



McCreary County Schools
TEACHER EXPECTATIONS PAGE
Non-Traditional Instructional Day:

School:	McCreary Central High School	Date:	
Teacher's Name	Core Content Area	Grade Level	
Megan Gehring	Health Education	9-12	

Name of Lesson:

Day 1: Calorie Intake

Essential Questions

Core Content Objectives for Lesson	
I understand each section of a nutrition label.	
I can identify the food groups in the food pyramid.	

Describe assignments & list any textbook / workbook pages that will accompany it:

For this lesson, students will track their daily breakfast, lunch, dinner, and snack. Students will record the calories in each food/drink item they have consumed, and will compare their calorie consumption to the recommended daily calorie consumption (2,000 calories). Students will answer the following questions:

- Did your daily calorie intake reach/exceed 2,000 calories?
- Why or why not?

After students recorded what they have eaten, they will plan 3 healthy meals (breakfast, lunch, and dinner) and a snack. This meal must be 2,000, or at least be 200 calories above/below 2,000 calories. Each food group should be consumed at least one time.

What is your primary objective for this lesson:

The primary objective for this lesson is for students to understand that the recommended daily calorie intake is beneficial in maintaining a healthy lifestyle.

Day 1: Daily Calorie Intake

Directions: Record each of the meals you have consumed in 1 day. Identify the calories in each food/drink item.

Breakfast:

Lunch:

Dinner:

Snack:

Directions: Design a healthy breakfast, lunch, dinner, and snack. Overall, your entire calorie intake should be within 200 calories of the recommended daily calorie intake (2,000 calories).

Breakfast:

Lunch:

Dinner:

Snack:



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Name of Lesson:

Day 2: Cardiorespiratory Endurance

Essential Questions

Core Content Objectives for Lesson	
Students will participate in cardiorespiratory endurance exercise.	
Students will assess their resting heart rate.	
Students will assess their maximum heart rate.	

Describe assignments & list any textbook / workbook pages that will accompany it:

For this lesson, students will check their RHR by participating in 3 activities for 10 minutes each or choosing 1 activity to participate in for 30 minutes.

What is your primary objective for this lesson:

The primary objective for this lesson is for students to compare the similarities and differences in their RHR and MHR

Day 2: Cardiorespiratory Endurance

Directions: Check your Resting Heart Rate (RHR). (Weather permitting), you must participate in 3 activities for 10 minutes each, or choose 1 activity to participate in for 30 minutes.

RHR: _____ beats per minute

- Jumping Jacks
- Running
- Dancing
- Hiking
- Basketball
- Climbing stairs
- Swimming
- Soccer

After you participate in the activities above, check your Maximum Heart Rate (MHR). Compare your MHR to your RHR and answer the following questions:

MHR: _____ beats per minute

1. Is your MHR higher than your RHR?
2. Explain how the activity you participated in is considered a cardiorespiratory endurance activity.
3. Why is cardiorespiratory endurance an important part of health-related fitness?

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Name of Lesson:

Day 3: Food and Your Body Weight

Essential Questions

Core Content Objectives for Lesson	
Students can use weight management and eating disorder terms in a sentence.	

Describe assignments & list any textbook / workbook pages that will accompany it:

Students will fill in the blanks with key terms in their workbook pages. The workbook page is provided, and terms may be used more than once.

What is your primary objective for this lesson:

The primary objective for this lesson is for students to put their knowledge into sentences. Students have learned these terms in class, and will be able to use them to form sentences about weight management and eating disorders.

Skills Worksheet

Concept Review

Section: Carbohydrates, Fats, and Proteins

PART I

List the functions of each class of dietary nutrient.

1. Carbohydrates _____
2. Fats _____
3. Proteins _____
- _____
- _____

PART II

Place an "S" in front of each of the following simple carbohydrates. Place a "C" in front of the complex carbohydrates.

- _____ 4. fructose
- _____ 5. glycogen
- _____ 6. glucose
- _____ 7. lactose
- _____ 8. starch
- _____ 9. sucrose
- _____ 10. fiber

PART III

Place a "C" in front of each of the following complete proteins. Place an "I" in front of the incomplete proteins.

- _____ 11. peas
- _____ 12. hamburger
- _____ 13. chicken breast
- _____ 14. rice
- _____ 15. beans
- _____ 16. tuna

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Megan Gehring	Physical Education	9-12	

Name of Lesson:

Day 4: Physical Fitness and Your Health

Essential Questions

Core Content Objectives for Lesson	
I can identify the physical and mental benefits of being physically active.	
I can identify the components of fitness.	

Describe assignments & list any textbook / workbook pages that will accompany it:

For this lesson, students will answer the questions on the worksheet about physical fitness and health.

What is your primary objective for this lesson:

The primary objective for this lesson is for students to understand the benefits of physical activity.

Concept Review

Section: Physical Fitness and Your Health

PART I

Identify each benefit of exercise. Write "P" for physical and "M" for mental benefits.

- _____ 1. Helps you improve your body composition
- _____ 2. Lowers your chances of having conditions such as heart disease
- _____ 3. Helps you cope with everyday anxiety
- _____ 4. Helps improve joint flexibility and muscle strength and helps prevent back injuries

PART II

Identify the component of physical fitness that best fits each description.

- 5. _____ refers to the amount of force that a muscle can apply at one time and repeatedly for an extended period of time.
- 6. _____ refers to your body's ability to endure 20 minutes or more of continuous exercise.
- 7. _____ refers to the ratio of lean body tissue to body fat tissue, which can change according to your eating and exercise habits.
- 8. _____ refers to your body's ability to extend and flex its major joints through their full range of motion.

PART III

Match each tip for good sportsmanship with the description of how to implement it. Write the letter of the correct tip on the line.

- | | |
|--------------------------------|--|
| a. Be a good fan. | d. Be a good loser. |
| b. Be a gracious winner. | e. Show respect for others' abilities. |
| c. Assume some responsibility. | f. Be mannerly. |
- _____ 9. Don't purposely make the members of the other team feel like losers.
 - _____ 10. Cheer—don't jeer.
 - _____ 11. Don't blame your teammates if your team loses.
 - _____ 12. Never use foul language.
 - _____ 13. Accept that you will sometimes win and sometimes lose.
 - _____ 14. Thank the opposing team for a good game when the game is over.

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Megan Gehring	Health Education	9-12	

Name of Lesson:

Day 5: Tobacco Use

Essential Questions

Core Content Objectives for Lesson	
Students understand the effects tobacco has on the human body.	

Describe assignments & list any textbook / workbook pages that will accompany it:

Students will answer the True/False worksheet provided below. If the answer is true, students will write "true." If the answer is false, students will write "false" and explain why.

What is your primary objective for this lesson:

The primary objective for this lesson is for students to understand the effects tobacco has on the human body.

Section: Tobacco Use

Decide whether each statement below is true or false. Use "T" for a true statement and "F" for a false statement. If a statement is false, explain why it is false on the line below.

_____ 1. Herbal cigarettes are not as dangerous as tobacco cigarettes.

_____ 2. The addictive drug found in tobacco is nicotine.

_____ 3. Sixty milligrams of nicotine are enough to kill most people.

_____ 4. Pipe tobacco and cigars are not as dangerous as cigarettes because the smoke is not inhaled deeply.

_____ 5. Eight dips of snuff per day have as much nicotine as about 30 cigarettes.

_____ 6. Almost all smokers start as teenagers.

_____ 7. Quitting smoking is easy, and withdrawal is pleasant.

_____ 8. Nicotine has no effect on the brain.

_____ 9. Oral cancer can be severely disfiguring.

_____ 10. Tar itself does not contain any carcinogens.

_____ 11. Carbon monoxide helps oxygen get into the bloodstream.

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Megan Gehring	Physical Education	9-12	

Name of Lesson:

Day 6: Benefits of Being Physically Active

Essential Questions

Core Content Objectives for Lesson	
Students will identify benefits of being physically active.	
Students will understand the difference between being sedentary and physically active.	

Describe assignments & list any textbook / workbook pages that will accompany it:

Students will answer the following writing prompt about sedentary lifestyles vs physically active lifestyles.

What is your primary objective for this lesson:

The primary objective for this lesson is for students to understand the benefits of having a physically active lifestyle rather than a sedentary lifestyle.

Day 6: Benefits of Being Physically Active

Prompt: Your younger sister has come to you with a question about being physically active. The question is: "How is being physically active more beneficial than being sedentary?" You need to list and explain to your sister at least 3 benefits of being physically active. This assignment needs to be 1 page in length and size 12 font.

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Megan Gehring	Health Education	9-12	

Name of Lesson:

Day 7: A Drug-Free Life

Essential Questions

Core Content Objectives for Lesson	
Students understand the effects illegal drugs have on the human body.	

Describe assignments & list any textbook / workbook pages that will accompany it:

Students will answer the worksheet provided below.

What is your primary objective for this lesson:

The primary objective for this lesson is for students to understand the effects illegal drugs have on the human body.

Name _____ Class _____ Date _____

Skills Worksheet

Concept Review

Section: A Drug-Free Life

Complete each of the following sentences by using the terms listed below:

everyone	intervention
relapse	methadone
drug-treatment programs	accidental death
trust	job training
mental disorders	crime

1. Drug abuse affects _____.
2. A serious concern during the recovery process is the fear of _____.
3. One risk of illegal drug use is _____.
4. One of the first things that a family loses when a teen starts using drugs is _____.
5. Addictions and _____ should be treated at the same time.
6. The term _____ means confronting a drug addict and demanding that he or she seek treatment for dependency.
7. Some heroin addicts choose _____ maintenance to help them go through the withdrawal process.
8. Treatment for recovering addicts should include family counseling, _____, and legal services.
9. There is an undeniable connection between _____ and drugs.
10. The purpose of all _____ is to help the person battle both the drug dependency and the reasons why he or she started abusing drugs in the first place.

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Name of Lesson:

Day 8: Lifestyle and Lifestyle Diseases

Essential Questions

Core Content Objectives for Lesson	
I can describe lifestyles and lifestyle diseases.	

Describe assignments & list any textbook / workbook pages that will accompany it:

Students will fill in the blank with the correct key term about lifestyles and lifestyle diseases.

What is your primary objective for this lesson:

The primary objective for this lesson is for students to be able to describe lifestyles and lifestyle diseases and use key terms in sentences.

Name _____ Class _____ Date _____

Skills Worksheet

Concept Review

Section: Lifestyle and Lifestyle Diseases

Use the terms below to complete the following statements that describe lifestyle diseases. Not all of the terms will be used.

heart disease	increases	sun exposure
greater	age	atherosclerosis
smoking and alcohol	heredity	decreases
uncontrollable	cancer	smaller
controllable	exercise	risk factor

1. A _____ is anything that _____ the likelihood of injury, disease, or other health problems.
2. Something that cannot be changed but that contributes to a person's chances of developing a lifestyle disease is called a(n) _____ risk factor.
3. Controllable risk factors include diet and body weight, daily levels of _____, your level of sun exposure, and _____ abuse.
4. Uncontrollable risk factors include _____, gender, ethnicity, and _____.
5. Historically, Asian Americans have had lower rates of _____ and certain cancers than people of European descent.
6. Men have a _____ risk of developing heart disease than women.
7. Examples of lifestyle diseases include diabetes, high blood pressure, _____, heart disease, and cancer.

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Name of Lesson:

Day 9: Adulthood

Essential Questions

Core Content Objectives for Lesson	
I understand the common concerns among older adults.	

Describe assignments & list any textbook / workbook pages that will accompany it:

Students will answer the question to the writing prompt.

What is your primary objective for this lesson:

Students understand the common concerns of the elderly in older adulthood.

Day 9: Adulthood

Prompt: Of the common concerns of the elderly listed below, which one do you think would be most difficult to handle? Below, write what you would do to help someone you love deal with this concern. This assignment must be at least 1 paragraph in length.

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Name of Lesson:

Day 10: Create a Game!

Essential Questions

Core Content Objectives for Lesson	
Students can create a game using the components of fitness.	

Describe assignments & list any textbook / workbook pages that will accompany it:

For this assignment, students will create their own game to use in physical education class. The game must relate to the components of fitness.

What is your primary objective for this lesson:

Students can identify the components of fitness in their "Create a Game" activity.

Fitness

Create-a-Game

Directions: This sheet must be handed in at the end of this project. It should include the invented rules and group members. You will be graded on your group's ability to accurately and completely answer these questions about your invented game.

Group Members:

Rules:

Penalties:

How do you win?

What equipment do you need to play your game?

1	5	9
2	6	10
3	7	11
4	8	12

How many players at a time?

Please draw out the boundaries to your game and include any equipment that is stationary (including goals, bases, etc.).

Please explain how your game relates to the components of fitness and why is it important to participate in this activity.

Things to remember:

- You want as many people active as possible!
 - Is it fun?
 - Is it safe?
- How does it relate to the components of fitness?
 - o Which components does it include?
 - The more detail you write the better.

Group Members:

Create-a-game Rubric

Rules: _____ / 10
points

Requirements for winning: _____ / 5
points

Diagram of playing area:

and _____ / 5
Equipment list points

Relationship to Fitness: _____ / 10
points

Cooperation & Teamwork: _____ / 10
points

Activity level of players: _____ / 5
points

Safety: _____ / 5
points

Total Points:
_____ / 50

Comments:
