

7<sup>th</sup> and 8<sup>th</sup> Grade Health

	<b>Core Standards/Objectives Enduring Understanding</b>	<b>Skills</b>	<b>Concepts/Content Vocabulary</b>	<b>Essential Questions</b>
<b>1<sup>st</sup> or 3<sup>rd</sup> Quarter</b>	<p><u>Enduring Understanding:</u> Standard 1: Students will demonstrate the ability to use knowledge, skills, and strategies related to mental and emotional health to enhance self-concept and relationships with others.</p>	<p>Understand the concept of self-esteem, learn the characteristics of people who have high and low self-esteem, understand the many influences on self-esteem, and learn strategies for building their self-esteem. Encourage students to be creative and to think of ways to improve their coping skills. Students will develop skills that promote self-awareness. They will learn to be assertive in personal interactions, to set goals to improve self-esteem, and to express and cope with feeling in healthy ways. Students will develop coping skills for alleviating stress through time management. Learn how to prioritize their goals and make a plan to reach the goals. Students will outline a strategy for intervening to help a depressed friend. In addition, they will learn how to locate community resources when help is needed.</p>	<p><b>Depression Suicide Mental and emotional disorders Anxiety disorder Panic Phobia Mood disorder Personality disorder Schizophrenia Adapt Empathy Personality Self-concept Self-esteem Confidence Resilience Emotions Mood swings Anxiety Emotional needs Stress Stressor Fight-or-flight response Adrenaline Therapy Family therapy Psychologist Psychiatrist</b></p>	<p>Identify ways to build self-esteem including recognizing strengths and weaknesses. Identify goal-setting strategies and use them to create a plan for reaching a health-related goal. Analyze how self-esteem affects risk and protective factors. Use decision making skills to solve personal problems. Identify positive ways to express emotions. Identify ways to build resiliency. Demonstrate stress management techniques. Explore strategies for suicide prevention. Identify the prevalence of mental illness and the importance of early intervention and treatment. Distinguish types of mental disorders and explain. Examine components of healthy relationships. Develop strategies to manage inappropriate or harmful comments. Demonstrate refusal skills.</p>
	<p>Standards/Objectives: Emphasis Concepts</p> <ul style="list-style-type: none"> <li>• Develop strategies for health self-concept</li> <li>🔑 Identity strategies that enhance mental and emotional health</li> <li>• Examine Mental illness</li> <li>• Develop and maintain healthy relationships</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			
	<p>The ability to recover from problems or loss is? The ability to handle the stresses and changes of everyday life in a reasonable way is called? Frequent changes in emotional state are called? Why is being resilient important for mental and emotional health? Explain why might people who are often sad become sick more often? Write a short story about a teen that is stressed out. Be sure to include what is causing stress in the teen’s life and the healthful strategies that the teen uses to manage the stress. Write a poem about the different activities you can do to manage your emotions. Do mood swings make teens more likely to become depressed? Explain. Write a paragraph persuading others that people who are mentally ill deserve the same level of respect and care as people who are physically ill. Write an article describing the warning signs of suicide. What are some ways to provide support to someone who may be considering suicide? Write a short story about a teen who is depressed. Explain how the teen makes a decision to get help and who the teen goes to for help.</p>			<p>Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a> for more activities and games Web site go.hrw.com</p>

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<b>1st or 3rd Quarter</b>	<u>Enduring Understanding:</u> Standard 2: Students will use nutrition and fitness information, skills, and strategies to enhance health.	Students will find information about a nutrition related topic. They will read food labels to compare the nutrient contents of similar products. Students will also decide how to deal with family’s unhealthy diet. They will evaluate claims asserting that foods are natural or organic. They will analyze promotional techniques used in food advertisements. Students will learn the skills necessary for proper warming up, cooling down, and stretching during an exercise workout.	<b>Nutrients Nutrition Proteins Carbohydrates Fiber Fats Vitamins Minerals Appetite Hunger Calorie Myplate Overweight Underweight Body mass index BMI Body image Eating disorder Anorexia nervosa Bulimia nervosa Binge eating</b>	Identify the primary nutrients and describe their functions. Explain how the USA Department of Agriculture’s seven dietary guidelines and the most recent food pyramid can enhance proper nutrition. Recognize ways to make healthy food choices. List school and community nutritional resources. List elements of physical fitness. Examine the benefits of maintaining life-long fitness. Identify and investigate available fitness resources. Create individual fitness goals. Explain how weight control is affected by caloric intake and energy expenditure. Explore the short and long term effects of poor nutrition and inactivity. Examine the causes, symptoms and short and long term consequences of eating disorders. Analyze the influence of media on body image
	Standards/Objectives: Emphasis Concepts <ul style="list-style-type: none"> <li>🔑 Describe the components and benefits of proper nutrition</li> <li>• Analyze how physical activity benefits overall health</li> <li>• Recognize the importance of a healthy body image and develop appropriate weight management behaviors</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			<b>Learning Extensions</b>
	Substances in food that your body needs to function are known as? The nutrients used to build and repair cells are called? Elements in food that help your body work properly are known as? The emotional desire for food is known as? The energy equation is the balance between the calories you take in from food and? People who starve themselves on purpose because they are intensely afraid of gaining weight have a disorder called? Predict what are some short-term and long-term benefits of healthy eating? Explain why is it often difficult to tell if a person has an eating disorder? Write an essay that explains clearly how teens can use Myplate to guide their food choices. Explain how individuals can meet their nutrient needs by choosing wisely from food groups. Write a story about a teen who is concerned about his or her body image. What advice might you give this teen?			Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a> for more activities and games

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<b>1<sup>st</sup> or 3<sup>rd</sup> Quarter</b>	<u>Enduring Understanding:</u> Standard : Students will demonstrate health-promoting and risk reducing behaviors to prevent substance abuse.	Students will develop skills for effectively refusing alcohol or other drugs. They will develop confidence in their choice to abstain by role-playing refusal strategies. Students will also practice how to make decisions and act assertively in potentially dangerous, alcohol-related situations. Students will develop skills in analyzing the appeal of advertising, devise strategies for supporting a friend, being assertive, and locating community resources.	Tolerance Inhibition Fetal alcohol syndrome BAC Abstain Codependent Intoxication Rehabilitation Nicotine Smokeless tobacco Nicotine patch Emphysema Depressant Barbiturate Tranquilizer Opium Morphine Codeine Heroin Stimulant Amphetamine Cocaine Crack Hallucinogen LSD Marijuana Anabolic steroid	Define the short and long term effects of alcohol, tobacco, and other drugs. List guidelines for the safe use of medicine. Recognize the legal consequences of alcohol, tobacco, and other drugs. Examine the impact of alcohol, tobacco and other drugs on individuals, families and communities. Examine the impact of peer pressure on alcohol, tobacco, and drugs. Identify practices that help to support a drug free lifestyle. Analyze media and marketing tactics used to promote alcohol, tobacco, and other drugs. Practice interpersonal and communication skills, refusal negotiation, conflict management. Recognize the signs of addiction. Explain the need for professional intervention. Identify community resources available to support individuals.
	Standards/Objectives: Emphasis Concepts <b>Key</b> Examine the consequences of drug use, misuse, and abuse			
	<ul style="list-style-type: none"> <li>Analyze the risk and protective factors that influence the use and abuse of alcohol, tobacco, and other drugs</li> <li>Access information for treatment of addictive behaviors</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			<b>Learning Extensions</b>
	Have students work in small groups to prepare and present a radio script that demonstrates the legal risks associated with using alcohol. Ask students to make a list of some behaviors that might indicate a person has an alcohol-related problem. Have students create posters illustrating the progressive nature of alcoholism. Select two students to read aloud the definition of abstain and refusal skills. Have small groups of students each brainstorm a list of influences that lead to tobacco use and a list of those that prevent it. Ask students to draw a rough outline of a human body. Then have students identify areas of the body subject to the long term effects of tobacco use, labeling the specific effect. Have students review one of the risk factors that contribute to drug abuse by creating drawings of a particular scenario relating to the risk factor. Have each student write a brief summary of one of the three main topics- treating drug abuse, avoiding drugs, and alternatives to drugs use.			Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a> for more activities and games

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<b>2<sup>nd</sup> or 4<sup>th</sup> Quarter</b>	<p><u>Enduring Understanding:</u> Standard 4: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and process to promote safety in the home, school, and community</p>	<p>List hazards in the home and describe behaviors that promote home safety. Describe hazards to the community and identify steps to take in preparing for disasters. Identify potential occupational hazards and describe ways to maintain safety in workplace. Describe potential recreational hazards and list safety guidelines. Apply the skill of locating community resources to find local facilities that offer help. Describe self-protective behaviors. Students will develop skills that will enable them to offer appropriate first aid in both life-threatening and less serious situations, and how to help a person in danger. Learn to administer the Heimlich maneuver for a choking emergency.</p>	<p>Poison Control Center Occupational illness Safe behavior Assault Rape Crisis Center Survival Floating Flammable Material Neighborhood Crime Watch Suffocation Strain Cardiopulmonary Resuscitation Cardiac Arrest Pressure Point Heimlich Maneuver Dislocation Shock Third-degree burn Hypothermia Open Fracture</p>	<p>Recognize unhealthy or potentially dangerous situations and their consequences. Identify ways to avoid dangerous situations. Discuss safety guidelines for a variety of activities at home, school, and community. Develop strategies to enhance personal safety. Explain how immediate response increases a victim's chances of survival. Demonstrate proficiency in basic first-aid practice, CPR. Create personal disaster safety plans. Identify abusive behaviors. Recognize sexual harassment and identify methods to stop it. Describe ways to prevent and report violence at home, in school, and in the community. Investigate resources to assist those affected by abusive behaviors. Identify use and misuse of current technology. Investigate personal and legal consequences for the inappropriate use of technology. Analyze violence in the media and how it impacts behavior.</p>
	<p>Standards/Objectives: Emphasis Concepts</p> <p><b>Key</b> Identify personal behaviors that contribute to a safe or unsafe environment</p> <ul style="list-style-type: none"> <li>Recognize emergencies and respond appropriately</li> <li>Identify and respond appropriately to harassment and violent behaviors</li> <li>Examine the dangers of inappropriate use of current technology</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			<b>Learning Extensions</b>
	<p>Have students research how the 911 emergency telephone system works and report to the class on the system's advantages. Have students collect items for preparation of an emergency first-aid kit. Ask students to give oral reports on safety in a particular occupation or recreational activity. Have groups of students create posters that summarize the safety tips for vehicle and bike operators. Have groups of student's role-play different crime prevention behaviors. Have students use photographs from magazines and newspapers to create a poster that summarizes the guidelines for first aid. Have students find out where the main electrical and power and water switches are in their homes.</p>			<p>Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a> for more activities and games</p>

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<b>2<sup>nd</sup> or 4<sup>th</sup> Quarter</b>	<p><u>Enduring Understanding:</u> Standard 5: Students will understand and summarize concepts related to health promotion and the prevention of communicable and non-communicable diseases</p>	<p>Students will develop skills to help them use medicines correctly. They will practice being assertive, evaluating health information, and applying the decide process to respond to a harmful public health situation.</p>	<p>Infectious disease Microorganism Pathogen Bacteria Toxin Tetanus Virus Fungus Protozoan Botulism Phagocytes Hepatitis B Cells Cilia Symptoms Fever Active immunity Inflammation Infertility Genital herpes Chancre Chlamydia Chancroid Trichomoniasis Human papilloma virus Scabies Insulin Pap test Arteriosclerosis Malignant tumor Mammogram Heart attack Stroke</p>	<p>Identify pathogens and how they are transmitted. Discuss symptoms of common communicable diseases. Describe methods of prevention and treatment for communicable diseases. Recognize common non-communicable diseases. Identify risk factors for common non-communicable diseases. List signs and symptoms of common non-communicable diseases. Describe risk reduction and prevention methods, including breast and testicular self exams. Identify common sexually transmitted diseases. Recognize symptoms modes of transmission, including the absence of symptoms, associated pathogens for common sexually transmitted diseases. Determine risk-reducing behaviors in the prevention of STD's. Recognize the importance of early detection and testing for sexually transmitted diseases. Determine the economic, physical, mental, social, and emotional impact of communicable diseases. Identify preventive measures for communicable and non-communicable diseases.</p>
	<p>Standards/Objectives: Emphasis Concepts</p> <p><b>Key</b> Explain the transmission and prevention of communicable diseases</p> <ul style="list-style-type: none"> <li>Identify the effects of non-communicable diseases</li> <li>Analyze the impact of sexually transmitted diseases including HIV and AIDS on self and others</li> <li>Examine the impact of disease on self and society</li> </ul>	<p>Students will practice refusal skills, locating community resources, and choosing abstinence. They will model the spread of HIV and will find up-to-date facts. Students will develop skills to help them evaluate health information and use the decide process to show appropriate concern for a friend's health. They will learn how to protect themselves against some kinds of cancer.</p>		
	<b>Suggested Assessments and Learning Activities</b>			<b>Learning Extensions</b>
	<p>Ask students to name four ways infectious diseases are spread. Then challenge students to come up with behaviors that could prevent the spread of infectious diseases. Have groups of students develop skits about the immune system. Have students use photographs clipped from magazines and newspapers to create a mural that illustrates the stages, treatment, and prevention of infectious diseases. Call on students to name an infectious disease and a healthy behavior that helps prevent the disease. Assign each student a number. Then have students shake hands with six classmates and record each one's number. Draw three numbers at random and announce that students with those numbers have an STD. Have students create a chart summarizing the stages of HIV infection, modes of transmission, testing, and treatment.</p>			<p>Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a> for more activities and games</p>

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<b>2<sup>nd</sup> or 4<sup>th</sup> Quarter</b>	<u>Enduring Understanding:</u> Standard 6: Students will demonstrate knowledge of human development, social skills and strategies to encourage healthy relationships and healthy growth and development throughout life.	Students will develop fact-finding and observational skills and will practice choosing abstinence and performing breast and testicular self-exams. Students will develop skills that will help them evaluate parenting and family size. They will apply a method for coping with change. Students will develop skills to help them work well in groups, to locate and analyze information, and to help resolve disputes. Also will learn ways to offer support to friends. Students will develop skills that will help them recognize the concerns people have as they mature; they will learn to identify habits that promote wellness throughout adulthood and strategies for coping with death. Practice setting realistic and reachable goals.	Endometrium Sickle-cell disease Epididymis Ovulation Estrogen, then progesterone Vagina Chromosomes Pituitary gland Labor Postpartum period Cesarean section Placenta Morning sickness Fetal alcohol syndrome Umbilical cord Late bloomers Reproductive maturity Peer pressure Autonomy Values Adolescence Emotional intimacy Climacteric Hospice Terminal illness Parkinson’s disease Osteoporosis Dementia Generativity	Explain the anatomy and physiology of the male and female reproductive systems. Recognize the impact of heredity & environment on growth and development. Describe the development and maturation of the brain and its impact on behavior. Identify qualities and strategies for developing healthy relationships including healthy ways to manage or adapt to changes. Analyze how self-image, social norms and person beliefs may influence choices, behaviors and relationships. Identify ways to recognize, respect, and communicate personal boundaries for self and others. Develop & use effective communication skills including being able to discuss questions on sexuality with parents. Develop strategies to manage inappropriate comments or advances from others. Describe the benefits of sexual abstinence before marriage, and strategies that support the practice. Predict the impact of adolescent parenting. Identify adoption as an option for unintended pregnancy & discuss the newborn safe haven law.
	Standards/Objectives: Emphasis Concepts <ul style="list-style-type: none"> <li>• Describe physical, mental, social, and emotional changes that occur throughout the life cycle</li> <li>• Describe the interrelationship of mental, emotional, social, and physical health during adolescence.</li> <li>• Explain the processes of conception, prenatal development, birth, and the challenges created by teens and unwanted pregnancies.</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			<b>Learning Extensions</b>
	Have students write a brief summary paragraph that explains how the endocrine system works, what the major endocrine glands are, and how the endocrine system affects the reproductive glands. Have students write a letter to an imaginary younger sister describing the female reproductive system, the menstrual cycle. Invite an obstetric nurse or an obstetrician to talk. Have the class think of questions and problems that face adolescents. Have students use markers, paints and photographs to create eye-catching posters to promote responsible behavior in the school community. Ask students to write personal ads describing themselves and the type of person with whom they hope to establish a loving relationship when they become adults. Discuss different attitudes toward death that people can adopt and the reasons for them.			Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a> for more activities and games