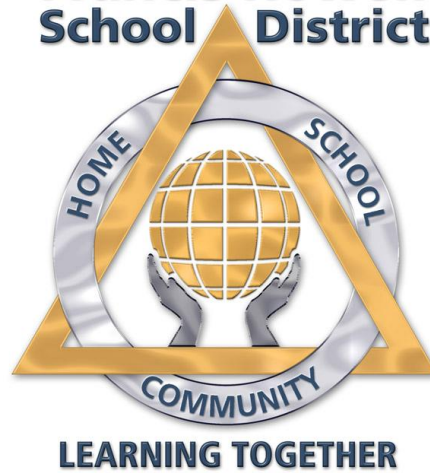


# Health 7

## Curriculum

**Francis Howell  
School District**



**Board Approved: 8/17/17**

# Francis Howell School District

## Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

## Vision Statement

Every student will graduate with college and career readiness skills.

## Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

## Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

# Health Education Graduate Goals

Upon completion of their health education study in the Francis Howell School District, students will be able to:

1. Comprehend concepts related to health promotion and disease prevention.
2. Demonstrate the ability to access valid health information and health-promoting products and services.
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Analyze the influence of culture, media, technology, and factors on health.
5. Demonstrate the ability to use interpersonal communication skills to enhance health.
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Demonstrate the ability to advocate for personal, family, and community health.

## Course Rationale

Health behaviors, the most common predictors of current and future health status, are influenced by a variety of factors that include awareness and knowledge of health issues, skills necessary to develop healthy behaviors, and opportunities to practice the behaviors. Because health behaviors are learned, they can be shaped and changed.

Fostering healthy children is the shared responsibility of families, communities and schools. A comprehensive school health program can motivate students to maintain and improve their health, prevent diseases, and avoid or reduce health risk behaviors. It can provide students with the knowledge and skills necessary to be healthy for a lifetime.

A strong physical education program contributes to the development of a physically educated person who has learned skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of and benefits from involvement in physical activities, and values physical activity and its contributions to a healthful lifestyle.

The combination of a quality physical education program and health education program allows students to become physically educated and health literate individuals. Quality programs provide students with opportunities to explore concepts in depth, analyze and solve real-life problems, work cooperatively on tasks that develop and enhance their conceptual understanding and develop physical and social skills necessary for a healthy, active life.

## Health 7 Course Description

Students will apply the decision making process to all areas of overall health. Emphasis will be placed on choices made and consequences associated with these choices. Particular focus will be on the use of tobacco, alcohol and other drugs, and their effects on physical, mental, and social health. Students will also become familiar with basic first aid procedures and techniques. *(NOTE: This course contains learner objectives on human sexuality. Missouri State statute (170.015) gives parents the right to remove their student from this portion of the health course. A signed parent permission slip is required of each student before being allowed to participate in the instruction of these objectives. FHSD instructional lesson plans and materials are to be available for parent preview upon request.)*

The course is taught throughout the year interspersed with days spent in physical education classes. There a total number of forty days allocated to health instruction through the year.

# Health 7 Curriculum Team

## Curriculum Committee

Ryan Darks  
Christine Ziegler  
Randy Roy  
Nikki Brinkman

Hollenbeck Middle School  
Hollenbeck Middle School  
Francis Howell Middle School  
Barnwell Middle School

Practical Arts Content Leader  
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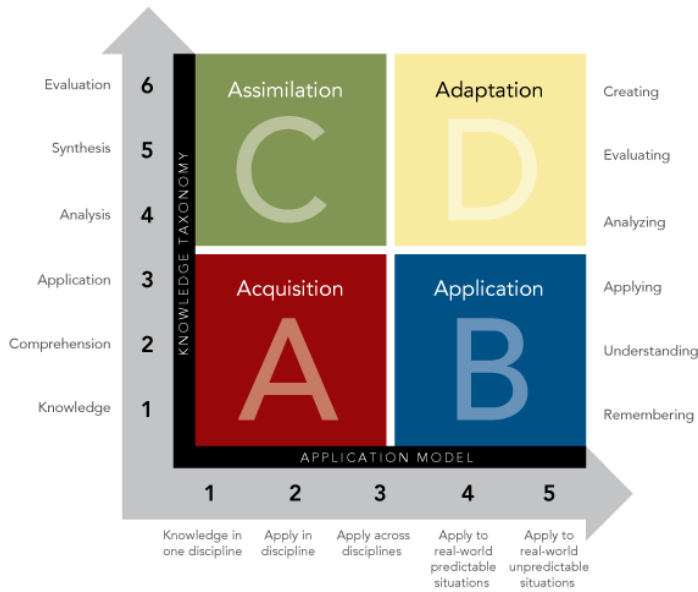
Curriculum Cycle Work: [Current Reality Worksheet](#)

# Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

## *Rigor and Relevance Framework*

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

## **21st Century Skills**

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

## **Standards**

Standards aligned to this course can be found:

### **Health Standards**

<http://dese.mo.gov/sites/default/files/gle-health-education.pdf>

### **Missouri Learning Standards for Literacy**

<http://www.corestandards.org/ELA-Literacy/>

### **National Educational Technology Standards**

<http://www.iste.org/STANDARDS>

## Units & Standards Overview

Unit 1: Impact of Risky Behaviors on Body Systems and Functions	Unit 2: Impact of Nutrition on Body Systems and Functions
5 weeks	3 weeks
PE Assessment: <b>HME.1A.7a</b> <b>HME.4.A.7a</b> <b>FS.1.G.7a</b> <b>RA.1.F.7a</b> <b>RA.2.B.7a</b>	PE Assessment: <b>HME.2.B.7a</b> <b>HME.1A.7a</b> <b>FS.1.G.7a</b>
FS.1.B.7a FS.1.C.7a FS.1.K.7a HME.1.C.7a RA.1.D.7a RA.1.D.7b RA.1.D.7c RA.1.E.7a <b>RA.1.F.7a</b> FS.2.C.7a HME.1.B.7a RA.3.C.7a RA.2.A.7a <b>RA.2.B.7a</b> RA.2.C.7a <b>FS.2.C.7a</b> HME.3.C.7a HME.3.C.7b <b>HME.4.A.7a</b> HME.4.B.7a HME.4.E.7a R4, W6, W7, W8 ISTE 3a, 3c, 6c, 7c	FS.1.F.7a FS.1.I.7a HME.1.D.7a FS.1.E.7a HME.2.E.7a <b>HME.2.B.7a</b> HME.2.B.7b <b>HME.2.C.7a</b> HME.2.D.7a <b>FS.2.C.7a</b> <b>FS.1.G.7a</b> FS.2.C.7a <b>HME.4.A.7a</b> R9, W1, W6, W7, W8, ISTE 3a-d



## Course Map

	Unit Description	PE Summary	PE Standards
<p><b>Unit 1:</b> <b>Impact of Risky Behaviors on Body Systems and Function</b></p> <p><b>5 weeks</b></p>	<p>This unit introduces students to the dangers of various risky behaviors and their impact on body systems. Lessons will include the dangers of: Alcohol, drugs, tobacco, STIs, and being sexually active. Students are taught refusal skills and how to avoid situations that might lead to these risky behaviors.</p>	<p>Students will take on the role of a professional blogger for teenhealth.org. They will choose an area of focus: partaking in reckless behaviors, exposure to STIs, or use of tobacco, alcohol, and drugs. Once an area of focus is selected, each student will choose an approved celebrity or athlete to analyze and evaluate their lifestyle choices and its impact on the functioning of the muscular system, central nervous system, skeletal system, reproductive system, and/or circulatory system. As the creator of this blog, the student should consider how the format of the blog could look to increase reader engagement: Infographics, Top 10 List, etc. and post their blog to a for whole class review. Blogs can be posted on Blogger, Google Classroom, via Gallery Walk, etc.</p>	<p><b>HME.1A.7a</b> <b>HME.4.A.7a</b> <b>FS.1.G.7a</b> <b>RA.1.F.7a</b> <b>RA.2.B.7a</b></p>
<p><b>Unit 2:</b> <b>Impact of Nutrition on Body Systems and Functions</b></p> <p><b>3 weeks</b></p>	<p>Students will learn to make healthy food choices as well as the importance of physical activity. Students will also learn about body functions and their effect on the body as a whole.</p>	<p>Each student will take on the role of a gym client interested in making healthy decisions. First, the client will need to log all daily activities, food consumed, and factors that led to those choices for two week days and one weekend day. The client will use this log to write a reflection on the following topics:</p> <ul style="list-style-type: none"> <li>-Evaluate factors that led to food choices</li> <li>-Critique personal behaviors and their cause and effect</li> </ul> <p>Next, students will take on the role of personal trainer of a well known gym. Using the client’s log and reflection, the trainer will use the <a href="#">6 Step Research Process</a> information regarding the client’s biggest issue and describe how the client’s lifestyle choices affect the function of the body systems in an effort to recommend ways for the client to improve their health.</p>	<p><b>HME.2.B.7a</b> <b>HME.1A.7a</b> <b>FS.1.G.7a</b></p>

## Unit 2: Impact of Nutrition on Body Systems and Function

<b>Content Area:</b> Health	<b>Course:</b> 7th Grade Health	<b>UNIT:</b> Impact of Nutrition on Body Systems and Function
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<b>Unit Description:</b> Students will learn to make good food choices as well as the importance of physical activity and how poor decisions can lead to health issues. Students will also learn about body functions and their effect on the body as a whole. Example, a diet of fried foods and processed pre made meals are higher in fat and sodium. A diet of high fat and sodium will lead to these health causes such as heart disease, etc.	<b>Unit Timeline:</b> About 3 weeks
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### DESIRED Results

**Transfer Goal** - *Students will be able to independently use their learning to understand how to make responsible, healthy decisions to improve and maintain a healthy lifestyle.*

#### **Understandings** – *Students will understand that... (Big Ideas)*

1. Daily nutritional intake impacts our health for a lifetime.
2. The amount of nutrients and calories consumed will vary based on body size.
3. There is a correlation between personal choices and physical, mental, and social/emotional well-being.

#### **Essential Questions:** *Students will keep considering...*

- Why is nutrition important to my daily life?
- How are my eating habits influencing my health?
- How do I use the decision making process to guide me through life's challenges?
- How do decisions affect a person's social/emotional, mental, and physical well-being?

Students will know/understand ...	Students Will Be Able to ...	Standard
<ul style="list-style-type: none"> <li>Differences of aerobic and anaerobic activities.</li> <li>Physical, mental, and emotional qualities make up the health triangle.</li> </ul>	Analyze how aerobic exercise impacts an individual physically, mentally, and emotionally	FS.1.E.7a
<ul style="list-style-type: none"> <li>Understanding Heart rate</li> <li>Using heart rate chart to analyze activity</li> </ul>	Measure respiratory rates during inactivity and activity	FS.1.F.7a
<ul style="list-style-type: none"> <li><b>Functions of the central nervous system</b></li> <li><b>Functions of the peripheral nervous system</b></li> <li><b>Understanding of a healthy lifestyle</b></li> </ul>	<b>Describe how healthy lifestyle choices (e.g., exercise, diet, sleep) affect the functioning of the central nervous system and peripheral nervous system (e.g., exercise increases endorphins, stress relief, mental alertness)</b>	<b>FS.1.G.7a</b>
<ul style="list-style-type: none"> <li>Definition of health behaviors</li> <li>Knowledge of urinary/excretory system</li> </ul>	Relate how health behaviors affect the urinary/excretory system	FS.1.I.7a
<ul style="list-style-type: none"> <li>Problem solving process</li> <li>Decision making process</li> </ul>	Formulate scenarios that will illustrate potential problems or difficult situations	FS.2.C.7a
<ul style="list-style-type: none"> <li><b>Cause and effect of proper nutrition,</b></li> <li><b>Negative effects of tobacco and alcohol use</b></li> <li><b>Recommended amount of sleep each night</b></li> <li><b>BMI (Body Mass Index)</b></li> <li><b>Heart Rate Zones</b></li> <li><b>Portion control and healthy food choice</b></li> <li><b>Students will be able to measure one's heart rate.</b></li> </ul>	<b>Critique personal behaviors and their cause and effect that relate to the following choices:</b> <ul style="list-style-type: none"> <li><b>eating breakfast daily; refraining from the use of tobacco and alcohol;</b></li> <li><b>sleeping six to eight hours a night;</b></li> <li><b>maintaining a healthy weight;</b></li> <li><b>daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes)</b></li> </ul>	<b>HME.1A.7a</b>
<ul style="list-style-type: none"> <li>Definition of health related fitness</li> <li>Definition of skill related fitness</li> </ul>	Distinguish the differences between health and skill related fitness	HME.1.D.7a
<ul style="list-style-type: none"> <li>Definition and understanding of nutrition</li> <li>Why food choice decision is important</li> </ul>	Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution	HME.2.A.7a HME.2.E.7a

<ul style="list-style-type: none"> <li>● Understand influences on food choices.</li> <li>● Identify food choices impact on nutrition and health.</li> </ul>	<b>Evaluate factors that influence food choices (e.g., culture, family, emotions, peers, media) and their impact on nutrition and health.</b>	<b>HME.2.B.7a</b>
<ul style="list-style-type: none"> <li>● Identify various eating disorders</li> <li>● Understand resources available to help those struggling with eating disorders.</li> </ul>	Recognize the symptoms of various eating disorders and proper referral sources	HME.2.B.7b
<ul style="list-style-type: none"> <li>● Analyze basic knowledge of food labels</li> <li>● Identify product ingredients and nutritional value.</li> </ul>	<b>Analyze and critique food labeling information to determine calories, nutrients, serving size, types of ingredients and nutritional value in a product.</b>	<b>HME.2.C.7a</b>
<ul style="list-style-type: none"> <li>● Describe the four basic rules of food handling</li> </ul>	Apply the four basic rules of food handling (e.g., clean, chill, cook, separate) to different food preparation situations	HME.2.D.7a
<ul style="list-style-type: none"> <li>● Knowledge of the decision making process</li> </ul>	<b>Analyze and evaluate how the decision making process can help an individual in life situations</b>	<b>HME.4.A.7a</b>
<ul style="list-style-type: none"> <li>● Know various methods for managing stress and coping under pressure</li> <li>● Understand how different techniques enhance coping abilities and manage stress</li> </ul>	Analyze various techniques designed to enhance coping abilities and manage stress (e.g. stay healthy, relax, positive outlook, physically active, talk it out)	<b>HME.4D.7a</b>

	<b>Literacy Standards</b>	
	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	R9
	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	W1
	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W6
	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W7

	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W8
	<b>Technology Standards</b>	
	<p>Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.</p> <p>Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>	ISTE 3 a-d

## Unit 2: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1, 3	<b>HM.2.B.a</b> <b>FS.2.C.a</b> <b>FS.1.G.a</b> R9 W1 W6 W7 W8 ISTE 3 a-d	<p><u>Description of Assessment Performance Task(s):</u></p> <p>Each student will take on the role of a gym <b>client</b> interested in making healthy decisions. First, the client (student) will need to log all daily activities, food consumed, and factors that led to those choices for two week days and one weekend day. The client will use this log to write a reflection on the following topics:</p> <ul style="list-style-type: none"> <li>• Evaluate factors that led to food choices</li> <li>• Critique personal behaviors and their cause and effect</li> </ul> <p>Next, students will take on the role of personal trainer of a well known gym. The information they gathered in step one will be used for the “client.” Using the client’s log and reflection, the trainer will describe how the client’s lifestyle choices could affect the function of the body. They will then make a recommendation for the client on ways to improve their lifestyle. They can use the <a href="#">6 Step Research Process</a> as a guide.</p> <p><b>Teacher will assess:</b></p> <ul style="list-style-type: none"> <li>• Students will critique <b>personal behaviors</b> and their cause and effect that relate to the following choices.</li> <li>• Student ability to follow the 6 Step Research Process.</li> <li>• Student use of accurate academic vocabulary.</li> <li>• Student understanding that decisions about nutrition affect the functions of the body.</li> </ul> <p><b>Performance:</b></p> <p><b>Mastery:</b>            Students will show mastery of these skills by scoring 24/30 on the <a href="#">scoring guide</a>.</p>	D  <b><u>21 Century</u></b>  Communication Critical Thinking

## Unit 2: Sample Activities

### SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
3	HM.2.E.a HM.2.C.a	<p><b>1. Activity: Last-Minute Dinner</b></p> <p>Students will be given a budget of \$15. Students will pretend to go on a grocery store run to make dinner for the evening. The dinner will include a protein, carbohydrate, fruits/vegetable, and a drink.</p> <p>Student will analyze dinner and make improvements based on myplate.gov guidelines.</p> <p>Student will be challenged and told they now have to feed more than one person on a \$20 budget.</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>● Students will understand the importance and benefits of the different food categories.</li> <li>● Students will know how to design a balanced meal.</li> <li>● Students will be able to identify the appropriate caloric intake based on their age, sex, weight, height.</li> </ul> <p style="text-align: center;"><a href="#">Last minute dinner Activity Example</a></p>	<p>Setting Objectives and Providing Feedback</p> <p>Cues, Questions, &amp; Advance Organizers</p>	<p>B</p> <p>creativity critical thinking</p>
1	HM.2.C.a	<p><b>2. Activity: Food Label Lab</b></p> <ul style="list-style-type: none"> <li>● Teacher will provide various food labels for the activity.</li> </ul>	<p>Cues and Questions</p>	<p>A</p> <p>Communic</p>

		<ul style="list-style-type: none"> <li>Teacher will provide questions on various items.</li> <li>Students will be in small groups and will read over the label, discuss and answer questions.</li> </ul> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Students will know where to find nutritional information on products.</li> <li>Students will understand what is in the food.</li> </ul> <p><a href="#">Food Label Lab Teacher Guideline</a></p>		ation collaborati on
2	HM.2.E.a HM.2.B.a FS.2.C.a	<p><b>3. Activity: Personal Food and Activity Journal</b></p> <p>Students will provide a daily food and activity journal for 3 days. Two weekdays and 1 weekend day will be documented in the journal. This will provide a more realistic way of what is being consumed and how much activity is done.</p> <p>In some instances, the teacher will focus on daily food choice if student buys lunch at school (student has a choice, but the school provides the options). Teacher will also focus on activity choice in relation to student</p> <p>Students will create a pie chart to display what percent of their diets came from the various areas on the food pyramid.</p> <p><a href="#">Premade example of nutritional journey</a></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Students will understand the importance of reading a food label.</li> <li>Students will be able to read and find the nutritional facts on a food label.</li> <li>Students will understand what is in the product they are eating.</li> </ul>	Assigning Homework and Providing Practice	A/C
2, 3	FS.1.F.a HM.2.E.a HM.2.C.a FS.2.C.a HM.4.A.a FS.2.C.a	<p><b>4. Activity: Personal Trainer</b></p> <p>Students will work in pairs as a team of a personal trainers at a well known gym. A client* comes to meet with him/her for an evaluation of their personal health. It is your recommendation that he/she start a daily food and activity journal. Once the client has recorded their information, students will assess and analyze steps into helping them achieve a healthier lifestyle and achieve their fitness goals.</p>	Cooperative Learning	B/D



		<p>*Client can be a parent, guardian, or an adult.  **Example days will also be an option for students</p> <p>Student in pairs (working together) will design the best balanced nutrition plan for someone else. Pairs will consider the person’s weight and age. This will determine the physical activity recommendations and showing the student understands the frequency, intensity, and type.</p> <p>Groups will include a meal breakdown for a 7th grade student with knowing the proper food categories and how much food should be consumed for each category. They will also understand how much of appropriate activity (Heart rate zones) should be done daily.</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to analyze and evaluate personal nutrition and activity information to recommend healthier alternatives.</li> <li>• Students will understand why the suggested nutritional recommendations for others are appropriate.</li> </ul> <p>Appendix Documents: <a href="#">Nutrition Assessment</a>, <a href="#">Nutrition /Activity Log Scoring Rubric</a>, <a href="#">Examples for Students (pre made nutrition and activity log)</a></p>	<p>Identifying similarities and differences</p> <p>Generating and testing hypotheses</p>	
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**UNIT RESOURCES**

**Teacher Resources:**

<https://www.cdc.gov/>

<http://kidshealth.org/>

<http://www.webmd.com/>

<http://www.mayoclinic.org/>

*Teen Health Course 2: Teacher Edition.*

*Crider Presenter*

**Student Resources:**

<https://www.cdc.gov/>

<http://kidshealth.org/>

<http://www.webmd.com/>

<http://www.mayoclinic.org/>

*Glencoe Teen Health Course 2*

Aerobic - requiring the presence of air or free oxygen for life.

Anaerobic - living in the absence of air or free oxygen.

Anorexia - loss of appetite and inability to eat.

Artery - a blood vessel that conveys blood from the heart to any part of the body.

Binge Eating Disorder - A recurrent eating disorder characterized by the uncontrolled, excessive intake of any available food and often occurring following stressful events.

Blood Pressure - the pressure of the blood against the inner walls of the blood vessels, varying in different parts of the body during different phases of contraction of the heart and under different conditions of health, exertion, etc.

Body Mass INdex - an index for assessing overweight and underweight, obtained by dividing body weight in kilograms by height in meters squared: a measure of 25 or more is considered overweight.

Bulimia - abnormally voracious appetite or unnaturally constant hunger.

Calorie - a quantity of food capable of producing such an amount of energy.

Capillary - resembling a strand of hair; hairlike.

Carbohydrates - pertaining to or occurring in or as if in a tube of fine bore.

Cholesterol - a sterol, C 27 H 46 O, that occurs in all animal tissues, especially in the brain, spinal cord, and adipose tissue, functioning chiefly as a protective agent in the skin and myelin sheaths of nerve cells, a detoxifier in the bloodstream, and as a precursor of many steroids:

deposits of cholesterol form in certain pathological conditions, as gallstones and atherosclerotic plaques.

Circulatory System - the system of organs and tissues, including the heart, blood, blood vessels, lymph, lymphatic vessels, and lymph glands, involved in circulating blood and lymph through the body.

Colon - the part of the large intestine extending from the cecum to the rectum.

Digestion - the process in the alimentary canal by which food is broken up physically, as by the action of the teeth, and chemically, as by the action of enzymes, and converted into a substance suitable for absorption and assimilation into the body.

Digestive System - the system by which ingested food is acted upon by physical and chemical means to provide the body with absorbable nutrients and to excrete waste products; in mammals the system includes the alimentary canal extending from the mouth to the anus, and the hormones and enzymes assisting in digestion.

Eating Disorder - any of various disorders, as anorexia nervosa or bulimia, characterized by severe disturbances in eating habits.

Endurance - the ability or strength to continue or last, especially despite fatigue, stress, or other adverse conditions; stamina

Excretion - the substance excreted, as urine or sweat, or certain plant products.

Excretory System - The systems that excrete wastes from the body. For example, the system of organs that regulates the amount of water in the body and filters and eliminates from the blood the wastes produced by metabolism. The principal organs of the excretory system are the kidneys, ureters, urethra, and urinary bladder.

Exercise - bodily or mental exertion, especially for the sake of training or improvement of health

Fats - Nutrients that supply energy

Fiber - The part of grains, fruits, and vegetables that the body cannot break down.

Fitness - Being able to handle the physical work and play every day without becoming tired.

Flexibility - The ability to move joints fully and easily.

Heart and lung endurance - The ability to perform vigorous physical activity without getting overly tired.

Joint Cartilage - A type of connective tissue that allows joints to move easily, cushions bones, and supports soft tissues such as those in the nose and the ear.

Kidneys - The organs that filter water and waste from the blood.

Ligament - A type of connecting tissue that holds bones in place at the joints.

Liver - The body's largest gland, that secretes a liquid called bile that helps to digest fats.

Minerals - any of the inorganic elements, as calcium, iron, magnesium, potassium, or sodium, that are essential to the functioning of the human body and are obtained from foods.

Muscular system - All the muscles of the body collectively, especially the voluntary skeletal muscles.

Nutrient dense - relatively rich in nutrients for the number of calories contained.

Nutrients - containing or conveying nutriment, as solutions or vessels of the body.

Pancreas - a gland, situated near the stomach, that secretes a digestive fluid into the intestine through one or more ducts and also secretes the hormone insulin.

Physical Activity - Any kind of movement that causes your body to use energy.

Plasma - A yellowish fluid. The watery portion of blood.

Proteins - Nutrients used to repair body cells and tissues.

Pulmonary Circulation - the circulation of blood from the heart to the lungs for oxygenation and back to the heart.

Saliva - a viscid, watery fluid, secreted into the mouth by the salivary glands, that functions in the tasting, chewing, and swallowing of food, moistens the mouth, and starts the digestion of starches.

Saturated Fats - a type of single-bond animal or vegetable fat, as that found in butter, meat, egg yolks, and coconut or palm oil, that in humans tends to increase cholesterol levels in the blood.

Skeletal System - the framework of the body, consisting of bones and other connective tissues, which protects and supports the body tissues and internal organs.

Small Intestine - A coiled tube, about 20 feet long where most of the digestive process takes place.

Strength - The ability of your muscles to exert a force.

Systemic Circulation - Circulation that sends oxygen rich blood to all the body tissues except the lungs

Tendon - A type of connective tissue that connects muscle to muscle or muscle to bone.

Unsaturated Fats - Fats that are liquid at room temperature.

Vein - A type of blood vessel that carries blood back to the heart from all parts of the body.

Vitamins - Substances that help to regulate the body's functions.

# Unit 1: Impact of Risky Behaviors on Body Systems and Functions

<b>Content Area:</b> Health	<b>Course:</b> 7th Grade Health	<b>UNIT:</b> Impact of Risky Behaviors on Body Systems and Function
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<b>Unit Description:</b> This unit introduces students to the dangers of various risky behaviors and their impact on body systems. Lessons will include the dangers of: Alcohol, drugs, tobacco, STIs, and being sexually active. Students are taught refusal skills and how to avoid situations that might lead to these risky behaviors.	<b>Unit Timeline:</b> About 5 weeks
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## DESIRED Results

**Transfer Goal - *Students will be able to independently use their learning to understand how to make responsible, healthy decisions to improve and maintain a healthy lifestyle.***

### **Understandings – *Students will understand that... (Big Ideas)***

1. Body systems work together in specific groups.
2. The body's functions are regulated by two different nervous systems.
3. Having the skills and knowledge necessary to provide appropriate care and treatment will keep self and others be safe in emergency situations.
4. Personal lifestyle choices can positively and negatively impact the health of the body's nervous system.

### **Essential Questions: *Students will keep considering...***

- How do my lifestyle choices affect my body systems?
- How do I use refusal skills to stay out of risky situations?
- What preventative measures do I need to take in order to reduce my risks of disease?
- What role does abstinence play in my daily health?

Students will know/understand ...	Students Will Be Able to ...	Standard
<ul style="list-style-type: none"> <li>Names and function of muscles/muscle pairs</li> <li>Knowledge of muscle movement</li> </ul>	<p>Explain how muscles work in pairs for movement to occur and provide examples (e.g., flexors and extensors, bicep contracts and tricep extends to flex your elbow bringing hand to shoulder)</p>	FS.1.B.7a
<ul style="list-style-type: none"> <li>Knowledge of body systems</li> </ul>	<p>Explain how the skeletal system supports and protects other body systems (e.g., circulatory, muscular, nervous)</p>	FS.1.C.7a
<ul style="list-style-type: none"> <li>Knowledge of dominant traits</li> <li>Knowledge of recessive traits</li> </ul>	<p>Distinguish between dominant and recessive traits</p>	FS.1.K.7a
<ul style="list-style-type: none"> <li>Problem solving process</li> <li>Decision making process</li> </ul>	<p>Formulate scenarios that will illustrate potential problems or difficult situations</p>	FS.2.C.7a
<ul style="list-style-type: none"> <li><b>Cause and effect of proper nutrition,</b></li> <li><b>Negative effects of tobacco and alcohol use</b></li> <li><b>Recommended amount of sleep each night</b></li> <li><b>BMI (Body Mass Index)</b></li> <li><b>Heart Rate Zones</b></li> <li><b>Portion control and healthy food choice</b></li> <li><b>Students will be able to measure one's heart rate.</b></li> </ul>	<p><b>Critique personal behaviors and their cause and effect that relate to the following choices:</b></p> <ul style="list-style-type: none"> <li><b>eating breakfast daily; refraining from the use of tobacco and alcohol;</b></li> <li><b>sleeping six to eight hours a night;</b></li> <li><b>maintaining a healthy weight;</b></li> <li><b>daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes)</b></li> </ul>	<b>HME.1A.7a</b>
<ul style="list-style-type: none"> <li>Risks to our personal health and safety in our daily lives.</li> <li>Preventive care practices.</li> </ul>	<p>Predict problems that may occur due to insufficient or lack of preventive care for health needs</p>	HME.1.B.7a
<ul style="list-style-type: none"> <li>Understanding of the human life cycle</li> <li>Definition of fertilization</li> </ul>	<p>Sequence the process and events of the human life cycle including fertilization, fetal development, and birth</p>	HME.1.C.7a
<ul style="list-style-type: none"> <li>Knowledge of health related issues and where to seek treatment</li> <li>Knowledge of different healthcare systems</li> </ul>	<p>Connect the appropriate resource in the community to determine their role in prevention and treatment of health related problems (e.g., American Cancer Society, March of Dimes, American Health Association)</p>	HME.3.C.7a

	Examine the different types of health care systems (e.g., HMOs – employer-provided health insurance)	HME.3.C.7b
<ul style="list-style-type: none"> <li>● <b>Knowledge of the decision making process</b></li> </ul>	<b>Analyze and evaluate how the decision making process can help an individual in life situations</b>	<b>HME.4.A.7a</b>
<ul style="list-style-type: none"> <li>● Refusal skills and when to apply</li> <li>● Define self-perception</li> <li>● What is peer pressure</li> </ul>	Examine the impact that peer pressure refusal skills have on self-perception and the perception of others	HME.4.B.7a
<ul style="list-style-type: none"> <li>● Define sexual harassment</li> <li>● Develop a plan for how to deal with sexual harassment</li> </ul>	Discuss sexual harassment issues and create a plan to address these issues	HME.4.E.7a
<ul style="list-style-type: none"> <li>● Names of various types of cancers</li> <li>● How various types of cancers are screened</li> </ul>	Recognize the importance of regular check-ups for various types of cancer (e.g., breast, testicular, skin)	RA.1.D.7a
<ul style="list-style-type: none"> <li>● Names of common STIs</li> <li>● Types of treatments and transmission of STIs</li> </ul>	Name and discuss common STIs (sexually transmitted infections)	RA.1.D.7b
	Describe the patterns of transmission, treatments, and prevention of sexually transmitted infections	RA.1.D.7c
<ul style="list-style-type: none"> <li>● Knowledge of HIV/AIDS</li> </ul>	Compare and contrast signs and symptoms of HIV/AIDS	RA.1.E.7a
<ul style="list-style-type: none"> <li>● <b>Define sexually transmitted infections.</b></li> <li>● <b>Define abstinence.</b></li> </ul>	<b>Describe how to protect self and others from STI (sexually transmitted infections) and explain the role of abstinence for prevention.</b> <b>(**Section 170.015 Revised Statutes of Missouri: “Present abstinence from sexual activity as the preferred choice of behavior...and... stress that sexually transmitted diseases are serious, possible, health hazards of sexual activity. It requires the student be presented “with the latest medically and factually accurate information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the</b>	<b>RA.1.F.7a</b>

	<b>prevention of pregnancy and sexually transmitted diseases.”)</b>	
<ul style="list-style-type: none"> <li>Identify potential unsafe situations and locations</li> <li>Describe corrective measures for unsafe situations.</li> </ul>	Assess home and school environments for potential unsafe situations and recommend corrective action	RA.2.A.7a
<ul style="list-style-type: none"> <li><b>Knowledge of first aid procedures.</b></li> <li><b>what is considered poison and poison control</b></li> <li><b>Application of “RICE” methods</b></li> <li><b>Describe how to control bleeding</b></li> </ul>	<b>Demonstrate basic first aid procedures such as the abdominal thrust, rescue breathing and CPR, poisoning, burns, control bleeds, RICE</b>	<b>RA.2.B.7a</b>
<ul style="list-style-type: none"> <li>Injury prevention techniques</li> </ul>	Make informed decisions to reduce the risk of injuries during exercise, sports and other activities	RA.2.C.7a
<ul style="list-style-type: none"> <li>Define characteristics of peer pressure and peer support.</li> <li>Understand and define TAOD (Tobacco Alcohol and Other Drugs.)</li> <li>Understand the effects of juling and vaping on the body</li> </ul>	Compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use	RA.3.C.7a

	<b>Literacy Standards</b>	
	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	R4
	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W6
	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W7
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W8
	<b>Technology Standards</b>	



	<p>Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>Curate information from digital sources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p>	<p>ISTE 3a/c</p>
	<p>Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p>	<p>ISTE 6c</p>
	<p>Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>	<p>ISTE 7c</p>

## Unit 1: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1, 2, 4	<b>HM.4.A.a</b> <b>FS.2.C.a</b> <b>RA.1.F.a</b> <b>RA.2.B.a</b>	<p><b>Description of Assessment Performance Task(s):</b>            Students will take on the role of a professional blogger for teenhealth.org. They will choose an area of focus: partaking in reckless behaviors, exposure to STIs, or use of tobacco, alcohol, and drugs. Once an area of focus is selected, each student will choose an approved celebrity or athlete to analyze and evaluate their lifestyle choices and its impact on the functioning of the muscular system, central nervous system, skeletal system, reproductive system, and/or circulatory system. (Teacher will provide a list of approved celebrities based on their history of reckless behaviors. Students may use a celebrity not on the list with teacher approval.) As the creator of this blog, the student should consider how the format of the blog could look to increase reader engagement: Infographics, Top 10 List, etc. and post their blog to a site for whole class review . Blogs can be posted on Blogger, Google Classroom, via Gallery Walk, etc.            *After posting a personal blog, student will respond to other student blogs with appropriate comment or suggestions.</p> <p>*Students may, with teacher permission, use an alternate medium to the written blog. This could include a video blog, Infographics, etc.</p> <p><b>Teacher will assess:</b>  <i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i></p> <ul style="list-style-type: none"> <li>○ Understanding and explanation of unhealthy behaviors of the human body systems</li> <li>○ Depth of accurate information provided about of daily healthy life choices</li> <li>○ Accurate and appropriate use of vocabulary terminology</li> <li>○ Clear writing structure</li> </ul> <p><b>Performance:</b>  <b>Mastery:</b></p>	<p><b>D</b></p> <p><b>21 Century</b></p> <p>critical thinking            communication            creativity</p>

		<p>Students will show that they really understand when they score a 23 or greater on the scoring guide.</p> <p><b>Scoring Guide:</b> <a href="#">Body Systems Assessment Scoring Guide</a></p>	
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Unit 1: Sample Activities

**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	FS.1.C.a R4	<p><b>1. Activity: Skeletal System</b></p> <p>Students will be given a list of terms about the skeletal system. Each student will use available resources to write the definition of each term on the notes sheet provided. Students will read about the system and then complete a diagram labeling all the parts of the skeletal system.</p> <p>Students will pair up to compare responses on their diagrams. Students will identify any differences between the worksheets and will determine which is the most correct answer. The teacher will facilitate the activity, working to resolve any uncertainties and extend conversation to enhance learning.</p> <p>The teacher will close the activity by providing all the correct answers so that all students have accurate information.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will know skeletal system vocabulary.</li> <li>• Students will be able to accurately match skeletal terms on a diagram of the body.</li> </ul> <p>Appendix Documents: <a href="#">Skeletal Labeling</a></p>	Cooperative Learning	B  Collaboration Communication

		<a href="https://docs.google.com/document/d/1IHbP4DECfip909Bkv5rH-sB8naK8kot-AtHdklCzfCw/edit">https://docs.google.com/document/d/1IHbP4DECfip909Bkv5rH-sB8naK8kot-AtHdklCzfCw/edit</a> <a href="#">Skeletal Worksheet</a>		
1	FS.1.C.a	<p><b>2. Activity: Body Tracing Diagram</b></p> <p>Students will be given a large piece of paper to trace the outline of their partner's body. They will then be given a body system and a list of terms that they need to label and draw in on their large piece of paper. Students will then present their poster to the class.</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will know they body systems and where each is located within the human body.</li> <li>• Students will understand the importance of each function of the different systems.</li> </ul>	Cooperative Learning	B  Communication Collaboration
1	FS.1.B.a FS.1.C.a R4	<p><b>3. Activity: Muscular System</b></p> <p>Students will be given a list of terms about the muscular system. Each student will use available resources to write the definition of each term on the note sheet provided. Students will read about the system and then complete a diagram labeling all the parts of the muscular system.</p> <p>The teacher will close the activity by providing all the correct answers so that all students have accurate information.</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to find and label muscles of the body.</li> <li>• Students will know the function of the muscular system.</li> </ul> <p>Appendix Documents: <a href="#">Muscular System Diagram</a> <a href="#">Muscular System Key</a></p>	Cooperative Learning	B  Critical Thinking
1	FS.1.C.a	<b>4. Activity: The Heart</b>	Non linguistic Representation	B

		<p>Students will be given a blank drawing of a heart. Each student will use available resources to write correct terminology, while labeling each correct portion of the heart.</p> <p>The teacher will demonstrate how to take resting heart rate using the gradual release method of “I do, we do, you do.” In a chart, students will write down resting heart rate. They will then do 30 seconds of physical activity (jumping jacks, jog in place, etc.) After the activity, students will take resting heart rate again. In the chart they will record activity heart rate. Students will then compare and analyze why the heart rate increased. In closing, students will pair up to discuss their results and respond to the prompt: Why is it important to reach your active heart rate during exercise? The teacher will survey responses, written or oral, and clarify responses as appropriate.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to correctly find resting and active heart rates.</li> <li>• Students will understand the importance of active heart rate during exercise.</li> </ul> <p>Appendix Documents:  <a href="#">Heart Diagram</a>  <a href="#">Heart Diagram Worksheet</a></p>	Providing Practice	Communication Critical Thinking
1-3	FS.1.C.a R4	<p><b>5. Activity: The Brain and Brain Functions</b></p> <p>Students will be given a list of terms about the brain and central nervous system. Each student will use available resources to write the definition of each term on the note sheet provided. Students will read about the system and then complete a diagram labeling all the parts of the brain and central nervous system.</p> <p>Students will pair up to compare responses on their diagrams. Students will identify any differences between the worksheets and will determine which is the most correct answer. The teacher will facilitate the activity, working to resolve any uncertainties and extend conversation to enhance learning.</p>	Cooperative Learning	B  Collaboration, Communication

		<p>The teacher will close the activity by providing all the correct answers so that all students have accurate information.</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will know the functions of the central nervous system.</li> <li>• Students will understand the importance of central nervous system and what happens if there are issues with the central nervous system.</li> </ul> <p>Appendix Documents: <a href="#">Brain Diagram Key</a>, <a href="#">Brain Diagram Worksheet</a></p>		
1-3	<p>FS.1.C.a W6 W8 ISTE 3c ISTE 6c ISTE 7c</p>	<p><b>6. Activity: Body System Project</b></p> <p>Students will demonstrate understanding of a certain body system (Muscular, Skeletal, Nervous) by completing a presentation on Google Slides.</p> <p>Students will work in small groups of 3. One student is responsible for breaking down the function. One student is responsible for how to care for the system. One student is responsible for diseases of the system. Each student will present their slide.</p> <p>The teacher will facilitate and answer questions if needed and check for understanding while students create presentation.</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will understand the importance of different body systems and how to care for it.</li> </ul>	<p>Cooperative Learning</p> <p>Setting objectives and providing feedback</p> <p>Summarizing and note taking</p>	<p>B</p> <p>Collaboration Communication</p>
3	<p>FS.2.C.a <b>HM.4.A.a</b> ISTE 3a</p>	<p><b>7. Activity: Different First Aid Scenarios</b></p> <p>Students will be able to appropriately address a first aid scenario correctly. Students will be given a list of examples. Some situations may be more serious than others. Depending on the scenario, each answer will provide a</p>	<p>Cues, Questions, and Advance Organizers</p>	<p>B</p> <p>Critical Thinking Creativity</p>

		<p>check for understanding and how to respond to the scenario correctly.</p> <p>Students will have access to resources to back up their explanation. For example, teachers presentation or american red cross app/ website for additional information.</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to provide the appropriate care and treatment in multiple situations.</li> </ul> <p>Appendix Documents:  <a href="#">First Aid Scenarios</a></p>		
3	<p>FS.2.C.a  <b>HM.4.A.a</b>  W7  W8  ISTE 3a  ISTE 3c  ISTE 6c</p>	<p><b>8. Activity: First-Aid First Responder (7th Grade Research Project)</b></p> <p>Students will demonstrate understanding by completing a full research presentation over a first-aid scenario. Student will be a first responder to an emergency situation and have to provide information that will be passed on to the hospital.</p> <p>Teacher will assess to see if student has an understanding of how to appropriately respond to the emergency that was presented. Students will be able to show background knowledge of providing treatment and practical application to the emergency.</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to show proper understanding of handling a first aid scenario.</li> <li>• Students will understand the importance of providing correct care to injuries.</li> <li>• Students will know what is classified as a first aid scenario.</li> </ul> <p>Appendix Documents: <a href="#">Personal Wellness and Health - First Aid Project</a></p>	Cooperative Learning	<p>C  critical thinking  communication  creativity</p>

3, 4	HM.1.C.a RA.1.D.b RA.1.D.c RA.1.E.a <b>RA.1.F.a</b>	<p><b>9. Activity: Human Growth &amp; Development</b></p> <p>Before teaching these lessons, <a href="#">parent permission forms</a> should be signed by every child’s parent. Teacher will review information about puberty from last school year and discuss the human life cycle. Then, teacher will introduce the transmission, prevention, and treatment of sexually transmitted infections as well as contraceptive methods, with abstinence being the preferred method for adolescents. Before discussing the information, students will complete an <a href="#">anticipation guide</a>. Then, students will review the information and list evidence that supports whether the statement is true or false and make that change on the anticipation guide. The students will then summarize their learning and answer the question “what do you believe is the most effective way to prevent all sexually transmitted infections?” As an exit ticket, students should be provided the opportunity to ask a question or questions about these topics, either through a Google Form or anonymous paper submissions that the teacher will review and use to provide follow up instruction for the next class period(s).</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Students will know the definitions of puberty and fertilization.</li> <li>● Students will understand the human life cycle and fetal development.</li> <li>● Students will know the definitions of STI and abstinence.</li> <li>● Students will know common STIs (sexually transmitted infections).</li> <li>● Students will understand how STIs are prevented, transmitted, and treated.</li> <li>● Students will understand the role abstinence plays in preventing STIs.</li> <li>● Students will understand the similarities and differences of the signs and symptoms of HIV and AIDS.</li> <li>● Students will be able to protect self and others from sexually transmitted infections (STIs).</li> </ul> <p><b>Appendix Documents:</b> <a href="#">PPT Presentation</a></p> <p>**Section 170.015 Revised Statutes of Missouri: Requires the student be presented “with the latest medically factual regarding both the possible side</p>	Advance Organizer  Cues & Questions	C  Critical Thinking Communication
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		<p>effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases.”</p> <p><a href="#">Alternative Assignment: Infographics</a>  (Reference: Creative Educator Infographics Lesson:  <a href="http://creativeeducator.tech4learning.com/2013/lessons/Infographics">http://creativeeducator.tech4learning.com/2013/lessons/Infographics</a>)</p>		
3, 4	<b>HM.4.A.a</b> <b>HM.4.B.a</b> <b>RA.3.C.a</b> <b>FS.2.C.a</b>	<p><b>10. Activity: Healthy Relationships &amp; Decision Making</b></p> <p>Teacher and students will generate a list of characteristics of a healthy relationship. Teacher will do a Think Aloud about a scenario that includes a difficult situation and how to resolve it. Then, students will create and discuss various scenarios in a fishbowl activity in order to role play making decisions and resolving difficult situations while the outer circle analyzes and evaluates the role of peer pressure on the individual and the decision-making process. Outer circle students will also identify parts of the situation that are unhealthy.</p> <p>Students will report a decision and the consequences from a recent dilemma.</p> <p><a href="#">Guide for teacher</a></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>● Students will know personal boundaries of others and self</li> <li>● Students will understand the difference between healthy and unhealthy relationships</li> <li>● Students will be able to create a plan to address sexual harassment issues</li> <li>● Students will be able to formulate scenarios that illustrate potential problems or difficult situations</li> <li>● Students will be able to examine the impact that peer pressure refusal skills have on self-perception and the perception of others</li> <li>● Students will understand the decision making process.</li> </ul>	<p>Setting objectives and providing feedback</p> <p>summarizing and note taking</p>	<p>B</p> <p>Communication Creativity</p>

## Unit 1: Resources

### UNIT RESOURCES

#### **Teacher Resources:**

*This may include:*

- *Teen Health Course 2: Teacher Edition*
- [parent permission forms](#)
- [FHSD Board Policy](#) of Human Growth & Development
- [state statute](#) of Human Growth & Development
- <https://www.cdc.gov/>
- <http://kidshealth.org/>
- <http://www.webmd.com/>
- <http://www.mayoclinic.org/>
- *BJC Presenter*
- [https://drive.google.com/a/g.fhdschools.org/file/d/0B\\_ytZPPG8SF](https://drive.google.com/a/g.fhdschools.org/file/d/0B_ytZPPG8SF)

#### **Student Resources:**

*This may include:*

- *Glencoe Teen Health Course 2*
- <http://kidshealth.org/>
- <http://www.webmd.com/>
- <http://www.mayoclinic.org/>

#### **Vocabulary:**

Alcohol - whiskey, gin, vodka, or any other intoxicating liquor containing this liquid.

Alcoholism - a chronic disorder characterized by dependence on alcohol, repeated excessive use of alcoholic beverages, the development of withdrawal symptoms on reducing or ceasing intake, morbidity that may include cirrhosis of the liver, and decreased ability to function socially and vocationally.

Alveoli - an air cell of the lungs, formed by the terminal dilation of tiny air passageways.

Amphetamine - a racemic drug, C<sub>9</sub>H<sub>13</sub>N, that stimulates the central nervous system: used chiefly to lift the mood in depressive states and to control the appetite in cases of obesity.

Carbon Monoxide - a colorless, odorless, poisonous gas, CO, that burns with a pale-blue flame, produced when carbon burns with insufficient air: used chiefly in organic synthesis, metallurgy, and in the preparation of metal carbonyls, as nickel carbonyl.

Chlamydia - A widespread, often asymptomatic sexually transmitted disease caused by *Chlamydia trachomatis*, a major cause of

nongonococcal urethritis in men and pelvic inflammatory disease and ectopic pregnancy in women.

Cirrhosis - disease of the liver characterized by increase of connective tissue and alteration in gross and microscopic makeup.

Depressant - Medicine/Medical. having the quality of depressing or lowering the vital activities; sedative.

Drug - Pharmacology. a chemical substance used in the treatment, cure, prevention, or diagnosis of disease or used to otherwise enhance physical or mental well-being.

Drug Abuse - addiction to drugs.

Emphysema - a chronic, irreversible disease of the lungs characterized by abnormal enlargement of airspaces in the lungs accompanied by destruction of the tissue lining the walls of the air spaces.

Fertilization - The joining of a male sperm cell and a female egg cell to form a new human life.

Gonorrhea - a contagious, purulent inflammation of the urethra or the vagina, caused by the gonococcus.

Hallucinogen - a substance that produces hallucinations.

Herpes - any of several diseases caused by herpesvirus, characterized by eruption of blisters on the skin or mucous membranes.

HIV/Aids - a variable retrovirus that invades and inactivates helper T cells of the immune system and is a cause of AIDS and AIDS-related complex.

Human Papilloma Virus - a species of virus that causes genital warts.

Illegal drugs - forbidden by law or statute.

Inhalant - a medicine, allergen, or other substance that is inhaled.

Intoxicated - affected by a substance that intoxicates; drunk; inebriated.

Medicine - any substance or substances used in treating disease or illness; medicament; remedy.

Narcotic - any of a class of substances that blunt the senses, as opium, morphine, belladonna, and alcohol, that in large quantities produce euphoria, stupor, or coma, that when used constantly can cause habituation or addiction, and that are used in medicine to relieve pain, cause sedation, and induce sleep.

Nicotine - a colorless, oily, water-soluble, highly toxic, liquid alkaloid,  $C_{10}H_{14}N_2$ , found in tobacco and valued as an insecticide.

Over The Counter - Pharmacology. sold legally without a doctor's prescription:

Prescription - a direction, usually written, by the physician to the pharmacist for the preparation and use of a medicine or remedy.

Puberty - the period during which adolescents reach sexual maturity and become capable of reproduction.

Side Effect - any effect of a drug, chemical, or other medicine that is in addition to its intended effect, especially an effect that is harmful or unpleasant.

Stimulant - something that temporarily quickens some vital process or the functional activity of some organ or part

Syphilis - a chronic infectious disease, caused by a spirochete, *Treponema pallidum*, usually venereal in origin but often congenital, and affecting almost any organ or tissue in the body, especially the genitals, skin, mucous membranes, aorta, brain, liver, bones, and nerves.

Tar - A thick, dark liquid that forms when tobacco burns.