explain the four steps in the S.T.O.P. strategy.				
I can list and explain different styles of communication.				
I can explain how limits help protect people from negative outcomes.				
I can explain both good and bad consequences related to choices.				
I can write S.M.A.R.T. goals and explain how they help focus my efforts in attaining goals.				
I can define abstinence and list reasons for choosing sexual abstinence.				
I can list ways of showing affection alternate to sexual intimacy.				
I can list ways of dealing with sexual feelings.				
I can use the vocabulary from this unit to describe what I have learned.				
Substance Abuse, Gateway Drugs				
I can explain a variety of physical illnesses associated with the use of gateway drugs.				
I can explain the difference between a physical and psychological addiction.				
I can recognize how gateway drugs affect the central nervous system.				

I can identify and apply preventive measures for specific drugs use.
I can explain which body systems are most at risk for the different gateway drug use.
I can explain the physical dangers associated with gateway drugs.
I can explain tolerance.
I can explain how families can provide support for their members to promote wellness.
I can identify physical and psychological withdrawal symptoms.
I can identify the S.T.O.P method of quitting a drug.

Body Systems	1MP	2MP	3MP	4MP
Cardio-respiratory System				
I can explain how the heart and lungs work together to maintain oxygenated blood throughout the body.				
I can explain the path the blood takes through the body.				
I know and can explain the anatomy and physiology of the circulatory system.				
I know and can explain the anatomy and physiology of the respiratory system.				
I understand and can explain how exercise benefits the heart and lungs.				
Musculoskeletal System				
I know and can explain the basic anatomy and physiology of the muscular system.				
I know and can explain the basic anatomy and physiology of the skeletal system.				
I can list and describe the three types of body muscle.				
I can list and describe the five types of bone.				
I can explain how bones and muscles work together to produce movement.				

Growth and Development	1MP	2MP	3MP	4MP
Sex Education				
I can identify the events that lead to conception.				
I can identify the events that lead to conception.				
I can identify the events that lead to the birth of a child.				
I can identify possible diseases or disorders related to sexual activity.				
I can identify and list facts about sexually transmitted diseases.				
I can explain why abstinence is the most effective method for preventing pregnancy and sexually transmitted infections.				
I can discuss the impact teen pregnancy can have on my life as well as my family.				
I can discuss issues and concerns related to the HIV virus and AIDS.				
I can explain the difference between HIV and AIDS.				
I can explain how families can provide support for their members to promote wellness.				
I can use the vocabulary from this unit to describe what I have learned.				
Financial Literacy				
I can create and use a budget.				
I can write a check correctly and I can keep a balanced checkbook.				
I can differentiate between the different types of taxes.				
I can explain how a paycheck is broken down.				
I can explain the difference between hourly pay and salary pay.				
I can explain how interest can be both good and bad.				
I can explain the difference between a credit card and a debit card.				

Physical and Mental Health	1MP	2MP	3MP	4MP
Nutrition				
I can explain the role of food in the body and the relationship it has to the health triangle.				
I can identify influences on food choices.				
I can explain the relationship between food and emotions.				
I can list the six nutrients in food and the unique role each plays in the body.				
I can explain the importance of properly handling food and understand the cause of food borne illness.				
I can explain both good and bad consequences related to choices.				
I can write S.M.A.R.T. goals and explain how they help focus my efforts in attaining goals.				
I can use the vocabulary from this unit to describe what I have learned.				
Fitness				
I can list and explain the five components of health related physical fitness.				
I can explain why physical activity and exercise are so important in maintaining health and wellness.				
I can compare and contrast aerobic and anaerobic activities.				
I can demonstrate different ways of measuring fitness for cardiovascular endurance, flexibility, and muscular strength and endurance.				
I can explain the definition of body composition.				
I can explain several different ways of estimating body composition.				
I can discuss the relationship between heredity and attitude toward my own personal level of fitness.				
I can utilize S.M.A.R.T. goal setting principles in setting personal fitness goals.				
I can explain how choosing fitness activities much like food choices are influenced by a variety of factors.				
I can explain the components of a work-out.				

I can explain the importance of proper hydration, nutrition and the health risk related to extreme weather.				
I can demonstrate and explain P.R.I.C.E.				
I can use the vocabulary from this unit to describe what I have learned.				
Body Image				
I can explain the importance of maintaining a healthy weight.				
I can calculate my BMI.				
I can compare and contrast self-esteem and self-image.				
I can explain the relationship between body-image and self-esteem.				
I can identify an appropriate weight range for my height and age.				
I can discuss and understand the relationship between daily activity, calorie intake, heredity and my growth and development.				
I can reflect on the importance of my attitude toward my body image.				
I can explain what an eating disorder is and can identify two types of eating disorders.				
I can explain how choosing fitness activities much like food choices are influenced by a variety of factors.				
I can use the vocabulary from this unit to describe what I have learned.				
Mental Illness				
I can explain various mental illnesses.				
I can identify, explain and give an example of an anxiety disorder.				
I can identify, explain, and give an example of a mood disorder.				
I can identify, explain, and give an example of a personality disorder.				
I can identify, explain, and give an example of the three major eating disorders.				
I can give examples of why teenagers commit suicide.				
I can identify, explain, and give an example of different types of therapies for mental disorders.				
I can identify, explain, and give an example of the different types of mental health professionals.				