

**Health 7**

Authors: Jon Pavlicek and Shannon Walters

**September 2020**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Standards</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p><b>Mental Health</b></p> <p><b>CEQ: WHAT FACTORS INFLUENCE PHYSICAL, MENTAL/EMOTIONAL, AND SOCIAL HEALTH?</b></p> <p>UEQ:                      °What is health?                      °What is wellness?                      °What is the health triangle?                      °What are the different ways to take responsibility for your health?</p> <p><b>Mental Health</b></p> <ol style="list-style-type: none"> <li>Health and Wellness</li> <li>Health Triangle</li> <li>Taking Responsibility for Your Health</li> </ol>	<p><b>Mental Health</b></p> <p>Health and Wellness</p> <ol style="list-style-type: none"> <li>Compare the terms health and wellness.</li> <li>Explain what physical, social, and mental/emotional health includes.</li> <li>Identify the needs associated with each side of the health triangle.</li> </ol>	<p><b>Mental Health</b></p> <p>LT1. I can identify the three sides of the health triangle (mental/emotional, physical and social health.)</p> <p>LT2. I can demonstrate skills that help me manage stress.</p> <p>LT3. I can identify warning signs of depression and suicide.</p> <p>LT4. I can identify who I can talk to about mental health issues and disorders.</p>	<p><b>Mental Health</b></p> <p><b>1.1.5</b>  <b>1.2.5</b>  <b>1.3.5</b>  <b>3.2.1</b>  <b>5.1.1</b>  <b>6.1.1</b>  <b>7.3.1</b></p>	<p><b>Mental Health</b></p> <p><b>CSA= Mental Health Unit Test</b></p> <p><b>CFA= Suicide Prevention Public Service Announcement</b></p> <p><b>CFA=Sexting Tip Sheet for Family Review</b></p>	<p><b>Mental Health</b></p> <p>Textbook: Glencoe: <i>Teen Health</i>, Course 3, 2007; pages 2-12, 52-68, 78-93</p> <p>20 Life Goals</p> <p>Teen Depression Worksheet</p> <p>Circle Juggle</p> <p><a href="http://www.wimp.com/bla_ckdog/">http://www.wimp.com/bla_ckdog/</a></p> <p>HRM Video, “Masks of Depression”</p> <p>HRM Video. “Are you a Bully? Test”</p> <p>SRO Deputy Sexting-Presentation</p> <p>Pause Before you Post Curriculum</p>

					<p>TXT4Life Presentation</p> <p>Key Vocabulary: Health Wellness Health Triangle</p>
--	--	--	--	--	---

October 2020

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><b>Families-Relationships-Growth and Development</b></p> <p><b>CEQ: WHAT FACTORS INFLUENCE PHYSICAL, MENTAL/EMOTIONAL, AND SOCIAL HEALTH?</b></p> <p>UEQ:                      °What are differences among relationships?                      °What are different types of families?                      °What needs does your family meet?                      °What is heredity?                      °What is puberty?                      °What are the three stages of birth?                      °What changes do adolescents go through?                      °How does life begin?</p> <p><b>Families-Relationships-Growth and</b></p>	<p><b>Families-Relationships-Growth and Development</b></p> <ol style="list-style-type: none"> <li>1. Identify the building blocks of life.</li> <li>2. Explain how a single cell develops into a baby.</li> <li>3. Describe the 3 stages of birth.</li> <li>4. Identify how heredity could cause birth defects.</li> <li>5. Recognize the different types of families.</li> <li>6. Explain different needs that families meet.</li> <li>7. Identify physical and mental/emotional changes in males and females during puberty.</li> </ol>	<p><b>Families-Relationships-Growth and Development</b></p> <p>LT1. I can identify the difference between health and wellness.</p> <p>LT2. I can describe the changes that adolescents go through during puberty.</p> <p>LT3. I can identify the different types of families in society.</p> <p>LT4. I can identify life stages from conception to late adulthood.</p>	<p><b>Families-Relationships-Growth and Development</b></p> <p><b>1.1.3</b>  <b>1.2.3</b>  <b>1.3.3</b>  <b>3.2.1</b>  <b>5.1.1</b>  <b>7.1.1</b>  <b>7.3.1</b></p>	<p><b>Families-Relationships-Growth and Development</b></p> <p><b>CSA= Mental Health Families-Relationships-Growth and Development Test</b></p> <p><b>CFA= Values Survey</b></p>	<p><b>Families-Relationships-Growth and Development</b></p> <p>Textbook: Glencoe: <i>Teen Health</i>, Course 3, 2007; pages 448-475</p> <p>Factors that Influence Decision Making</p> <p>Auction Block Activity</p> <p>Discovery Video, “From Conception to Birth.”</p> <p>HRM Video, “You, Your Body and Puberty”</p> <p>Growing Older and Staying Well/ Becoming an Adult</p> <p>Pregnancy and Childbirth Stages (from Sex Education Activities)</p> <p>Genes and Heredity from PE Central Demonstration</p>

<p><b>Development</b> 1. Relationships 2. Puberty 3. Stages of Birth</p>				<p>FAS Demonstration from PE Central The Stages of Growth</p> <p>Key Vocabulary: Fetus Heredity Prenatal Care Puberty</p>
--	--	--	--	---

November 2020

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><b>Nutrition</b></p> <p><b>CEQ: WHAT FACTORS INFLUENCE PHYSICAL, MENTAL/EMOTIONAL, AND SOCIAL HEALTH?</b></p> <p>UEQ:  <i>°Why is nutrition important?</i>  <i>°What are the six essential nutrients?</i>  <i>°What influences your food choices?</i>  <i>°What are the new choosemyplate.gov recommendations?</i></p> <p><b>Nutrition</b>                      1. Influences on food choices                      2. Choosemyplate.gov</p>	<p><b>Nutrition</b></p> <p>1. Evaluate various influences on food choices.</p> <p>2. Compare and contrast choosemyplate.gov to the food guide pyramid.</p> <p>3. Apply balance, variety, and moderation when making food choices.</p> <p>4. Describe functions of the six basic nutrients in maintaining health.</p> <p>5. List nutrients in a variety of foods.</p> <p>6. Analyze information on food labels.</p>	<p><b>Nutrition</b></p> <p>LT1. I can identify the importance of a healthy body image.</p> <p>LT2. I can describe how eating and physical activity affect weight.</p> <p>LT3. I can identify the six essential nutrients.</p> <p>LT4. I can list what influences my food choices.</p>	<p><b>Nutrition</b></p> <p><b>1.1.6</b>  <b>1.2.6</b>  <b>1.3.6</b>  <b>2.2.1</b>  <b>3.1.1</b>  <b>7.2.1</b></p>	<p><b>Nutrition</b></p> <p><b>CSA= Nutrition Unit Quiz</b></p> <p><b>CSA= Choose My Plate Activity</b></p> <p><b>CFA=What’s in a Label</b></p>	<p><b>Nutrition</b></p> <p>Textbook: Glencoe: <i>Teen Health</i>, Course 3, 2007; pages 232-269</p> <p>Bill Nye “Food/ Calories”</p> <p>"Kids Health: Caffeine" article</p> <p>Life Choice Inventory: How Well Do I Eat?</p> <p>Couch Potato Quiz</p> <p>Model Food</p> <p>Sugar Model</p> <p>Fat Model</p> <p>Salt Model</p> <p><a href="http://www.choosemyplate.org">http://www.choosemyplate.org</a></p> <p>“The Mirror in My Mind”</p>

<p>3. Nutrients 4. Food Labels</p>				<p>Teen Life Choice Inventory</p> <p>“Beyond the Image”</p> <p>HRM, “The Top 5 Food Mistakes Most Teens Make and How to Fix Them”</p> <p>“Calories”</p> <p>Break the Habit / Restaurant Challenge</p> <p>Key Vocabulary: Nutrients Nutrition Saturated Fats Unsaturated Fats Nutrient Density Eating Disorder</p>
--	--	--	--	---

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><b>Communicable and Non-Communicable Diseases</b></p> <p><b>CEQ: WHAT FACTORS INFLUENCE PHYSICAL, MENTAL/EMOTIONAL, AND SOCIAL HEALTH?</b></p> <p>UEQ:  <i>°How do the four pathogens (virus, bacteria, fungi and protozoa) spread to cause communicable diseases?</i>  <i>°How does the body defend itself against communicable diseases?</i>  <i>°What is HIV/AIDS and how can you reduce exposure to HIV?</i></p> <p><b>Communicable and Non-Communicable Diseases</b></p> <p>1. Pathogens</p>	<p><b>Communicable and Non-Communicable Diseases</b></p> <p>1. Identify and compare characteristics of the four pathogens that cause communicable diseases.</p> <p>2. List, describe and give examples of the seven ways that communicable diseases can be spread.</p> <p>3. Formulate, explain and practice at least three preventive measures against infection.</p> <p>4. Explain how the five major barriers can prevent infections from entering the body.</p> <p>5. Explain three characteristics of the body's specific response battle between the lymphatic system and infection.</p>	<p><b>Communicable and Non-Communicable Diseases</b></p> <p>LT1. I can identify the four pathogens (virus, bacteria, fungi and protozoa) that cause communicable diseases.</p> <p>LT2. I can explain the differences between communicable and non-communicable diseases.</p> <p>LT3. I can identify the five barriers that my body uses to defend itself against communicable diseases.</p> <p>LT4. I can identify how I can reduce my exposure to HIV.</p>	<p><b>Communicable and Non-Communicable Diseases</b></p> <p><b>1.1.2</b>  <b>1.2.2</b>  <b>1.3.2</b>  <b>2.2.1</b>  <b>3.2.1</b>  <b>5.1.1</b>  <b>7.1.1</b></p>	<p><b>Communicable and Non-Communicable Diseases</b></p> <p><b>CSA= Communicable and Non-Communicable Diseases Unit Test</b></p> <p><b>CSA= HIV / AIDS Quiz</b></p> <p><b>CFA= Ah Choo City Dialogue</b></p> <p><b>CFA=Concept Mapping 18-1 / Enrichment Activity 18-1</b></p>	<p><b>Communicable and Non-Communicable Diseases</b></p> <p>Textbook: Glencoe: <i>Teen Health</i>, Course 3, 2007; pages 476-491,496-499, 508-510</p> <p>20/20 “Wash Those Hands”</p> <p>20/20 “Common Cold”</p> <p>20/20 “Super Bugs”</p> <p>Germs They Are Everywhere</p> <p>Bill Nye “Germs”</p> <p>ESPN “Progeria”</p> <p>HIV /AIDS “Overview”</p> <p>Current Health: Learning about HIV / AIDS (pages 10,11)</p> <p>Graph and HIV Vocabulary</p>

<p>2. Routes of Transmission</p> <p>3. Prevention of Infections</p> <p>4. Non-Specific Response</p> <p>5. Specific Response</p> <p>6. Bodily Fluids that Spread HIV</p>	<p>6. Define natural immunity and vaccines and show how they protect the body against communicable diseases.</p> <p>7. Identify what HIV and AIDS stand for and compare how they differ.</p> <p>8. Memorize and list the body fluids that DO and DO NOT cause AIDS.</p>			<p>Key Vocabulary:</p> <p>Communicable Disease</p> <p>Non-Communicable Disease</p> <p>Pathogen</p> <p>Specific Response</p> <p>Non-Specific Response</p> <p>Antibodies</p> <p>Antigens</p>
---	---	--	--	--



March 2021

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><b>Tobacco</b></p> <p><b>CEQ: WHAT FACTORS INFLUENCE PHYSICAL, MENTAL/EMOTIONAL, AND SOCIAL HEALTH?</b></p> <p>UEQ:                      °What is Tobacco?                      °What are the different types of tobacco?                      °What are the health risks of tobacco use?                      °What does tobacco addiction include?                      °What are tobacco's cost to society?                      °How do I choose to be tobacco free?</p> <p><b>Tobacco</b></p> <p>1. Tobacco Products                      2. Health Risks                      3. Tobacco Addiction                      4. Tobacco's Many Costs</p>	<p><b>Tobacco</b></p> <p>1. Define the differences in main stream and second hand smoke.</p> <p>2. Compare the different types of tobacco products</p> <p>3. Identify the risks associated with each different body system when using tobacco products.</p> <p>4. Explain why teens start to use tobacco</p>	<p><b>Tobacco</b></p> <p>LT1. I can identify the different types of tobacco.</p> <p>LT2. I can describe the health risks of tobacco use.</p> <p>LT3. I can identify symptoms of addiction.</p> <p>LT4. I can describe reasons to be tobacco free.</p>	<p><b>Tobacco</b></p> <p><b>1.1.9</b>  <b>1.2.9</b>  <b>1.3.9</b>  <b>3.1.1</b>  <b>4.2.1</b>  <b>5.1.1</b>  <b>6.1.1</b>  <b>8.1.1</b></p>		<p><b>Tobacco</b></p> <p>Textbook: Glencoe: <i>Teen Health</i>, Course 3, 2007; pages 308-325</p> <p>“Smoking: The Toxic Truth”</p> <p>“Smoking Out the Truth: Teens and Tobacco”</p> <p>“Tobacco Horror Picture Show”</p> <p>“Spit Tobacco No Dip No Brainer”</p> <p>“Say No to Smoking”</p> <p>“Sean Marsee Story”</p> <p>“Reality Matters, Smoke Signals”</p> <p>“Vaping: More Dangerous Than You Think”</p> <p>Your Smoking IQ</p>

5. Tobacco Free				<p>(Substance Abuse and Prevention Activities</p> <p>Mr. Gross Mouth</p> <p>Smoker's Lungs</p> <p>Tar Demo</p> <p>Tobaccofree.org clip</p> <p>Smoking, Don't be Fooled Clip"</p> <p>Key Vocabulary:</p> <p>Addictions</p> <p>Nicotine</p> <p>Second Hand Smoke</p> <p>Mainstream Smoke</p> <p>Smokeless Tobacco</p>
-----------------	--	--	--	---

April 2021

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><b>Alcohol</b></p> <p><b>CEQ: WHAT FACTORS INFLUENCE PHYSICAL, MENTAL/EMOTIONAL, AND SOCIAL HEALTH?</b></p> <p>UEQ:                      °What are the short term effects of alcohol use?                      °What are the long term effects of alcohol use?                      °What is alcoholism?                      °How can you seek help for alcohol abuse?</p> <p><b>Alcohol</b>                      1. Harmful effects in youth.                      2. Alcohol and the body systems.                      3. Long term alcohol use.                      4. Alcoholism and alcohol abuse.                      5. Help for alcohol problems.</p>	<p><b>Alcohol</b></p> <p>1. State reasons not to drink alcohol.</p> <p>2. Explain why some teens may drink alcohol.</p> <p>3. Describe how alcohol travels through the body and explain the short term effects alcohol has on a person.</p> <p>4. Identify body organs and systems negatively affected by long-term alcohol use.</p> <p>5. Identify the 4 symptoms of alcoholism and alcohol abuse.</p> <p>6. Explain how alcoholism affects families and society.</p> <p>7. Compare community resources that can help</p>	<p><b>Alcohol</b></p> <p>LT1. I can identify substance abuse treatment options.</p> <p>LT2. I can identify and demonstrate refusal skills.</p> <p>LT3. I can identify the short-term effects of substance abuse.</p> <p>LT4. I can identify the long-term effects of substance abuse.</p>	<p><b>Alcohol</b></p> <p><b>1.1.1</b>  <b>1.2.1</b>  <b>1.3.1</b>  <b>3.2.1</b>  <b>5.1.1</b>  <b>6.1.1</b></p>	<p><b>Alcohol</b></p> <p><b>CSA= Alcohol Unit Test</b></p> <p><b>CFA=Alcohol Danger Stations</b></p> <p><b>CFA= Alcohol Article</b></p>	<p><b>Alcohol</b></p> <p>Textbook: Glencoe: <i>Teen Health</i>, Course 3, 2007; pages 276-305</p> <p>“The Truth About Drinking”</p> <p>Jacqueline Saburido's Story</p> <p>Alcohol Pre-Test (SA-1)</p> <p>TeenHealth.org article called “Alcohol”</p> <p>“Teen Drinking”</p> <p>Complete Effects of Alcohol (SA-9)</p> <p>“The Long-Term Effects of Alcohol Use”</p> <p>Exploding the Myths (SA-11)</p> <p>Complete How Much Do You Know (SA-14)</p>

	alcoholics, alcohol abusers, and their families.				B1-B5. "Alcohol and Alcoholism" video  Alcohol Danger Stations  Key Vocabulary: Alcohol Alcoholism Short-Term Effects Long-Term Effects
--	--	--	--	--	---

May 2021

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><b>Drugs</b></p> <p><b>CEQ: WHAT FACTORS INFLUENCE PHYSICAL, MENTAL/EMOTIONAL, AND SOCIAL HEALTH?</b></p> <p>UEQ:                      °What are drugs, street drugs and medicines?                      °What are the differences between drugs and street drugs?                      °Which drugs are most likely to be misused or abused?                      °What is the chain of addiction?                      °What are drug treatment options?                      °What are the steps and rewards of being drug free?                      °What are refusal skills?</p> <p><b>Drugs</b></p>	<p><b>Drugs</b></p> <p>1. Compare, contrast and identify the differences between prescription and over-the-counter medicines.</p> <p>2. Differentiate the differences between drug misuse and drug abuse and give examples of each.</p> <p>3. Identify and distinguish the different properties and types of each drug of misuse and abuse. This includes identifying slang terms, what the short and long term effects of use are, the method(s) of use, and withdrawal symptoms.</p> <p>4. Distinguish the consequences for illegal drug use/ abuse and legal drug abuse.</p> <p>5. List and locate specific agencies for recovery from</p>	<p><b>Drugs</b></p> <p>LT1. I can identify substance abuse treatment options.</p> <p>LT2. I can identify and demonstrate refusal skills.</p> <p>LT3. I can identify the short-term effects of substance abuse.</p> <p>LT4. I can identify the long-term effects of substance abuse.</p>	<p><b>Drugs</b></p> <p><b>1.1.1</b>  <b>1.2.1</b>  <b>1.3.1</b>  <b>3.2.1</b>  <b>5.1.1</b>  <b>6.1.1</b></p>	<p><b>Drugs</b></p> <p><b>CSA= Drug Unit Test</b></p> <p><b>CFA=Drug Label Reading Activity</b></p> <p><b>CFA=The Truth About Drug Abuse and ReTeaching Activity 14-2</b></p> <p><b>CFA=Recognizing the Symptoms Worksheet</b></p> <p><b>CFA=Enrichment Activity 14-2 for S.T.O.P Skills</b></p>	<p><b>Drugs</b></p> <p>Textbook: Glencoe: <i>Teen Health</i>, Course 3, 2007; pages 332-369</p> <p>Example of Letter Writing from 8th Grade Language Arts Teachers</p> <p>The following websites:  <a href="http://www.streetdrugs.org">http://www.streetdrugs.org</a>  <a href="http://teens.drugabuse.gov/mom/index.asp">http://teens.drugabuse.gov/mom/index.asp</a>  <a href="http://www.nida.nih.gov">http://www.nida.nih.gov</a>  <a href="http://www.meada.org">http://www.meada.org</a>  <a href="http://www.mntc.org">http://www.mntc.org</a>  <a href="http://www.hazelden.org">http://www.hazelden.org</a></p>

<p>1. Drugs and Medicines                  2. Drugs of Misuse and Abuse                  3. Drug Treatment Recognition and Treatment Options                  4. Refusal Skills</p>	<p>drug addiction.                   6. Determine when drug treatment is needed and compare the treatment options that will be best for an individual and family.</p>			<p><a href="http://www.stopdrugs.org">http://www.stopdrugs.org</a>                   Methamphetamine Mock Drug Identification Kit                   Project Drug Free Mock Identification Drug Kit                   Meth Mouth                   Faces of Meth PowerPoint Presentation                   Club Drugs Class Discussion PowerPoint                   Dr. NIDA's Quiz and Sara's Quest CD-ROM                   Drug Research Boards from Health EDCO and Human Relations Media:                   -Marijuana                  -Methamphetamines (2)                  -Stimulants                  -Inhalants                  -Performance Enhancing Drugs                  -Club Drugs (2)                   Health EDCO Drug</p>
---	---	--	--	--

						<p>Awareness Guide Poster Display</p> <p>Anatomy of Drugs Poster</p> <p>HRM Video: "Think Twice: Marijuana and Cancer"</p> <p>HRM Video: "Rushing, Crashing, Dying: The Meth Epidemic"</p> <p>HRM Handouts: Marijuana at a Glance</p> <p>HRM Handouts: Meth Facts</p> <p>Teen Education Video: "Inhalants"</p> <p>Teen Education Video: "Club Drugs"</p> <p>HRM Handouts: Warning Signs of Drug and Club Drug Use</p> <p>Teen Education Video: "Steroids"</p>
--	--	--	--	--	--	---

						<p>Drug label reading activity</p> <p>Letter response to Real Stories (p.27)</p> <p>Portrait of a Meth User as a Class (p.13)</p> <p>Clip of Fresh Prince of Bel Air</p> <p>Drug Board Station Rotation</p> <p>Enrichment Activity 14-6</p> <p>Explanatory: Meth Letter Response to RCI excerpts.</p> <p>Key Vocabulary: Drugs Medicine Street Drug Addiction Recovery</p>
--	--	--	--	--	--	--