

Teacher: CORE Health7 Year: 2017-18

Course: Health Grade 7 Month: All Months

A Pre-Test

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Students will recall knowledge of the importance of assuming personal responsibility for healthy behaviors, influence of external factors on health, ways to prevent injury and basic terms and concepts related to health and wellness.	Personal health, wellness, diseases, injury prevention, growth and development, tobacco, safety, body systems.	Students will recall information related health and wellness, name the body systems, disease prevention and identify proper nutrition and fitness. National Health Education Standard - Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Wellness, Self Esteem, Healthy, Tobacco, Respiratory, Circulatory, Physical, Nutrition, Diseases, Personal Health, Safety, Puberty, Growth, and Decision Making.	6th Grade Pre-Test 10/1/2016	Test	www.Webmd.com	10.1.9.B-Concepts of Health ~ Analyze the interdependence existing among the body systems.  10.1.9.E-Concepts of Health ~ Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.  10.2.9.D-Healthful Living ~ Analyze and apply a decision-making process to adolescent health and safety issues.  10.3.9.C-Safety and Injury Prevention ~ Analyze and apply strategies to avoid or manage conflict and violence during adolescence.
Personal Health & Wellness Unit ~	Hygiene, Health Triangle, Self-Esteem, Mental Health, Bullying, Death & Dying, Decision Making & Goal Setting.					www.teenpregnancy.org www.usda.org www.advocatesforyouth.org	
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Explain the relationship between personal health practices and individual well being.	Personal Hygiene, Wellness, Health Triangle, Bullying, Self-Esteem	Students will analyze the outcomes of decisions that they make.	Wellness, Well Being, Esteem, Bully, Bullying, Hygiene, Health, Social, Mental/Emotional,	Wellness Assessment 10/1/2016	Hygiene	www.Webmd.com	10.1.9.C-Concepts of Health ~ Analyze factors that impact nutritional choices of adolescents.

National Health Education Standards

Physical, Relationships, Peers, Lifestyle, Suicide, death, dying, and violence

10.2.9.A-Healthful Living ~ Identify and describe health care products and services that impact adolescent health practices.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

[www.Cdc.org](http://www.Cdc.org)

10.2.9.C-Healthful Living ~ Analyze media health and safety messages and describe their impact on personal health and safety.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

[www.teenpregnancy.org](http://www.teenpregnancy.org)

Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.

- \*Education
- \*Socioeconomic

Personal Hygiene, Wellness, Health Triangle, Bullying, Self-Esteem

[www.usda.org](http://www.usda.org)

Describe strategies to avoid or manage conflict and violence.

Personal Hygiene, Wellness, Health Triangle, Bullying, Self-Esteem

- \*Anger Management
- \*Peer Mediation
- \*Reflective Listening
- \*Negotiation

Mental Health and Health Triangle

[www.advocatesfor youth.org](http://www.advocatesfor youth.org)

S Personal Health & Wellness Unit ~  
 Hygiene, Health Triangle, Self-Esteem, Mental Health, Bullying, Death & Dying, Decision Making & Goal Setting.

e	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
p	Explain the relationship between personal health practices and individual well being.	Personal Hygiene, Wellness, Health Triangle, Bullying, Self-Esteem	Students will analyze the outcomes of decisions that they make.	Wellness, Well Being, Esteem, Bully, Bullying, Hygiene, Health, Social, Mental/Emotional, Physical, Relationships, Peers, Lifestyle, Suicide, death, dying, and violence	Wellness Assessment 9/27/2017	Hygiene	www.Webmd.com	10.1.9.C-Concepts of Health ~ Analyze factors that impact nutritional choices of adolescents.
t			National Health Education Standards					10.2.9.A-Healthful Living ~ Identify and describe health care products and services that impact adolescent health practices.
e			Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.				www.Cdc.org	10.2.9.C-Healthful Living ~ Analyze media health and safety messages and describe their impact on personal health and safety.
m			Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.					
b							www.teenpregnancy.org	
e	Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.							
r	*Education *Socioeconomic	Personal Hygiene, Wellness, Health Triangle, Bullying, Self-Esteem					www.usda.org	
								www.advocatesforyouth.org

Describe strategies to avoid or manage conflict and violence.  
Personal Hygiene, Wellness, Health Triangle, Bullying, Self-Esteem

- \*Anger Management
- \*Peer Mediation
- \*Reflective Listening
- \*Negotiation

Mental Health and Health Triangle

O Personal Health & Wellness Unit ~

Hygiene, Health Triangle, Self-Esteem, Mental Health, Bullying, Death & Dying, Decision Making & Goal Setting

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
t Explain the relationship between personal health practices and individual well being.	Personal Hygiene, Wellness, Health Triangle, Bullying, Self-Esteem	National Health Education Standards	Wellness, Well Being, Esteem, Bully, Bullying, Hygiene, Health, Social, Mental/Emotional, Physical, Relationships, Peers, Lifestyle, Suicide, death, dying, and violence	Personal Wellness 10/31/2017	Bullying	www.Webmd.com	10.1.9.A-Concepts of Health ~ Analyze factors that impact growth and development between adolescence and adulthood.
o							10.2.9.D-Healthful Living ~ Analyze and apply a decision-making process to adolescent health and safety issues.
b		Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.				www.Cdc.org	10.3.9.C-Safety and Injury Prevention ~ Analyze and apply strategies to avoid or manage conflict and violence during adolescence.
e Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.							

r \*Education Personal Hygiene, Wellness, Health Triangle, Bullying, Self-Esteem Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors [www.teenpregnancy.org](http://www.teenpregnancy.org)

\*Socioeconomic

[www.usda.org](http://www.usda.org)  
[www.advocatesforyouth.org](http://www.advocatesforyouth.org)

Describe strategies to avoid or manage conflict and violence.

\*Anger Management Personal Hygiene, Wellness, Health Triangle, Bullying, Self-Esteem

\*Peer Mediation  
 \*Reflective Listening  
 \*Negotiation

Intentional & Unintentional Injuries ~ CPR, Rescue Breathing, Basic First Aid, Heimlich Manuever, Life Threatening Emergencies and Safety.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
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How does CPR save lives?	First-Aid, CPR, Emergency Situations, Safety, Heart Attack, 911.	National Health Education Standards	CPR, First-Aid, AED, Victim, Assess, 911, BLS, ALS, Emergency, Triage, Heimlich Manuever, Splint, Injury.	CPR 11/30/2017	CPR	<a href="http://www.Webmd.com">www.Webmd.com</a> <a href="http://www.Cdc.org">www.Cdc.org</a>	10.2.9.D-Healthful Living ~ Analyze and apply a decision-making process to adolescent health and safety issues.
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	Heart Attack, 911, AED, CPR.	Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.				<a href="http://www.teenpregnancy.org">www.teenpregnancy.org</a>	10.3.9.B-Safety and Injury Prevention ~ Describe and apply strategies for emergency and long-term management of injuries.
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How does an AED help in saving lives?		Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health.				<a href="http://www.usda.org">www.usda.org</a>	
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m Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

[www.Cdc.org](http://www.Cdc.org)

b \*Education  
e \*Socioeconomic

Personal Hygiene, Wellness, Health Triangle, Bullying, Self-Esteem

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors

[www.teenpregnancy.org](http://www.teenpregnancy.org)

r Describe strategies to avoid or manage conflict and violence.  
\*Anger Management  
\*Peer Mediation

[www.usda.org](http://www.usda.org)

\*Reflective Listening

Personal Hygiene, Wellness, Health Triangle, Bullying, Self-Esteem

[www.advocatesfor youth.org](http://www.advocatesforyouth.org)

\*Negotiation

Healthy Eating/Physical Activity ~

Components of Fitness, Heart Monitors, Exercise Program, Nutrition, Sleep, Exercise, Stress, My Plate, Nutritional Values, Eating Disorders.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What is the impact of a healthy/unhealthy diet on overall health?	Analyze nutritional concepts that impact health.  Caloric content of foods	Explain the role of nutrients in the body.	Food Plate, Nutrition, Carbohydrates, Proteins, Fats, water, Food Labels, Meals, Fruits, Vegetables, Dairy, Meats, Fish Poultry, diet, healthy, and Serving Size.	Nutrition Assessment 1/24/2018	Healthy Eating	<a href="http://www.Webmd.com">www.Webmd.com</a>	10.1.9.A-Concepts of Health ~ Analyze factors that impact growth and development between adolescence and adulthood.  10.1.9.C-Concepts of Health ~ Analyze factors that impact nutritional choices of adolescents.

	Relationship of food intake and physical activity (energy output) Nutrient requirements Label reading		<a href="http://www.Cdc.org">www.Cdc.org</a>
What is the Food Guide Plate?	Healthy food selection	Classify foods by food group.	<a href="http://www.teenpregnancy.org">www.teenpregnancy.org</a>
What is the relationship between health-related information and consumer choices?	How do you know what the nutritional value of a particular food is?	Setting goals to eat healthy meals.	<a href="http://www.usda.org">www.usda.org</a> <a href="http://www.advocatesforyouth.org">www.advocatesforyouth.org</a>
What are dietary guidelines/food selection?	Explain the relationship between health-related information and consumer choices. Explain the role of the food guide plate in helping people eat a healthy diet.	Identify locations of food labels on everyday products. Identify serving sizes.	
		Create a healthy meal or snack. National Health Education Standards Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.  Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	



D Healthy Eating/Physical Activity ~

Components of Fitness, Heart Monitors, Exercise Program, Nutrition, Sleep, Exercise, Stress, My Plate, Nutritional Values, Eating Disorders.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What is the impact of a healthy/unhealthy diet on overall health?	Analyze nutritional concepts that impact health.	National Health Education Standards Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Wellness, Well Being, Esteem, Bullying, Hygiene, Health, Social, Mental/Emotional, Physical,	Eating Disorders 12/22/2017	Eating Disorder s	www.Webmd.com www.Cdc.org	10.1.9.C-Concepts of Health ~ Analyze factors that impact nutritional choices of adolescents.
	Caloric content of foods		Relationships, Peers, Lifestyle, Suicide, death, dying, and violence				10.2.9.B-Healthful Living ~ Analyze the relationship between health-related information and adolescent consumer choices.
		Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors				www.teenpregnancy.org	
What is the Food Guide Plate?						www.usda.org	
	Relationship of food intake and physical activity (energy output)					www.advocatesforyouth.org	
What is the relationship between health-related information and consumer choices?							
What are dietary guidelines/food selection?	Nutrient requirements Label reading						

Healthy food selection  
How do you know what the nutritional value of a particular food is?

Explain the relationship between health-related information and consumer choices.  
Explain the role of the food guide plate in helping people eat a healthy diet.

J Relationships ~

Healthy & Unhealthy Relationships, Marriage, Divorce, Family, Dating, Sexual Orientation.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Explain the 3 sides of the Health Triangle?	SELF ASSESS PERSONAL TRIANGLE	National Health Education Standards	HEALTH TRIANGLE – SOCIAL, MENTAL/ EMOTIONAL, PHYSICAL	Family 1/31/2018	Family	www.Webmd.com	10.1.9.A-Concepts of Health ~ Analyze factors that impact growth and development between adolescence and adulthood.
Explain how peer pressure influence your relationships with your parents, friends and family?	EXPLAIN DIFFERENCE BETWEEN POSITIVE AND NEGATIVE PEER PRESSURE	Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	QUALITIES OF GOOD FRIENDS			www.Cdc.org	
Explain how has the modern family changed over time?		Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	ABUSE, NEGLECT, HEALTHY FAMILIES			www.teenpregnancy.org	

Describe what it means to be committed in a relationship? How does parenting affect how a child is raised today in our society?

IDENTIFY CHANGES IN THE MODERN FAMILY

EMOTIONAL MATURITY, SUPPORT GROUPS

[www.usda.org](http://www.usda.org)

[www.advocatesforouth.org](http://www.advocatesforouth.org)

F Sexual Health ~

Male/Female Anatomy, Pregnancy and Childbirth.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Explain what is Puberty?	Discuss emotional/social impact of puberty	SECONDARY SEX CHARACTERISTICS	SECONDARY SEX CHARACTERISTICS	Male/Female Anatomy, Pregnancy & Childbirth 2/28/2018	Male/Female Anatomy /Pregnancy/Childbirth	<a href="http://www.Webmd.com">www.Webmd.com</a>	10.1.9.A-Concepts of Health ~ Analyze factors that impact growth and development between adolescence and adulthood.
Explain how the male and female anatomy compare?	Understand structure and function of male and female anatomy	MALE/FEMALE ANATOMY	MALE AND FEMALE REPRODUCTIVE SYSTEM			<a href="http://www.Cdc.org">www.Cdc.org</a>	
Explain how pregnancy occurs and how does the fetus develop in the mother's womb?			MENTRUAL CYCLE			<a href="http://www.teenpregnancy.org">www.teenpregnancy.org</a>	
			CHILD BIRTH			<a href="http://www.usda.org">www.usda.org</a>	
Describe how childbirth take place?	EXAMINE THE CONCEPT OF FERTILIZATION AND THE DETAILS OF FETAL DEVELOPMENT	VARIOUS PROBLEMS THAT EFFECT FEMALE AND MALE REPRODUCTIVE SYSTEM	PARENTHOOD			<a href="http://www.advocatesforouth.org">www.advocatesforouth.org</a>	
			GENETIC DISORDERS				
		PROCESS OF FERTILIZATION AND CHILD BIRTH					

EXPLAIN THE  
PROCESS OF  
CHILDBIRTH

National Health Education  
Standards  
Standard 1: Students will  
comprehend concepts related to  
health promotion and disease  
prevention to enhance health.

Standard 2: Students will analyze  
the influence of family, peers,  
culture, media, technology, and  
other factors on health  
behaviors.

M Communicable/Noncom  
municable Diseases ~  
HIV/AIDS, Sexually  
Transmitted  
Infections, Cancer,  
Lifestyle Choices,  
Environment, Lines  
of Defense.

a	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
r	Explain the difference between a communicable Disease and a Noncommunicable Disease?	DEFINE NON COMMUNICABLE AND COMMUNICABLE DISEASES	National Health Education Standards:	COMMUNICABLE, NON COMMUNICABLE, DISEASES, IMMUNE SYSTEM, BIRTH DEFECTS, CANCER, ENVIORONMENTAL CAUSES, DISORDERS, PREVENTIONS, TREATMENTS	Communicab le/Noncomm unicable Diseases 3/30/2018	Diseases	www.Webmd.com	10.1.9.E-Concepts of Health ~ Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.  10.2.9.C-Healthful Living ~ Analyze media health and safety messages and describe their impact on personal health and safety.
c	Describe the factors cause these diseases?							
h	Describe what are germs and where do they come from?  Describe your Immune	EXPLAIN CAUSES OF NON COMMUNICABLE AND COMMUNICABLE DISEASES	Standard 1: Students will comprehend concepts related to health promotion and disease prevention to ehance health.				www.Cdc.org	

System?

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

[www.teenpregnancy.org](http://www.teenpregnancy.org)

EXPLAIN LIFESTYLE CHOICES AND ENVIRONMENT CAUSE DISEASES

[www.usda.org](http://www.usda.org)

COMMUNICABLE AND NONCOMMUNICABLE DISEASES

[www.advocatesfor youth.org](http://www.advocatesforyouth.org)

UNDERSTAND TYPES OF GERMS HOW TO PROTECT AGAINST THESE GERMS

HOW A PERSON GETS A DISEASE

EXPLAIN HOW YOUR IMMUNE SYSTEM WORKS

LIFESTYLE CHOICES CAUSES DIFFERENT DISEASES LINES OF DEFENSE

A Drugs, Alcohol and Tobacco ~

Street Drugs, Over the Counter, Prescription, Side Affects, Types of Drugs, Alcohol, Cigarettes, Cigars, Pipe, Chew, Snuff.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
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r Explain how drugs and alcohol affect the body?	How do drugs and alcohol affect the body systems	Define alcohol	Street Drugs, Over the Counter, Overdose, Legal and Illegal Drugs, Cigarettes, Cigar, Pipe, Side Affects, Prescription, Chew, Snuff, Vape, Hookah Pipe	Drugs 4/27/2018		<a href="http://www.Webmd.com">www.Webmd.com</a>	10.1.9.D-Concepts of Health ~ Analyze prevention and intervention strategies in relation to adolescent and adult drug use.
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i Explain the consequences of abusing drugs and alcohol?							10.2.9.D-Healthful Living ~ Analyze and apply a decision-making process to adolescent health and safety issues.
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l Explain the affects of alcohol on the body?

Discuss the alcohol content of various types

[www.Cdc.org](http://www.Cdc.org)

What are the laws for drugs and alcohol?	Explain how lgs and alcohol affect relationships	Immediate effects of alcohol on the body				<a href="http://www.teenpregnancy.org">www.teenpregnancy.org</a>
	Explain short term and long term effects alcohol					<a href="http://www.usda.org">www.usda.org</a>
	Explain the laws of drugs and alcohol	Blood Alcohol Content Support groups Laws for underage drinking Laws for drinking and driving National Health Education Standards Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.  Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.				<a href="http://www.advocatesforyouth.org">www.advocatesforyouth.org</a>

M Tobacco

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Explain how drugs and alcohol affect the body?	How do drugs and alcohol affect the body systems	Define alcohol	Street Drugs, Over the Counter, Overdose, Legal and Illegal Drugs, Cigarettes, Cigar, Pipe, Side Affects, Prescription, Chew, Snuff, Vape, Hookah Pipe	Tobacco 5/31/2018		<a href="http://www.Webmd.com">www.Webmd.com</a>	10.1.9.D-Concepts of Health ~ Analyze prevention and intervention strategies in relation to adolescent and adult drug use.  10.2.9.D-Healthful Living ~ Analyze and apply a decision-making process to adolescent health and safety issues.
Explain the consequences of abusing drugs and alcohol?							
Explain the affects of alcohol on the body?	Explain how lgs and alcohol affect relationships	Discuss the alcohol content of various types				<a href="http://www.Cdc.org">www.Cdc.org</a>	
What are the laws for						<a href="http://www.teenpregnancy.org">www.teenpregnancy.org</a>	

drugs and alcohol?

Explain short term and long term effects alcohol

Immediate effects of alcohol on the body

[www.usda.org](http://www.usda.org)

Explain the laws of drugs and alcohol

Blood Alcohol Content

Support groups

Laws for underage drinking

Laws for drinking and driving

National Health Education

Standards

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

[www.advocatesfor youth.org](http://www.advocatesforyouth.org)

J Post Test

u	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
n	Explain the how over health is essential to your daily life.	Personal health, wellness, diseases, injury prevention, growth and development, tobacco, safety, body systems.	Students will recall information related health and wellness, name the body systems, disease prevention and identify proper nutrition and fitness.	Wellness, Self Esteem, Healthy, Tobacco, Respiratory, Circulatory, Physical, Nutrition, Diseases, Personal Health, Safety, Puberty, Growth, and Decision Making.	Post Test 6/1/2018		<a href="http://www.Webmd.com">www.Webmd.com</a> <a href="http://www.Cdc.org">www.Cdc.org</a>	10.1.9.A-Concepts of Health ~ Analyze factors that impact growth and development between adolescence and adulthood.
e			National Health Education Standards				<a href="http://www.teenpregnancy.org">www.teenpregnancy.org</a>	10.1.9.B-Concepts of Health ~ Analyze the interdependence existing among the body systems. 10.1.9.C-Concepts of Health ~ Analyze factors that impact nutritional choices of adolescents. 10.1.9.D-Concepts of Health ~ Analyze prevention and intervention strategies in relation to adolescent and adult drug use.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

[www.usda.org](http://www.usda.org)

10.1.9.E-Concepts of Health ~  
Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

[www.advocatesforyouth.org](http://www.advocatesforyouth.org)

10.2.9.A-Healthful Living ~  
Identify and describe health care products and services that impact adolescent health practices.

10.2.9.B-Healthful Living ~  
Analyze the relationship between health-related information and adolescent consumer choices.

10.2.9.C-Healthful Living ~  
Analyze media health and safety messages and describe their impact on personal health and safety.

10.2.9.D-Healthful Living ~  
Analyze and apply a decision-making process to adolescent health and safety issues.

10.2.9.E-Healthful Living ~  
Explain the interrelationship between the environment and personal health.