Teacher: CORE Health7 Year: 2017-18

Course: Health Grade 7 Month: All Months

A Pre-Test

| A 110 1030 | | | | | | | |
|---|--|---|--|------------------------------------|---------|--|---|
| u Essential Questions | Content | Knowledge and Skills | Vocabulary | Assessments | Lessons | Resources | Standards |
| g Students will recall knowledge of the importance of assuming personal responsiblity for healthy behaviors, u influence of external | Personal health, wellness, diseases, injury prevention, growth and development, tobacco, safety, | Students will recall information related health and wellness, name the body systems, disease prevention and identify proper nutrition and fitness. National Health Education | Wellness, Self Esteem, Healthy, Tobacco, Respiratory, Circulatory, Physical, Nutrition, Diseases, | 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 ~ |
| factors on health, ways to prevent injury and basic terms and concepts related to health and wellness. | body systems. | Standard - Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | Personal Health, Safety, Puberty, Growth, and Decison Making. | | | | Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention. |
| S | | | | | | www.Cdc.org | 10.2.9.D-Healthful Living ~ Analyze and apply a decision-making process to adolescent health and safety issues. |
| t | | | | | | | 10.3.9.C-Safety and Injury Prevention ~ Analyze and apply strategies to avoid or manage conflict and violence during adolescence. |
| | | | | | | www.teenpregnanc y.org www.usda.org www.advocatesfory outh.org | |
| 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 | | Resources | Standards |
| Explain the relationship | Personal Hygiene, | Students will analyze the | Wellness, Well | Wellness | Hygiene | www.Webmd.com | 10.1.9.C-Concepts of Health ~ |
| between personal health | ŕ | outcomes of decisions that they | Being, Esteem, Bully, | | | | Analyze factors that impact |
| practices and individual | Triangle, Bullying, | make. | Bullying, Hygiene, | 10/1/2016 | | | nutritional choices of |
| well being. | Self-Esteem | | Health, Social, Mental/Emotional, | | | | 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 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.teenpregnanc y.org

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

*Education

*Socioeconomic

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

www.usda.org

www.advocatesfory outh.org

Describe strategies to avoid or manage conflict Wellness, Health and violence.

Personal Hygiene, Triangle, Bullying, Self-Esteem

*Anger Management

*Peer Mediation

*Reflective Listening *Negotiation

Mental Health and Health Triangle

| S | Personal Health & Wellness Unit ~ | Hygiene, Health Triangle, Self- Esteem, Mental Health, Bullying, Death & Dying, Decision Making & Goal Setting. | | | | | | |
|---|--|---|--|--|-------------------------------------|---------|----------------------------|---|
| е | Essential Questions | Content | Knowledge and Skills | | Assessments | | Resources | Standards |
| р | 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. | Being, Esteem, Bully, | 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 | 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. |
| е | | | 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. |
| n | 1 | | Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. | | | | | |
| b | | | | | | | www.teenpregnanc y.org | |
| е | Describe growth and development changes that occur between childhood and adolescence and identify factores that can influence these changes. | | | | | | | |
| r | *Education *Socioeconomic | Personal Hygiene, Wellness, Health Triangle, Bullying, Self-Esteem | | | | | www.usda.org | |
| | | Son Esteem | | | | | www.advocatesfory outh.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 & | Hygiene, Health |
| Wellness Unit ~ | Triangle, Self- |
| | Esteem, Mental |
| | Health, Bullying, |
| | Death & Dying, |
| | Decision Making & |
| | Goal Setting |

| С | Essential Questions | Content | Knowledge and Skills | Vocabulary | Assessments | Lessons | Resources | Standards |
|---|--------------------------|---------------------|--------------------------------|-----------------------|-------------|----------|---------------|-------------------------------|
| t | Explain the relationship | Personal Hygiene, | National Health Education | Wellness, Well | Personal | Bullying | www.Webmd.com | 10.1.9.A-Concepts of Health |
| | between personal health | Wellness, Health | Standards | Being, Esteem, Bully, | Wellness | | | ~ Analyze factors that impact |
| | practices and individual | Triangle, Bullying, | | Bullying, Hygiene, | 10/31/2017 | | | growth and development |
| | well being. | Self-Esteem | | Health, Social, | | | | between adolescence and |
| | | | | Mental/Emotional, | | | | adulthood. |
| | | | | Physical, | | | | |
| 0 | | | | Relationships, Peers, | | | | 10.2.9.D-Healthful Living ~ |
| | | | | Lifestyle, Suicide, | | | | Analyze and apply a decision- |
| | | | | death, dying, and | | | | making process to adolescent |
| | | | | violence | | | | health and safety issues. |
| | | | | | | | | |
| b | | | Standard 1: Students will | | | | www.Cdc.org | 10.3.9.C-Safety and Injury |
| | | | comprehend concepts related to | | | | | Prevention ~ Analyze and |
| | | | health promotion and disease | | | | | apply strategies to avoid or |
| | | | prevention to enhance health. | | | | | manage conflict and violence |
| | | | | | | | | during adolescence. |

e Describe growth and development changes that occur between childhood and adolescence and identify factores 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.teenpregnanc y.org | |
|---|--|---|--|--|-------------------|---------|-----------------------------------|---|
| | *Socioeconomic | | | | | | www.usda.org www.advocatesfory | |
| | Describe strategies to avoid or manage conflict and violence. *Anger Management | Personal Hygiene, Wellness, Health Triangle, Bullying, | | | | | outh.org | |
| | *Peer Mediation *Reflective Listening *Negotiation | Self-Esteem | | | | | | |
| | 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 |
| | 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 | www.Webmd.com www.Cdc.org | 10.2.9.D-Healthful Living ~ Analyze and apply a decision- making process to adolescent health and safety issues. 10.3.9.B-Safety and Injury Prevention ~ Describe and apply strategies for emergency and long-term management of injuries. |
| | | Heart Attack, 911, AED, CPR. | Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health. | | | | www.teenpregnanc y.org | |
| | How does an AED help in saving lives? | | Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health. | | | | www.usda.org | |

| | | Emergency Situation, 911, Survey the Scene, Never a Victim | Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. |
|---|--|--|---|
| | Why is important to survey the scene during an accident? | | |
| | | Choking Victim, Universal Choking Sign, Heimlich Manuever, 911 | |
| | How do you perform the Heimlich Manuever? | | |
| | | First-Aid, Splint, Broken Bone, Tissue Injury. | |
| | How do you splint an injury? | | |
| N | Intentional & Unintentional Injuries ~ | CPR, Rescue Breathing, Basic First Aid, Heimlich Manuever, Life Threatening Emergencies and Safety | |
| 0 | Essential Questions | Content | Knowledge and Skills |
| ٧ | Explain the relationship | Personal Hygiene, | National Health Education |

www.advocatesfory outh.org

| 0 | Essential Questions | Content | Knowledge and Skills | Vocabulary | Assessments | Lessons | Resources | Standards |
|---|--------------------------|---------------------|---------------------------|-----------------------|-------------|----------|---------------|----------------------------------|
| V | Explain the relationship | Personal Hygiene, | National Health Education | Wellness, Well | First Aid | Personal | www.Webmd.com | 10.3.9.A-Safety and Injury |
| | between personal health | Wellness, Health | Standards | Being, Esteem, Bully, | 11/30/2017 | Safety | | Prevention ~ Analyze the role |
| | practices and individual | Triangle, Bullying, | | Bullying, Hygiene, | | | | of individual responsibility for |
| | well being. | Self-Esteem | | Health, Social, | | | | safe practices and injury |
| | | | | Mental/Emotional, | | | | prevention in the home, |
| | | | | Physical, | | | | school and community. |
| | | | | Relationships, Peers, | | | | |
| е | | | | Lifestyle, Suicide, | | | | 10.2.12.C-Healthful Living ~ |
| | | | | death, dying, and | | | | Compare and contrast the |
| | | | | violence | | | | positive and negative effects |
| | | | | | | | | of the media on adult |
| | | | | | | | | personal health and safety. |

| m Describe growth and development changes that occur between childhood and adolescence and identify factores that can influence these changes. | | Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | | | | 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.teenpregnanc y.org | |
| r Describe strategies to avoid or manage conflict and violence. *Anger Management | | | | | | www.usda.org | |
| *Peer Mediation | | | | | | www.advocatesfory | |
| *Reflective Listening | Personal Hygiene, Wellness, Health Triangle, Bullying, Self-Esteem | | | | | outil.org | |
| *Negotiation | 2011 20100111 | | | | | | |
| 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 | | Standards |
| What is the impact of a healthy/unhealthy diet on overall health? | Analyze nutritional concepts that impact health. | Explain the role of nutrients in the body. | Nutrition, Carbohydreates, Proteins, Fats, water, Food Labels, | Nutrition Assessment 1/24/2018 | Healthy Eating | www.Webmd.com | 10.1.9.A-Concepts of Health ~ Analyze factors that impact growth and development between adolescence and adulthood. |
| | Caloric content of foods | | Meals, Fruits, Vegetables, Dairy, Meats, Fish Poultry, diet, healthy, and Serving Size. | | | | 10.1.9.C-Concepts of Health ~ Analyze factors that impact nutritional choices of adolescents. |

Relationship of food intake and physical activfity (energy output) Nutrient requirements Label reading

What is the Food Guide Plate?

Healthy food selection

Classify foods by food group.

What is the relationship How do you between health-related information and consumer choices?

know what the nutritional value of a particular food is?

Setting goals to eat healthy

meals.

What are dietary guideliines/food selection?

Explain the realtionship between healthrelated information and consumer choices.

Identify locations of food lables on everyday products.

Explain the role of

the food guide plate in helping people eat a healthy diet.

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.

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www.usda.org www.advocatesfory outh.org

| 1 | D Healthy Eating/Physical Activity ~ | Components of Fitness, Heart Monitors, Exercise Program, Nutrition, Sleep, Exercise, Stress, My Plate, Nutritional Values, Eating Disorders. | | | | | | |
|---|---|---|--|--|-----------------------------------|---------|------------------------------|--|
| 6 | 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 StandardsStandard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | Wellness, Well Being, Esteem, Bully, Bullying, Hygiene, Health, Social, Mental/Emotional, Physical, | Eating Disorders 12/22/2017 | | 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. |
| r | n | | Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors | | | | www.teenpregnanc y.org | |
| ŀ | 1 | | | | | | | |
| | What is the Food Guide Plate? | | | | | | www.usda.org | |
| r | | Relationship of food intake and physical activfity (energy output) | | | | | | |
| | | | | | | | www.advocatesfory outh.org | |
| | What is the relationship between health-related information and consumer choices? | | | | | | | |
| | | Nutrient requirements Label reading | | | | | | |
| | What are dietary guideliines/food selection? | 0 | | | | | | |

Healthy food selection

How do you know what the nutritional value of a particular

food is?

Explain the realtionship between health-related information and consumer choices.
Explain the role of the food guide plate in helping people

J Relationships ~

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

eat a healthy diet.

| a Esse | ntial Questions | Content | Knowledge and Skills | Vocabulary | Assessments | Lessons | Resources | Standards |
|--------|--|--|--|--|---------------------|---------|---------------------------|---|
| • | ain the 3 sides of the th 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 |
| pres | ain how peer sure influence your tionships with your | | Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | QUALITIES OF GOOD FRIENDS | | | www.Cdc.org | adulthood. |
| | nts, friends and | EXPLAIN DIFFERENCE BETWEEN POSITIVE AND NEGATIVE PEER PRESSURE | | | | | | |
| mod | ain how has the lern family changed 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.teenpregnanc y.org | |

| | Describe what it means to be commited in a | IDENTIFY CHANGES IN THE MODERN FAMILY | | EMOTIONAL MATURITY, SUPORT GROUPS | | | www.usda.org | |
|--------|--|---|--|---|--|--|-------------------------------|---|
| | relationship? How does parenting affect how a child is raised today in our society? | DISCUSS RESPONSIBLE DATING – COMMITMENT AND PARENTHOOD | | | | | www.advocatesfory outh.org | |
| | Sexual Health ~ | Male/Femaile Anatomy, Pregnancy and Childbirth. | | | | | | |
| | Essential Questions | Content | Knowledge and Skills | Vocabulary | Assessments | | Resources | Standards |
| b r | Explain what is Puberty? | Disucss emotional/social impact of pubery | SECONDARY SEX CHARACTERISTICS | SECONDARY SEX CHARACTERISTICS | Male/ Female Anatomy, Pregnancy & | Male/ Female Anatomy /Pregnan | www.Webmd.com | 10.1.9.A-Concepts of Health ~ Analyze factors that impact growth and development between adolescence and |
| u | Explain how the male and female anatomy | | | MALE AND FEMALE REPRODUCTIVE SYSTEM | Childbirth 2/28/2018 | _ | www.Cdc.org | adulthood. |
| a r | compare? | Understand structure and function of male and female | MALE/FEMALE ANATOMY | MENTRUAL CYCLE | | | www.teenpregnanc y.org | |
| | Explain how pregnancy | anatomy | | | | | | |
| У | occurs and how does the fetus develop in the mother's womb? | | VARIOUS PROBLEMS THAT EFFECT FEMALE AND MALE REPRODUCTIVE SYSTEM | CHILDBIRTH | | | www.usda.org | |
| | Describe how childbirth | EXAMINE THE CONCEPT OF FERTILIZATION AND | NEI NODOCHVE SISTEM | PARENTHOOD | | | www.advocatesfory outh.org | |
| | take place? | THE DETAILS OF FETAL DEVELOPMENT | PROCESS OF FERTILIZATION AND CHILDBIRTH | GENETIC DISORDERS | | | | |

| 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 HIV/AIDS, Sexually municable Diseases ~

Transmitted Infections, Cancer, Lifestyle Choices,

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

| | System? | | Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors | | | www.teenpregnanc y.org | |
|---|--|---|--|--|---------------------|---------------------------|--|
| | | EXPLAIN LIFESTYLE CHOICES AND ENVIORONEMENT CAUSE DISEASES | COMMUNICABLE AND | | | www.usda.org | |
| | | | NONCOMMUNICABLE DISEASES | | | www.advocatesfory | |
| | | UNDERSTAND TYPES OF GERMS HOW TO PROTECT AGAINST THESE GERMS | | | | Ü | |
| | | EXPLAIN HOW YOUR IMMUNE | HOW A PERSON GETS A DISEASE | | | | |
| | | SYSTEM WORKS | LIFESTYLE CHOICES CAUSES DIFFERENT DISESASES LINES OF DEFENSE | | | | |
| Α | 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 |
| r | Explain how drugs and alchohol affect the body? Explain the | 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, | Drugs 4/27/2018 | www.Webmd.com | 10.1.9.D-Concepts of Health ~ Analyze prevention and intervention strategies in relation to adolescent and adult drug use. |
| i | consequences of abusing drugs and alcohol? | | | Prescription, Chew, Snuff, Vape, Hookah Pipe | | | 10.2.9.D-Healthful Living ~ Analyze and apply a decision- making process to adolescent health and safety issues. |
| I | Explain the affects of alcohol on the body? | | Discuss the alcohol content of various types | | | www.Cdc.org | |

| a Essential Questions | Content | Knowledge and Skills | Vocabulary | Assessments | Lessons | Resources | St |
|--|---------------------------------------|--|------------|-------------|---------|------------------|----|
| M Tobacco | | | | | | | |
| | | Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | | | | |
| | | health promotion and disease prevention to enhance health. | | | | | |
| | | Standards Standard 1: Students will comprehend concepts related to | | | | | |
| | | Laws for uderage drinking Laws for drinking and driving National Health Education | | | | | |
| | Explain the laws of drugs and alcohol | Support groups | | | | | |
| | effects alcohol | Blood Alcohol Content | | | | | |
| | Explain short term and long term | | | | | www.advocatesfor | У |
| What are the laws for drugs and alcohol? | relationships | Immediate effects of alcohol on the body | | | | www.usda.org | |
| | Explain how lgs and alcohol affect | | | | | www.teenpregnand | С |

| MΤ | `oba | ассо |
|----|------|------|
|----|------|------|

| а | Essential Questions | Content | Knowledge and Skills | Vocabulary | Assessments | Lessons | Resources | Standards |
|---|---------------------------|---------------------|--------------------------------|---------------------|-------------|---------|------------------|-------------------------------|
| У | Explain how drugs and | How do drugs and | Define alcohol | Street Drugs, Over | Tobacco | | www.Webmd.com | 10.1.9.D-Concepts of Health |
| | alchohol affect the body? | alcohol affect the | | the Counter, | 5/31/2018 | | | ~ Analyze prevention and |
| | | body systems | | Overdose, Legal and | | | | intervention strategies in |
| | | | | Illegal Drugs, | | | | relation to adolescent and |
| | | | | Cigarettes, Cigar, | | | | adult drug use. |
| | Explain the | | | Pipe, Side Affects, | | | | |
| | consequences of abusing | | | Prescription, Chew, | | | | 10.2.9.D-Healthful Living ~ |
| | drugs and alcohol? | | | Snuff, Vape, Hookah | | | | Analyze and apply a decision- |
| | | | | Pipe | | | | making process to adolescent |
| | | | | | | | | health and safety issues. |
| | - 1 | | | | | | | |
| | Explain the affects of | | | | | | www.Cdc.org | |
| | alcohol on the body? | Explain how lgs and | Discuss the alcohol content of | | | | | |
| | | alcohol affect | various types | | | | | |
| | | relationships | | | | | | |
| | | | | | | | www.teenpregnanc | |
| | What are the laws for | | | | | | y.org | |

| d | lrugs and alcohol? | Explain short term and long term effects alcohol | Immediate effects of alcohol on the body | | | www.usda.org | |
|-----|--|--|--|--|-----------------------|------------------------------|---|
| | | | | | | www.advocatesfory | , |
| | | Explain the laws of drugs and alcohol | Blood Alcohol Content Support groups | | | | |
| | | | Laws for uderage 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. | | | | |
| J P | ost Test | | | | | | |
| | ssential Questions | Content | Knowledge and Skills | Vocabulary | Assessments Lessons | Resources | Standards |
| h | xplain the how over ealth is essential to your laily life. | injury prevention, growth and development, | 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, | Post Test 6/1/2018 | www.Webmd.com www.Cdc.org | 10.1.9.A-Concepts of Health ~ Analyze factors that impact growth and development between adolescence and adulthood. |
| e | | tobacco, safety, body systems. | | Nutrition, Diseases, Personal Health, Safety, Puberty, | | | 10.1.9.B-Concepts of Health ~ Analyze the interdependence |

Growth, and Decison

Making.

National Health Education

Standards

existing among the body

Analyze factors that impact

10.1.9.D-Concepts of Health ~ Analyze prevention and intervention strategies in relation to adolescent and

nutritional choices of

systems.

www.teenpregnanc 10.1.9.C-Concepts of Health ~

adolescents.

adult drug use.

y.org

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 aviod or reduce health risks.

www.usda.org

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

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

www.advocatesfory 10.2.9.B-Healthful Living ~ outh.org Analyze the relationship

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.