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**Marlboro Central School District
 Curriculum Map**

**Middle School Health
 2018**

Grade 8

| Topics | Concepts (Indicators & Tasks) | Skills | Types of Assessment | Time Frame (weeks) | Important Terminology |
|---|--|--|---|------------------------------|--|
| Introduction to Health & Wellness | <p>Performance Indicators:</p> <ul style="list-style-type: none"> Demonstrate the necessary knowledge and skills to promote healthy adolescent development through interrelationships of emotional, intellectual, physical and social health (Standard 1; MH 1A). Analyze the multiple influences which affect health decisions and behaviors (Standard 1; MH 1A). Demonstrate personal and social skills which enhance personal health and safety (Standard 2). Understand the need for personal involvement in improving the environment (Standard 2). Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools (Standard 3; MH 3D). Recognize the need to be an advocate for family and community health (Standard 3). <p>Student Tasks:</p> <ul style="list-style-type: none"> Describe what "health" means. Demonstrate how SMEEP and the health triangle can be used to encourage the practice of positive health behaviors. Identify connections between SMEEP and the health triangle in advocating for healthy individuals, families and schools. Analyze the interrelationship of SMEEP (Social, Mental, Emotional, Environmental and Physical) in relation to adolescent health. | <ul style="list-style-type: none"> -Individual analysis & self-assessment -Peer collaboration -Guided note-taking -Class & group discussion <p>Health Skills:</p> <ul style="list-style-type: none"> -Self-management -Relationship management -Stress management -Communication -Planning & goal setting -Decision-making -Advocacy | <ul style="list-style-type: none"> -Pre-assessment -Do-Now/bell ringer -Carousel brainstorm (SMEEP) -Technology activities -Review activities -Quiz/Test (multiple units) | 1.5 | <ul style="list-style-type: none"> -Health -Adolescent health -Wellness -Health triangle -Social health -Mental health -Emotional health -Environmental health -Physical health -Community service |
| Goal Setting & Decision Making | <p>Performance Indicators:</p> <ul style="list-style-type: none"> Apply prevention and risk reduction strategies to positively impact their own mental health (Standard 1; MH 1A). Demonstrate the necessary | <ul style="list-style-type: none"> -Individual analysis & self-assessment -Peer collaboration -Guided note-taking | <ul style="list-style-type: none"> -Do-Now/bell ringer -SMART goal worksheet -Decision-making | 1.5 | <ul style="list-style-type: none"> -Goal setting -S (Specific) -M (Measurable) -A (Attainable) -R (Realistic) -T (Timely) |

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| | <p>knowledge and skills to promote healthy adolescent development (Standard 1; MH 1A).</p> <ul style="list-style-type: none"> Analyze the multiple influences which affect health decisions and behaviors (Standard 1; MH 1A). Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks (Standard 2; MH 3A). Demonstrate personal and social skills which enhance personal health and safety (Standard 2). Understand the need for personal involvement in improving the environment (Standard 2). Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools (Standard 3; MH 3D). Recognize the need to be an advocate for family and community health (Standard 3). <p>Student Tasks:</p> <ul style="list-style-type: none"> Demonstrate using SMART goals in making lifelong healthy decisions. Establish SMART goals when advocating for family and community health. Analyze the consequences health behavior decisions have on self and others. Utilize decision-making steps to avoid dangerous and risky behaviors or situations. | <p>-Class & group discussion</p> <p>Health Skills:</p> <p>-Self-management</p> <p>-Relationship management</p> <p>-Stress management</p> <p>-Communication</p> <p>-Planning & goal setting</p> <p>-Decision-making</p> <p>-Advocacy</p> | <p>scenario worksheet</p> <p>-Role play activities</p> <p>-Technology activities</p> <p>-Review activities</p> <p>-Quiz/Test (multiple units)</p> | <p>-Short-term goals</p> <p>-Long-term goals</p> <p>-Decision-making</p> <p>-Values</p> <p>-Problem-solving</p> <p>-Communication</p> <p>-Negotiation skills</p> |
| <p>Central Nervous System</p> | <p>Performance Indicators:</p> <ul style="list-style-type: none"> Integrate knowledge of basic body systems with an understanding of the changes that accompany puberty (Standard 1). Demonstrate the necessary knowledge and skills to promote healthy adolescent development (Standard 1; MH 1A). Analyze the multiple influences which affect health decisions and behaviors (Standard 1; MH 1A). Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks (Standard 2; MH 3A). Recognize the need to be an advocate for family and community health (Standard 3). | <p>-Individual analysis</p> <p>-Peer collaboration</p> <p>-Guided note-taking</p> <p>-Class & group discussion</p> <p>-Labeling diagrams</p> <p>Health Skills:</p> <p>-Self-management</p> <p>-Relationship management</p> <p>-Stress management</p> <p>-Communication</p> | <p>-Do-Now/bell ringer</p> <p>-Diagram worksheets</p> <p>-Web-based research</p> <p>-Brain teaser activities</p> <p>-Brain Games</p> <p>-Video questionnaires</p> <p>-BrainPOP</p> <p>-Technology activities</p> | <p>1.5</p> <p>-Nervous system</p> <p>-Central nervous system</p> <p>-Peripheral nervous system</p> <p>-Somatic system</p> <p>-Autonomic system</p> <p>-Brain</p> <p>-Brain stem</p> <p>-Cerebrum</p> <p>-Cerebellum</p> <p>-Spinal cord</p> <p>-Neurons</p> <p>-Axons</p> <p>-Dendrites</p> <p>-Synapse</p> <p>-Memorization</p> <p>-Color recognition</p> <p>-Brain speed</p> <p>-Letter recognition</p> |

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| | <p>Student Tasks:</p> <ul style="list-style-type: none"> Analyze why the central nervous system is the command center of the human body. Identify how the brain influences the body during adolescent development. Describe the functions of the nervous system and the peripheral nervous system. Identify and describe the parts of the central nervous system. Explain health issues associated with the central nervous system and identify skills for avoiding or reducing risks. | <ul style="list-style-type: none"> -Planning & goal setting -Decision-making -Advocacy | <ul style="list-style-type: none"> -Review activities -Quiz/Test (multiple units) | | <ul style="list-style-type: none"> -Meningitis -Brain tumors -Epilepsy -Multiple sclerosis |
| Circulatory System | <p>Performance Indicators:</p> <ul style="list-style-type: none"> Integrate knowledge of basic body systems with an understanding of the changes that accompany puberty (Standard 1). Demonstrate the necessary knowledge and skills to promote healthy adolescent development (Standard 1; MH 1A). Analyze the multiple influences which affect health decisions and behaviors (Standard 1; MH 1A). Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks (Standard 2; MH 3A). Recognize the need to be an advocate for family and community health (Standard 3). <p>Student Tasks:</p> <ul style="list-style-type: none"> Analyze why the circulatory system is the transport system of the human body. Identify how the heart influences the body during adolescent development. Describe the functions of the circulatory system. Identify and describe the parts of the circulatory system. Explain health issues associated with the circulatory system and identify skills for avoiding or reducing risks. | <ul style="list-style-type: none"> -Individual analysis -Peer collaboration -Guided note-taking -Class & group discussion -Labeling diagrams Health Skills: -Self-management -Relationship management -Stress management -Communication -Planning & goal setting -Decision-making -Advocacy | <ul style="list-style-type: none"> -Do-Now/bell ringer -Diagram worksheets -Web-based research -Video questionnaire -BrainPOP -Technology activities -Review activities -Quiz/Test (multiple units) | 1.5 | <ul style="list-style-type: none"> -Circulatory system -Cardiovascular system -Cell respiration -Arteries -Veins -Capillaries -Atrium (Left/Right) -Ventricle (Left/Right) -Lungs -Blood -Blood vessels -Hypertensions -Heart attack -Congestive heart failure -Stroke -Arteriosclerosis -Cardiovascular disease -Anemia -Leukemia |

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| <p>Mental & Emotional Health</p> | <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Apply prevention and risk reduction strategies to adolescent health problems (Standard 1; MH 3A & 3C). • Demonstrate the necessary knowledge to promote healthy adolescent development and coping skills (Standard 1; MH 1A). • Analyze the multiple influences which affect health decisions and behaviors including family, environment, genetics, brain chemistry, personal values, peers, media, technology, culture and community (Standard 1; MH 1A). • Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks (Standard 2; MH 3A). • Demonstrate skills which enhance health and safety while understanding one's personal strengths and weaknesses (Standard 2; MH 1A). • Distinguish between valid and invalid health information, products and services (Standard 3; MH 3B & 3C). • Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools (Standard 3; MH 3D). • Analyze how media and technology influence the selection of health information, products and services (Standard 3; MH 3D). • Recognize the need to be an advocate for family and community health (Standard 3). • Demonstrate the ability to access community health services for prevention, illness and emergency care (Standard 3; MH 3ABC). • Demonstrate the ability to utilize resiliency skills in order to bounce back from adversity by learning from experiences that promote positive self-esteem and personal growth (Standard 1; MH 1B). • Recognize and develop the skills necessary to identify, express and respond to their emotions | <ul style="list-style-type: none"> -Individual analysis & self-assessment -Peer collaboration -Guided note-taking -Class & group discussion Health Skills: -Self-management -Relationship management -Stress management -Communication -Planning & goal setting -Decision-making -Advocacy -Resiliency skills | <ul style="list-style-type: none"> -Do-Now/bell ringer -Stress management worksheet -Stress scenario worksheets -Stress log -Web-based research -Current events -Technology activities -Review activities -Quiz/Test (multiple units) | <p>2.5 - 3</p> | <ul style="list-style-type: none"> -Mental health -Emotional health -Self-management -Stress management -Time management -Stressors -Fight or flight -Eustress -Distress -Stress-busting -Adrenaline -Grief -Grief reactions -Coping strategies -Emotional needs -Emotions -Self-care -Adaptation -Self-esteem -Suicide awareness -Anxiety disorders -Depression -Therapy -Sleep -Sleep deprivation -Sleep debt -Resiliency -Feelings -Trauma |
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| | <p>(Standard 1; MH 1C).</p> <p>Student Tasks:</p> <ul style="list-style-type: none"> • Describe how self-management techniques help manage/reduce stress and control emotions. • Identify how stress influences everyday life. • Identify how stress negatively influences the health triangle. • Apply stress management techniques for daily usage. • Assist others (classmates) by identifying stress-busting techniques to manage/reduce stress. • Examine environmental factors that contribute to risky behavior. • Describe and apply strategies (stress management & resiliency) to address compromising health issues/problems (suicide awareness). • Identify valid mental health resources. • Analyze the importance of sleep during adolescence. | | | | |
| Digestive System | <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Integrate knowledge of basic body systems with an understanding of the changes that accompany puberty (Standard 1). • Demonstrate the necessary knowledge and skills to promote healthy adolescent development (Standard 1; MH 1A). • Analyze the multiple influences which affect health decisions and behaviors (Standard 1; MH 1A). • Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks (Standard 2; MH 3A). • Recognize the need to be an advocate for family and community health (Standard 3). <p>Student Tasks:</p> <ul style="list-style-type: none"> • Analyze how the body converts food into energy and waste. • Identify the importance of the digestive system in relation to daily diet. • Describe the functions of the digestive system. • Identify the parts of the digestive system. • Describe the differences between | <ul style="list-style-type: none"> -Individual analysis -Peer collaboration -Guided note-taking -Class & group discussion -Labeling diagrams <p>Health Skills:</p> <ul style="list-style-type: none"> -Self-management -Relationship management -Stress management -Communication -Planning & goal setting -Decision-making -Advocacy | <ul style="list-style-type: none"> -Do-Now/bell ringer -Diagram worksheets -Web-based research -Video questionnaire -BrainPOP -Digestive system brochure -Technology activities -Review activities -Quiz/Test (multiple units) | 1.5 | <ul style="list-style-type: none"> -Digestive system -Digestion -Chemical digestion -Mechanical digestion -Enzymes -Pepsin -Bile -Saliva -Teeth -Tongue -Esophagus -Liver -Pancreas -Gall bladder -Stomach -Small intestine -Large intestine -Appendix -Rectum -Anus -Food selection -Stomachaches -Heartburn -Ulcers |

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| | <p>physical digestion and chemical digestion.</p> <ul style="list-style-type: none"> Explain health issues associated with the digestive system and identify skills for avoiding or reducing risks. | | | | |
| Physical Activity & Fitness | <p>Performance Indicators:</p> <ul style="list-style-type: none"> Apply prevention and risk reduction strategies to adolescent health problems (Standard 1; MH 3A & 3C). Demonstrate the necessary knowledge and skills to promote healthy adolescent development (Standard 1; MH 1A). Analyze the multiple influences which affect health decisions and behaviors (Standard 1; MH 1A). Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks (Standard 2; MH 3A). Demonstrate personal and social skills which enhance personal health and safety (Standard 2). Distinguish between valid and invalid health information, products and services (Standard 3; MH 3B & 3C). Analyze how media and technology influence the selection of health information, products and services (Standard 3; MH 3D). Recognize the need to be an advocate for family and community health (Standard 3). Demonstrate the ability to access community health services for prevention, illness and emergency care (Standard 3; MH 3ABC). <p>Student Tasks:</p> <ul style="list-style-type: none"> Analyze how fitness influences overall health. Explain the social, mental and physical benefits of exercise. Describe the five components of physical fitness. Analyze the chronic diseases/illnesses associated with the lack of physical activity and identify healthy behaviors for avoiding or reducing risks. Identify various types of unintentional injuries and how to avoid/care for them. Identify valid fitness resources. | <ul style="list-style-type: none"> -Individual analysis & self-assessment -Peer collaboration -Guided note-taking -Class & group discussion Health Skills: -Self-management -Relationship management -Stress management -Communication -Planning & goal setting -Decision-making -Advocacy | <ul style="list-style-type: none"> -Do-Now/bell ringer -Web-based research -Current events -Fitness log -Workout plan -Fitness game -Technology activities -Review activities -Quiz/Test (multiple units) | 2 | <ul style="list-style-type: none"> -Physical activity -Fitness -Exercise -Body composition -Aerobic capacity -Muscular strength -Muscular endurance -Flexibility -Target heart rate -Resting heart rate -Conditioning -FITT -Warm-up -Cooling down -Injury -Unintentional injury -Safety -CPR -AED -First Aid -Sedentary lifestyle -Obesity -Obesity epidemic -Diabetes -Hypertension -Arteriosclerosis -Cardiovascular disease -Heart attack -Congestive heart failure -Stroke |

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| <p>Nutrition</p> | <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Apply prevention and risk reduction strategies to adolescent health problems (Standard 1; MH 3A & 3C). • Demonstrate the necessary knowledge and skills to promote healthy adolescent development (Standard 1; MH 1A). • Analyze the multiple influences which affect health decisions and behaviors (Standard 1; MH 1A). • Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks (Standard 2; MH 3A). • Demonstrate personal and social skills which enhance personal health and safety (Standard 2). • Distinguish between valid and invalid health information, products and services (Standard 3; MH 3B & 3C). • Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools (Standard 3; MH 3D). • Analyze how media and technology influence the selection of health information, products and services (Standard 3; MH 3D). • Recognize the need to be an advocate for family and community health (Standard 3). • Demonstrate the ability to access community health services for prevention, illness and emergency care (Standard 3; MH 3ABC). <p>Student Tasks:</p> <ul style="list-style-type: none"> • Identify nutrient dense food choices. • Explain the importance of the 6 essential nutrients in relation to food choices. • Analyze how high sugar intake (including sugary drinks) is a detriment to health. • Analyze the chronic diseases/illnesses associated with poor nutrition and identify healthy behaviors for avoiding or reducing risks. • Examine environmental factors that contribute to poor nutrition. • Advocate for preventative | <ul style="list-style-type: none"> -Individual analysis & self-assessment -Peer collaboration -Guided note-taking -Survey comprehension analysis -Class & group discussion <p>Health Skills:</p> <ul style="list-style-type: none"> -Self-management -Relationship management -Stress management -Communication -Planning & goal setting -Decision-making -Advocacy | <ul style="list-style-type: none"> -Do-Now/bell ringer -Carousel brainstorm (essential nutrients) -Sugar lab -Web-based research -Current events -Food intake logs -MyPlate website analysis -Food label analysis -Video questionnaire -Healthy food collage -Obesity awareness PSA -Technology activities -Review activities -Quiz/Test (multiple units) | <p>5</p> | <ul style="list-style-type: none"> -Nutrition -Nutrients -Dietary guidelines -MyPlate -Carbohydrates -Fats -Protein -Water -Vitamins -Minerals -Sugar -Fiber -Sodium -Milk -Food labels -Portion control -Nutrient dense foods -Fad dieting -Anorexia -Bulimia -Sedentary lifestyle -Obesity -Obesity epidemic -Diabetes -Hypertension -Arteriosclerosis -Cardiovascular disease -Heart attack -Congestive heart failure -Stroke |
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| | <p>measures to decrease obesity rates in America.</p> <ul style="list-style-type: none"> Examine and interpret food labels. Describe the importance of portion control/serving amounts. Identify valid nutrition resources. Explore how the media and technology influence nutrition products and services. | | | | |
| <p>Substance Abuse: Tobacco</p> | <p>Performance Indicators:</p> <ul style="list-style-type: none"> Apply prevention and risk reduction strategies to adolescent health problems (Standard 1; MH 3A & 3C). Demonstrate the necessary knowledge and skills to promote healthy adolescent development (Standard 1; MH 1A). Analyze the multiple influences which affect health decisions and behaviors (Standard 1; MH 1A). Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks (Standard 2; MH 3A). Demonstrate personal and social skills which enhance personal health and safety (Standard 2). Distinguish between valid and invalid health information, products and services (Standard 3; MH 3B & 3C). Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools (Standard 3; MH 3D). Analyze how media and technology influence the selection of health information, products and services (Standard 3; MH 3D). Recognize the need to be an advocate for family and community health (Standard 3). Demonstrate the ability to access community health services for prevention, illness and emergency care (Standard 3; MH 3ABC). <p>Student Tasks:</p> <ul style="list-style-type: none"> Identify the various carcinogens associated with tobacco usage (smoking). Describe both the short and long term problems associated with tobacco usage. | <ul style="list-style-type: none"> -Individual analysis -Peer collaboration -Guided note-taking -Survey comprehension analysis -Class & group discussion Health Skills: -Self-management -Relationship management -Stress management -Communication -Planning & goal setting -Decision-making -Advocacy | <ul style="list-style-type: none"> -Pre-assessment -Do-Now/bell ringer -Cost/spending analysis -Web-based research -Current events -Video questionnaire -Advertisement analysis -Truthful cigarette pack -Tobacco awareness PSA -Technology activities -Review activities -Quiz/Test (multiple units) | 3 | <ul style="list-style-type: none"> -Tobacco -Carcinogens -Tar -Carbon monoxide -Nicotine -Stimulant -Addiction -Cigarettes -Cigars -Pipes -2nd hand smoke -Smokeless tobacco -E-Cigarettes -Vaporizers -Vaping -Cardiovascular disease -Chronic bronchitis -Emphysema -Lung cancer -COPD -Withdrawal -Tolerance -Dependence -Nicotine replacement therapy -Point of sale promotion (media) -Negative peer pressure |

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| | <ul style="list-style-type: none"> Identify how tobacco usage negatively influences the health triangle. Analyze the chronic diseases/illnesses associated with tobacco products and identify healthy behaviors for avoiding or reducing risks. Examine environmental factors that contribute to tobacco usage. Explore how the media and technology influence tobacco usage. Identify valid tobacco resources. Advocate for a tobacco free lifestyle by describing tobacco truths/facts. Analyze e-cigarette usage and the potential problems/issues associated with such usage. Describe strategies to avoid or reduce peer pressure. | | | | |
| Respiratory System | <p>Performance Indicators:</p> <ul style="list-style-type: none"> Integrate knowledge of basic body systems with an understanding of the changes that accompany puberty (Standard 1). Demonstrate the necessary knowledge and skills to promote healthy adolescent development (Standard 1; MH 1A). Analyze the multiple influences which affect health decisions and behaviors (Standard 1; MH 1A). Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks (Standard 2; MH 3A). Recognize the need to be an advocate for family and community health (Standard 3). <p>Student Tasks:</p> <ul style="list-style-type: none"> Analyze the importance of the respiratory system in relation to breathing. Identify how the respiratory system influences the body during adolescent development. Describe the functions of the respiratory system. Identify and describe the parts of the respiratory system. Explain health issues associated with the respiratory system and identify skills for avoiding or reducing risks. | <ul style="list-style-type: none"> -Individual analysis -Peer collaboration -Guided note-taking -Class & group discussion -Labeling diagrams Health Skills: -Self-management -Relationship management -Stress management -Communication -Planning & goal setting -Decision-making -Advocacy | <ul style="list-style-type: none"> -Do-Now/bell ringer -Diagram worksheets -Web-based research -Video questionnaire -BrainPOP -Technology activities -Review activities -Quiz/Test (multiple units) | 1.5 | <ul style="list-style-type: none"> -Respiratory system -Breathing -Inspiration -Expiration -Nose -Mouth -Pharynx -Epiglottis -Larynx -Trachea -Bronchi -Lungs -Bronchioles -Alveoli -Diaphragm -Air quality -Asthma -Chronic bronchitis -Emphysema -Lung cancer |

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| <p>Substance Abuse: Alcohol</p> | <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Apply prevention and risk reduction strategies to adolescent health problems (Standard 1; MH 3A & 3C). • Demonstrate the necessary knowledge and skills to promote healthy adolescent development (Standard 1; MH 1A). • Analyze the multiple influences which affect health decisions and behaviors (Standard 1; MH 1A). • Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks (Standard 2; MH 3A). • Demonstrate personal and social health which enhance personal health and safety (Standard 2). • Distinguish between valid and invalid health information, products and services (Standard 3; MH 3B & 3C). • Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools (Standard 3; MH 3D). • Analyze how media and technology influence the selection of health information, products and services (Standard 3; MH 3D). • Recognize the need to be an advocate for family and community health (Standard 3). • Demonstrate the ability to access community health services for prevention, illness and emergency care (Standard 3; MH 3ABC). <p>Student Tasks:</p> <ul style="list-style-type: none"> • Describe both the short and long term problems associated with alcohol usage. • Identify how alcohol usage negatively influences the health triangle. • Analyze the chronic diseases/illnesses associated with alcohol products and identify healthy behaviors for avoiding or reducing risks. • Explain what alcoholism is and the treatment/associations available to combat the disease. • Examine environmental factors that contribute to alcoholism. | <ul style="list-style-type: none"> -Individual analysis -Peer collaboration -Guided note-taking -Survey comprehension analysis -Class & group discussion <p>Health Skills:</p> <ul style="list-style-type: none"> -Self-management -Relationship management -Stress management -Communication -Planning & goal setting -Decision-making -Advocacy | <ul style="list-style-type: none"> -Pre-assessment -Do-Now/bell ringer -Cost/spending analysis -BAC & proof analysis -Web-based research -Current events -Video questionnaire -Advertisement analysis -Alcohol awareness PSA - Technology activities -Review activities -Quiz/Test (multiple units) | <p>3</p> | <ul style="list-style-type: none"> -Alcohol -Depressant -Proof -BAC -Reaction time -DUI -DWI -Inhibition -Binge drinking -Alcohol poisoning -Alcoholism -Fetal alcohol syndrome (FAS) -Cirrhosis -Intervention -Withdrawal -Tolerance -Dependence -Relapse -Recovery -Negative peer pressure |
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| | <ul style="list-style-type: none"> Explore how the media and technology influence alcohol usage. Identify valid alcohol resources. Advocate for an alcohol free lifestyle by describing alcohol truths/facts. Describe strategies to avoid or reduce peer pressure. | | | | |
| Substance Abuse: Drugs | <p>Performance Indicators:</p> <ul style="list-style-type: none"> Apply prevention and risk reduction strategies to adolescent health problems (Standard 1; MH 3A & 3C). Demonstrate the necessary knowledge and skills to promote healthy adolescent development (Standard 1; MH 1A). Analyze the multiple influences which affect health decisions and behaviors (Standard 1; MH 1A). Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks (Standard 2; MH 3A). Demonstrate personal and social skills which enhance personal health and safety (Standard 2). Distinguish between valid and invalid health information, products and services (Standard 3; MH 3B & 3C). Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools (Standard 3; MH 3D). Analyze how media and technology influence the selection of health information, products and services (Standard 3; MH 3D). Recognize the need to be an advocate for family and community health (Standard 3). Demonstrate the ability to access community health services for prevention, illness and emergency care (Standard 3; MH 3ABC). <p>Student Tasks:</p> <ul style="list-style-type: none"> Analyze what is considered a drug, the reasons for drug usage and the drug classifications. Describe the short and long-term effects of drug usage on the body. Explain what is considered a gateway drug. | <ul style="list-style-type: none"> -Individual analysis -Peer collaboration -Guided note-taking -Survey comprehension analysis -Class & group discussion Health Skills: -Self-management -Relationship management -Stress management -Communication -Planning & goal setting -Decision-making -Advocacy | <ul style="list-style-type: none"> -Pre-assessment -Do-Now/bell ringer -Carousel brainstorm (Drug classification) -Web-based research -Current events -Video questionnaire -Drug worksheets -Class debate -Informative poster -Technology activities -Review activities -Quiz/Test (multiple units) | 4 - 5 | <ul style="list-style-type: none"> -Drugs -Gateway drug -Stimulants -Depressants -Hallucinogens -Narcotics -Prescription drugs -Medicinal drugs -Over-The-Counter (OTC) medicine -Heroin -Opiate -Opioids -Opioid painkillers -Inhalants -Marijuana -Detoxification -SSD -Drug use -Drug misuse -Drug abuse -Drug overdose -Accidental overdose -Addiction -Trauma -Intervention -Withdrawal -Tolerance -Dependence -Relapse -Recovery -Naloxone (NARCAN) -Negative peer pressure |

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| | <ul style="list-style-type: none"> Identify how drug usage negatively influences the health triangle. Analyze the problems associated with drug abuse and identify healthy behaviors for avoiding or reducing risks. Examine the stages of addiction and the differences between drug use/misuse/abuse. Describe the dangerous risks of prescription drug abuse. Examine environmental factors that contribute to drug abuse. Advocate against drug abuse/prescription drug abuse by describing drug truths/facts. Advocate for preventative measures to decrease opioid overdose rates in America. Identify valid drug resources. Describe strategies to avoid or reduce peer pressure. | | | | |
| Growth/Development & Reproductive Systems | <p>Performance Indicators:</p> <ul style="list-style-type: none"> Integrate knowledge of basic body systems with an understanding of the changes that accompany puberty (Standard 1). Demonstrate the necessary knowledge and skills to promote healthy adolescent development (Standard 1; MH 1A). Analyze the multiple influences which affect health decisions and behaviors (Standard 1; MH 1A). Demonstrate personal and social skills which enhance personal health and safety (Standard 2). Distinguish between valid and invalid health information, products and services (Standard 3; MH 3B & 3C). Recognize how cultural beliefs influence health behaviors and the use of health services (Standard 3). Recognize the need to be an advocate for family and community health (Standard 3). <p>Student Tasks:</p> <ul style="list-style-type: none"> Describe the bodily changes that occur during puberty and adolescents. Explain how heredity and environment influence growth/development. Identify how puberty changes the | <ul style="list-style-type: none"> -Individual analysis & self-assessment -Peer collaboration -Guided note-taking -Survey comprehension analysis -Class & group discussion -Labeling diagrams <p>Health Skills:</p> <ul style="list-style-type: none"> -Self-management -Relationship management -Stress management -Communication -Planning & goal setting -Decision-making -Advocacy | <ul style="list-style-type: none"> -Pre-assessment -Do-Now/bell ringer -Diagram worksheets -Web-based research -Video questionnaire -BrainPOP -Vocabulary worksheet -Technology activities -Review activities -Quiz/Test (multiple units) | 4 | <ul style="list-style-type: none"> -Growth -Development -Puberty -Heredity -Fertilization -Hormones -Testosterone -Estrogen -Reproductive systems -Reproductive systems precautions & problems -Semen -Sperm -Nocturnal emission -Seminal vesicle -Prostate gland -Cowper's gland -Urethra -Penis -Testes -Scrotum -Vas deferens -Epididymis -Menstrual cycle -Menstruation -Ovulation -Ovaries -Fallopian tubes -Uterus -Endometrium -Cervix -Vagina -Abstinence |

Michael Monroe
 Keith McAteer
 Amanda Griffin

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| | <p>overall health triangle.</p> <ul style="list-style-type: none"> Analyze the importance of the reproductive systems in relation to growth/development. Identify how the reproductive systems influence the body during puberty. Describe the functions of the reproductive systems. Identify and describe the parts of the reproductive systems. Explain health issues associated with the reproductive systems and identify skills for avoiding or reducing risks. Identify valid local and community resources. Advocate abstinence against high risk behaviors. | | | | |
| <p>Social Health & Relationships</p> | <p>Performance Indicators:</p> <ul style="list-style-type: none"> Apply prevention and risk reduction strategies to adolescent health problems (Standard 1; MH 3A & 3C). Demonstrate the necessary knowledge and skills to promote healthy adolescent development (Standard 1; MH 1A). Analyze the multiple influences which affect health decisions and behaviors (Standard 1; MH 1A). Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks using social media and technology (Standard 2; MH 2A). Demonstrate personal and social skills which enhance personal health and safety (Standard 2). Recognize how cultural beliefs influence health behaviors and the use of health services (Standard 3). Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools (Standard 3; MH 3D). Analyze how media and technology influence the selection of health information, products and services (Standard 3; MH 3D). Recognize the need to be an advocate for family and community health in order to support relationships and reduce | <ul style="list-style-type: none"> -Individual analysis & self-assessment -Peer collaboration -Guided note-taking -Class & group discussion Health Skills: -Self-management -Relationship management -Stress management -Communication -Planning & goal setting -Decision-making -Advocacy | <ul style="list-style-type: none"> -Do-Now/bell ringer -Web-based research -Relationship comparison worksheet -Role play activities -Technology activities -Review activities -Quiz/Test (multiple units) | <p>1.5 - 2</p> | <ul style="list-style-type: none"> -Social Health -Dignity Act -Relationships -Role -Responsibility -Family types -Community service -Tolerance -Character development -Communication skills -Respect -Empathy -Trust -Gratitude -Compassion -Acceptance -Forgiveness -Bullying -Internet safety -Violence -Violence prevention -Conflict -Conflict management & resolution -Compromise -Labeling -Peer pressure -Abstinence |

Michael Monroe
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| | <p>conflicts (Standard 3; MH 2A).</p> <ul style="list-style-type: none"> Apply skills such as positive role modeling, body language, tone of voice and authentic practice to improve communication skills (Standard 2; MH 2A). Incorporate empathy, compassion, acceptance, gratitude and forgiveness in order to reduce stigma and promote positive health (Standard 2; MH 2B & 2C). <p>Student Tasks:</p> <ul style="list-style-type: none"> Identify foundations for healthy relationships. Analyze differences between healthy and unhealthy relationships. Explain different family types. Identify how relationships influence the overall health triangle. Analyze the possible causes of conflict among adolescents. Examine environmental factors that contribute to risky relationship behaviors. Describe how self-management techniques and communication help manage/reduce relationship stress. Describe and apply strategies (stress management) to address compromising relationship issues/problems (violence prevention). Identify valid local and community resources. Describe strategies to avoid or reduce relationship related peer pressure. Advocate abstinence and refusal skills against high risk behaviors. | | | | |
| <p>Disease</p> | <p>Performance Indicators:</p> <ul style="list-style-type: none"> Apply prevention and risk reduction strategies to adolescent health problems (Standard 1; MH 3A & 3C). Demonstrate the necessary knowledge and skills to promote healthy adolescent development (Standard 1; MH 1A). Analyze the multiple influences which affect health decisions and behaviors (Standard 1; MH 1A). Assess potentially dangerous situations and demonstrate the | <ul style="list-style-type: none"> -Individual analysis -Peer collaboration -Guided note-taking Analysis -Survey comprehension analysis -Class & group discussion | <ul style="list-style-type: none"> -Do-Now/bell ringer -Web-based research -Current events -Video questionnaire -HIV/AIDS MythBusters -HIV/AIDS | <p>2.5 - 3</p> | <ul style="list-style-type: none"> -Disease -Communicable disease -Noncommunicable disease -Pathogens -Infection -Bacterial infections -Viral infections -Parasite -Vector -Opportunistic infection -Immune system |

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| | <p>skills to avoid or reduce their risks (Standard 2; MH 3A).</p> <ul style="list-style-type: none"> • Demonstrate personal and social skills which enhance personal health and safety (Standard 2). • Distinguish between valid and invalid health information, products and services (Standard 3; MH 3B & 3C). • Recognize how cultural beliefs influence health behaviors and the use of health services (Standard 3). • Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools (Standard 3; MH 3D). • Analyze how media and technology influence the selection of health information, products and services (Standard 3; MH 3D). • Recognize the need to be an advocate for family and community health (Standard 3). • Demonstrate the ability to access community health services for prevention, illness and emergency care (Standard 3; MH 3ABC). <p>Student Tasks:</p> <ul style="list-style-type: none"> • Explain how lifestyle, family history and other factors are related to the cause or prevention of diseases and other problems. • Identify differences between communicable and noncommunicable diseases. • Describe the difference between HIV and AIDS. • Analyze the methods of transmission and prevention of HIV and AIDS. • Advocate abstinence in preventing sexual risk (HIV & AIDS). • Identify reliable disease prevention resources. • Analyze how diseases learned from previous units are influenced by lifestyle factors and the health triangle. | <p>Health Skills:</p> <ul style="list-style-type: none"> -Self-management -Relationship management -Stress management -Communication -Planning & goal setting -Decision-making -Advocacy | <p>awareness worksheets</p> <ul style="list-style-type: none"> -HIV/AIDS awareness PSA -Technology activities -Review activities -Quiz/Test (multiple units) | <ul style="list-style-type: none"> -Antibodies -HIV -AIDS -Carrier -Abstinence -Prevention -Hygiene -Dental health -Sepsis -Lyme disease |
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