

## Grade 6 Health Pacing Guide

Unit/Time Frame	Content/Topics Covered
Social/Emotional Health (2 Sessions)	Personal, Family, and Cultural Values
Nutrition (15 Sessions)	Six Essential Nutrients My Plate Identify Healthy and Unhealthy Food Choices Understanding Food labels and Ingredient Lists Nutrition Impact on Health - Positive and Negative Explain the Role of the Calorie Changing Nutritional Needs
Healthy & Active Lifestyle (12 Sessions)	Cardio - Respiratory System Components of exercise Physiological Effects on the Body of Exercise and Lack of Exercise
Substance Abuse/ Prevention (6 Sessions)	Tobacco Alcohol Physiological Effects of Alcohol and Tobacco Decision Making
Adolescence (10 Sessions)	Hygiene and Disease Awareness (Communicable) Physical Social Emotional Changes During Adolescence

<p><b>Grade: 6</b></p> <p><b>Unit 1—Social/Emotional Health</b></p>	<p><b>Subject: Health</b></p> <ul style="list-style-type: none"> <li>• <b>Time Frame: 2 Class Sessions</b></li> </ul>
<p><b>Standards</b></p>	<p>Content Standards:</p> <p>M. 1.2. Describe the interrelationship of mental, emotional, social, and physical health during pre-adolescence and adolescence</p> <p>M. 3.1. Explain the importance of assuming responsibility for personal health behaviors</p> <p>M. 4.1. Examine the influence of family beliefs and cultural beliefs on personal health behaviors</p> <p>M. 5.3. Identify ways in which emotions may affect communication, behavior and relationships</p> <p>M. 6.1. Use a decision-making process to enhance health</p> <p><a href="http://www.corestandards.org/wp-content/uploads/Health_Standards.pdf">http://www.corestandards.org/wp-content/uploads/Health_Standards.pdf</a></p>
<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li>1. Positive social/emotional health influences one’s values and decision making.</li> <li>2. The development of social/emotional health is improved through group interaction, positive reinforcement, and realistic self-reflection.</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How are ones' values and social/emotional health related?</li> <li>2. What are some factors that can improve one’s social/emotional health?</li> </ol>
<p><b>Vocabulary</b></p>	<p>values, relationships, social/emotional health, culture, decision-making, self-confidence, choices</p>

## Common Core State Standards

### Reading Standards for Informational Text

CC.6.R.I.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

### Writing Standards

CC.6.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Language Standards

CC.6.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Speaking and Listening

CC.6.SL.1.a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

## Resources

Being Healthy (textbook)  
BrainPOP (educational website)  
KidsHealth (educational website)  
Personal Values Activity (teacher created scenarios/student reactions)  
Choices and Values: What's important to me?  
Choices Magazine  
Technology Device(s)

## Unit Assessments

Written student self-reflection on personal experience/choice

## Technology: Videos, Websites, Links

BrainPOP <https://www.brainpop.com/health/>  
KidsHealth <http://kidshealth.org/>  
<https://www.nwabr.org/sites/default/files/ValuesActivities.pdf>

<p><b>Grade: 6</b></p> <p><b>Unit 2-Nutrition</b></p>	<p><b>Subject: Health</b></p> <ul style="list-style-type: none"> <li><b>Time Frame: 15 Class Sessions</b></li> </ul>
<p><b>Standards</b></p>	<p>Content Standards:</p> <p>M (middle).1.1. Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death</p> <p>M.1.6 Use appropriate strategies to prevent/reduce risks and promote well-being</p> <p>M.1.8. Describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems</p> <p>M.3.1. Explain the importance of assuming responsibility for personal health behaviors</p> <p>M.3.2. Examine personal health status to determine needs</p> <p><a href="http://www.corestandards.org/wp-content/uploads/Health_Standards.pdf">http://www.corestandards.org/wp-content/uploads/Health_Standards.pdf</a></p>
<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li>1. Nutrition can have positive or negative impacts on health.</li> <li>2. Healthy meals include items from all of the five food groups.</li> <li>3. There are six essential nutrients that need to be consumed.</li> <li>4. High quality foods provide our body with the nutrients that it needs.</li> <li>5. Food labels and ingredient lists help the consumer make conscious and informative decisions.</li> <li>6. Nutritional needs may change depending on gender, age, and levels of physical activity.</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What is a healthy diet?</li> <li>2. What are the six essential nutrients?</li> <li>3. What makes a healthy meal?</li> <li>4. What are the five food groups?</li> <li>5. What are the foods that belong in each of the five food group?</li> <li>6. Why are there the five food groups important?</li> <li>7. How does a person determine whether or not a food item is a healthy choice?</li> <li>8. What are health effects of an unhealthy diet?</li> <li>9. What are the health effects of a healthy diet?</li> <li>10. How a person's nutritional does needs change from childhood into adulthood?</li> </ol>
<p><b>Vocabulary</b></p>	<p>empty calories, nutrients, fats, carbohydrates, proteins, minerals, vitamins, diet, calories, fiber, dietary fiber, starch, maltodextrin, dextrose, sodium, sugar, simple sugar, monosaccharides, disaccharides, high fructose corn syrup, partially hydrogenated oil, vegetables, fruits, whole grains, dairy</p>

## Common Core State Standards

### Reading Standards for Informational Text

CC.6.R.I.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

### Writing Standards

CC.6.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Language Standards

CC.6.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Speaking and Listening

CC.6.SL.1.a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

## Resources

Your Road to Health Program-Yale-Griffin Prevention Research Center  
Websites listed below  
Laptops/Computers  
SMARTboard  
Prezi

## Unit Assessments

Create a Healthy Meal Project  
Take It or Leave It  
Unit Exam

## Technology: Videos, Websites, Links

Sugar in Foods Source: BuzzFeed (posted on YouTube at <https://www.youtube.com/watch?v=hWzeSbCwwjU> )  
Major Food Label Makeover Source: ABC News (posted on YouTube at <https://www.youtube.com/watch?v=wZ2QcMsKn6M> )  
<http://choosemyplate.gov/kids/VideosSongs.html>  
[www.kidshealth.org](http://www.kidshealth.org)  
[www.brainpop.com](http://www.brainpop.com)

<p><b>Grade: 6</b></p> <p><b>Unit 3-Healthy &amp; Active Lifestyle</b></p>	<p><b>Subject: Health</b></p> <ul style="list-style-type: none"> <li><b>Time Frame: 12 Class Sessions</b></li> </ul>
<p><b>Standards</b></p>	<p>Content Standards:</p> <p>M. 1.1. Explain the relationship between positive health behaviors and prevention of injury, illness, disease, and premature death</p> <p>M. 1.3. Explain how health is influenced by the growth and interaction of body systems</p> <p>M. 1.6. Use appropriate strategies to prevent/reduce risks and promote well-being</p> <p>M. 3.1. Explain the importance of assuming responsibility for personal health behaviors</p> <p>M. 6.3. Predict how decisions regarding health behaviors have consequences for themselves and others</p>
<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li>Physical activity and exercise are important to a healthy body</li> <li>Having a strong and efficient working heart and lungs is important in having a healthy body.</li> <li>Cardiovascular endurance, muscular endurance, muscular strength, and flexibility are all components in the makeup of a healthy body.</li> <li>Lack of physical activity and exercise can have negative health impacts on the body.</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>What are the key contributors to a healthy body?</li> <li>Why are the Cardiovascular and Respiratory Systems important?</li> <li>What are some of the negative health consequences due to the effects of inactivity?</li> <li>What are the ways we can improve the various components of exercise?</li> </ol>
<p><b>Vocabulary</b></p>	<p>cardiovascular, heart rate, resting heart rate, age predicted maximum heart rate, target heart rate, muscular strength, muscular endurance, exercise, respiration, cardiovascular endurance, intensity, heart disease, obesity, warm-up, cool down, flexibility, blood vessels, aerobic, vigorous activity</p>

## Common Core State Standards

### Reading Standards for Informational Text

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### Writing Standards

CC.6.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Language Standards

CC.6.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Speaking and Listening

CC.6.SL.1.a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[http://www.corestandards.org/wp-content/uploads/Health\\_Standards.pdf](http://www.corestandards.org/wp-content/uploads/Health_Standards.pdf)

## Resources

Being Healthy (textbook)  
BrainPOP (educational website)  
KidsHealth (educational website)  
Technology Device(s)

## Unit Assessments

Vocabulary quiz  
Test on the respiratory and cardiovascular systems  
Develop a personalized workout plan (40 minutes per day for 5 days)  
Quiz: Effects of inactivity

## Technology: Videos, Websites, Links

BrainPOP <https://www.brainpop.com/health/>  
KidsHealth <http://kidshealth.org/>

<p><b>Grade: 6</b></p> <p><b>Unit 4-Substance Abuse &amp; Prevention</b></p>	<p><b>Subject: Health</b></p> <ul style="list-style-type: none"> <li><b>Time Frame: 6 Class Sessions</b></li> </ul>
<p><b>Standards</b></p>	<p>Content Standards:</p> <p>M. 1.1. Explain the relationship between positive health behaviors and prevention of injury, illness, disease, and premature death</p> <p>M. 1.4. Examine how families and peers can influence the health of adolescence</p> <p>M. 1.6. Use appropriate strategies to prevent/reduce risks and promote well-being</p> <p>M. 3.1. Explain the importance of assuming responsibility for personal health behaviors</p> <p>M. 3.3. Distinguish between safe, risky, or harmful behaviors involving themselves and/or others</p> <p>M. 4.3. Analyze how family school and peers influence personal health</p> <p>M. 6.3. Predict how decisions regarding health behaviors have consequences for themselves and others</p>
<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li>1. There are multiple health risks associated with alcohol and tobacco.</li> <li>2. The use and abuse of alcohol and tobacco not only impacts the individual but may have a profound impact on others.</li> <li>3. The decision not to misuse alcohol and tobacco is essential to lifelong wellness.</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?</li> <li>2. How can alcohol and tobacco affect my personal health?</li> <li>3. How do friends influence my choice to use or not use alcohol and tobacco?</li> <li>4. How can your decision to use alcohol and tobacco affect your relationship with family and friends?</li> </ol>
<p><b>Vocabulary</b></p>	<p>alcohol, alcoholism, intoxicated, hangover, tolerances, drug, nicotine, tar, secondhand smoke, third-hand smoke, dependence, abstinence, risky behaviors, carcinogen, mainstream smoke, side stream smoke, BAC, sobriety</p>



## Common Core State Standards

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### Language Standards

CC.6.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Speaking and Listening

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[http://www.corestandards.org/wp-content/uploads/Health\\_Standards.pdf](http://www.corestandards.org/wp-content/uploads/Health_Standards.pdf)

## Resources

Being Healthy (textbook)  
BrainPOP (educational website)  
KidsHealth (educational website)  
Tobacco Free Kids (educational website)  
Technology Devices

## Unit Assessments

Unit Exam (Vocabulary/Content)  
Presentation (Students choose related topic)

## Technology: Videos, Websites, Links

BrainPOP <https://www.brainpop.com/health/>  
KidsHealth <http://kidshealth.org/>  
Tobacco Free Kids [www.tobaccofreekids.org](http://www.tobaccofreekids.org)

<p><b>Grade: 6</b></p> <p><b>Unit 5-Adolescence</b></p>	<p><b>Subject: Health</b></p> <ul style="list-style-type: none"> <li><b>Time Frame: 10 Sessions</b></li> </ul>
<p><b>Standards</b></p>	<p>Content Standards:</p> <p>M. 1.1. Explain the relationship between positive health behaviors and prevention of injury, illness, disease, and premature death</p> <p>M.1.2. Describe the interrelationship of mental, emotional, social and physical health during pre-adolescence and adolescence</p> <p>M. 1.6. Use appropriate strategies to prevent/reduce risks and promote well-being</p> <p>M.1.9. Identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable and non-communicable diseases</p> <p>M. 3.1. Explain the importance of assuming responsibility for personal health behaviors</p> <p>M.3.5. Examine and apply safety techniques to avoid and reduce injury and prevent disease</p> <p>M. 6.3. Predict how decisions regarding health behaviors have consequences for themselves and others</p>
<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li>1. Proper hygiene practices can prevent sickness and improve self-image.</li> <li>2. During adolescence there are certain physical, social, and emotional changes that take place.</li> <li>3. Diseases affect people of all ages, races, and genders. Many of these can be prevented if we understand the facts of some diseases.</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How can personal hygiene habits reduce health risks?</li> <li>2. What are the various changes that take place within oneself during adolescence?</li> <li>3. What are the different types of pathogens and how do they enter and affect the body?</li> </ol>
<p><b>Vocabulary</b></p>	<p>Hygiene, adolescence, adolescents, sanitary, puberty, hormones, menstruation, testosterone, estrogen, progesterone, virus, bacteria, pathogens, communicable, epidemic, pituitary gland</p>

## Common Core State Standards

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### Language Standards

CC.6.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Speaking and Listening

CC.6.SL.1.a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[http://www.corestandards.org/wp-content/uploads/Health\\_Standards.pdf](http://www.corestandards.org/wp-content/uploads/Health_Standards.pdf)

## Resources

Being Healthy (textbook)

BrainPOP (educational website)

KidsHealth (educational website)

USA Today-”The Science of Hand Washing to Ward off Cold, Flu Bugs” (newspaper article)

Technology Device(s)

Choices Magazine

## Unit Assessments

Unit Exam (Vocabulary/Content)

Participation during class activities

Completion of article outline/Q&A

## Technology: Videos, Websites, Links

BrainPOP <https://www.brainpop.com/health/>

KidsHealth <http://kidshealth.org/>

USAToday [http://usatoday30.usatoday.com/news/health/2009-01-20-handwashing-cold-and-flu\\_N.htm](http://usatoday30.usatoday.com/news/health/2009-01-20-handwashing-cold-and-flu_N.htm)

## Grade 7 Health Pacing Guide

Unit/Time Frame	Content/Topics Covered
Nutrition (5 Sessions)	The Role of the Calorie Eating Disorders Diets
Social/Emotional Health (10 Sessions)	Coping Skills Stress Peer Pressure Depression Self image Suicide Self Advocacy
Healthy & Active Lifestyle (5 Sessions)	Stress Management Through Activity
Substance Abuse/Prevention (15 Sessions)	Marijuana Inhalants "Club Drugs" Prescription Medication Abuse OTC Medications Peer Pressure
Adolescence (10 Sessions)	Male and Female Anatomy (Introduction) Relationships (Healthy/Unhealthy)

<p><b>Grade: 7</b></p> <p><b>Unit 1-Nutrition</b></p>	<p><b>Subject: Health</b></p> <ul style="list-style-type: none"> <li><b>Time Frame: 5 Class Sessions</b></li> </ul>
<p><b>Standards</b></p>	<p>Content Standards:</p> <p>M (middle).1.1. Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death</p> <p>M.1.2. Describe the interrelationship of mental, emotional, social and physical health during pre-adolescence and adolescence</p> <p>M.1.6 Use appropriate strategies to prevent/reduce risks and promote well-being</p> <p>M.1.8. Describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems</p> <p>M.3.1. Explain the importance of assuming responsibility for personal health behaviors</p> <p>M.4.1. Examine the influence of family beliefs and cultural beliefs on personal health behaviors</p> <p>M.4.2. Analyze how media, technology and other factors influence personal health behaviors</p> <p><a href="http://www.corestandards.org/wp-content/uploads/Health_Standards.pdf">http://www.corestandards.org/wp-content/uploads/Health_Standards.pdf</a></p>
<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li>1. Caloric intake can either have a positive or negative impact on personal health.</li> <li>2. The amount of calories in a person’s diet depends on their gender, age, and amount of physical activity.</li> <li>3. There are signs and symptoms of eating disorders that can be detected.</li> <li>4. There are genetic, biological, behavioral, psychological, and social factors that contribute to the development of eating disorders.</li> <li>5. Eating disorders can have negative impacts on a person’s health.</li> <li>6. Eating disorders can be overcome with treatment.</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What is a calorie?</li> <li>2. How does caloric intake relate to personal health?</li> <li>3. How does gender, age, and physical activity play a role in determining how many calories should be consumed in a day?</li> <li>4. What are eating disorders?</li> <li>5. What are the causes of eating disorders?</li> <li>6. What are the signs and symptoms of eating disorders?</li> <li>7. What is the relationship between diet and eating disorders?</li> </ol>
<p><b>Vocabulary</b></p>	<p>calories, empty calories, caloric intake, diet, eating disorder, anorexia nervosa, bulimia nervosa, binge-eating disorder, ENDOS, genetic, biological, behavioral, psychological, social, purging</p>

## Common Core State Standards

### [CCSS.ELA-Literacy.W.7.2](#)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

### [CCSS.ELA-Literacy.RI.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Comprehension and Collaboration:

### [CCSS.ELA-Literacy.SL.7.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### [CCSS.ELA-Literacy.RI.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### [CCSS.ELA-Literacy.RI.7.2](#)

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text

## Resources

Your Road to Health Program-Yale-Griffin Prevention Research Center  
Websites listed below  
Laptops/Computers  
SMARTboard  
Prezi

## Unit Assessments

Advice Column  
Unit Exam

## Technology: Videos, Websites, Links

<http://kidshealth.org>  
[www.brainpop.com](http://www.brainpop.com)

<p><b>Grade: 7</b></p> <p><b>Unit 2-Social and Emotional Health</b></p>	<p><b>Subject: Health</b></p> <ul style="list-style-type: none"> <li><b>Time Frame: 10 Sessions</b></li> </ul>
<p><b>Standards</b></p>	<p>Content Standards:</p> <p>M. 1.1. Explain the relationship between positive health behaviors and prevention of injury, illness, disease, and premature death</p> <p>M.1.2. Describe the interrelationship of mental, emotional, social and physical health during pre-adolescence and adolescence</p> <p>M.1.4. Examine how families and peers can influence the health of adolescents</p> <p>M. 1.6. Use appropriate strategies to prevent/reduce risks and promote well-being</p> <p>M. 3.1. Explain the importance of assuming responsibility for personal health behaviors</p> <p>M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others</p> <p>M.3.5. Examine and apply safety techniques to avoid and reduce injury and prevent disease</p> <p>M.3.6. Apply skills to manage stress</p> <p>M.4.3. Analyze how family, school and peers influence personal health</p> <p>M.5.1. Apply effective verbal and nonverbal communication skills as a means of enhancing health</p> <p>M.5.2. Use characteristics needed to be a responsible individual within their peer group, school, family and community</p> <p>M.5.3. Identify ways in which emotions may affect communication, behavior and relationships</p> <p>M.5.4. Compare and contrast healthy ways to express needs, wants and feelings</p> <p>M.5.7. Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships</p> <p>M.5.9. Demonstrate strategies to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate</p> <p>M. 6.3. Predict how decisions regarding health behaviors have consequences for themselves and others</p> <p>M.8.1. Analyze various methods to accurately express health information, concepts and skills</p>

<b>Enduring Understandings</b>	<ol style="list-style-type: none"> <li>1. Social and Emotional Health deals with peoples thoughts, feelings, and emotions.</li> <li>2. Having positive social and emotional health helps reduce stress, depression, and suicidal thoughts,</li> <li>3. The development of sound social and emotional health is increased through group interaction, positive reinforcement, and realistic self-evaluation.</li> <li>4. There are positive ways to handle uncomfortable feelings or situations.</li> <li>5. Strengths, choices, and traits all influence your social and emotional health.</li> <li>6. Peer pressure can be in a number of forms and being able to advocate for yourself can limit unwanted behaviors.</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How can uncomfortable feelings be handled?</li> <li>2. What skills are needed to positively impact your social and emotional health?</li> <li>3. How do your peers influence your decisions and your self-image?</li> <li>4. How is self-advocacy important in dealing with situations like peer pressure and bullying?</li> <li>5. Do I need to be popular?</li> </ol>
<b>Vocabulary</b>	Self-esteem, self-advocacy, self-image, bullying, depression, suicide, peer pressure, social health, emotional health, reinforcement, self evaluation, stressors, personal traits

<b>Common Core State Standards</b>	
<p><b><u><a href="#">CCSS.ELA-Literacy.W.7.2</a></u></b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>	
<p><b><u><a href="#">CCSS.ELA-Literacy.RI.7.1</a></u></b></p> <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	
<p>Comprehension and Collaboration:</p> <p><b><u><a href="#">CCSS.ELA-Literacy.SL.7.1</a></u></b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	
<p><b><u><a href="#">CCSS.ELA-Literacy.RI.7.1</a></u></b></p> <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	
<p><b><u><a href="#">CCSS.ELA-Literacy.RI.7.2</a></u></b></p> <p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text</p>	



### Resources

Being Healthy (textbook)  
BrainPOP (educational website)  
KidsHealth (educational website)  
Surviving Peer Pressure (educational website)  
Technology Device(s)  
Choices Magazine

### Unit Assessments

Unit Exam (Vocabulary/Content)  
Participation during class activities  
“Me” Bag Assignment/Presentation  
“Dear Gabby” Letters - (students write of uncomfortable situation and random students answer letters helping choose the proper support)

### Technology: Videos, Websites, Links

BrainPOP <https://www.brainpop.com/health/>  
KidsHealth <http://kidshealth.org/>  
USAToday [http://usatoday30.usatoday.com/news/health/2009-01-20-handwashing-cold-and-flu\\_N.htm](http://usatoday30.usatoday.com/news/health/2009-01-20-handwashing-cold-and-flu_N.htm)  
Human Relations Media: Surviving Peer Pressure <http://www.hrmvideo.com/catalog/surviving-peer-pressure-you-can-do-it#!prettyPhoto>

<b>Grade: 7</b>  <b>Unit 3- Healthy and Active Lifestyle</b>	<b>Subject: Health</b> <ul style="list-style-type: none"> <li>• <b>Time Frame: 5 Class Sessions</b></li> </ul>
<b>Standards</b>	Content Standards:  M. 1.6. Use appropriate strategies to prevent/reduce risks and promote well-being  M.3.6. Apply skills to manage stress  M. 6.3. Predict how decisions regarding health behaviors have consequences for themselves and others
<b>Enduring Understandings</b>	<ol style="list-style-type: none"> <li>1. Some types of stress can have a negative impact on ones personal health</li> <li>2. There are certain activities that can help alleviate stressors</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. What is the difference between eustress and distress?</li> <li>2. How can I incorporate activities in my personal life that can help reduce my overall stress?</li> <li>3. How does the identification of stressors help reduce stress levels?</li> </ol>
<b>Vocabulary</b>	eustress, distress, meditation, yoga, stress (physical and emotional), stressors, coping

<b>Common Core State Standards</b>
<p><b><u><a href="#">CCSS.ELA-Literacy.W.7.2</a></u></b>  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>
<p><b><u><a href="#">CCSS.ELA-Literacy.RI.7.1</a></u></b>  Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>Comprehension and Collaboration:  <b><u><a href="#">CCSS.ELA-Literacy.SL.7.1</a></u></b>  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
<p><b><u><a href="#">CCSS.ELA-Literacy.RI.7.1</a></u></b>  Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

**CCSS.ELA-Literacy.RI.7.2**

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text

**Resources**

Being Healthy (textbook)  
BrainPOP (educational website)  
KidsHealth (educational website)  
Relaxation Music  
Laptop cart

**Unit Assessments**

Unit Exam (Vocabulary/Content)  
Successful completion of yoga experiences (2)

**Technology: Videos, Websites, Links**

BrainPOP <https://www.brainpop.com/health/>  
KidsHealth <http://kidshealth.org/>

<p><b>Grade: 7</b></p> <p><b>Unit 4- Substance Abuse/Prevention</b></p>	<p><b>Subject: Health</b></p> <ul style="list-style-type: none"> <li><b>Time Frame: 15 Class Sessions</b></li> </ul>
<p><b>Standards</b></p>	<p>Content Standards:</p> <p>M.1.4. Examine how families and peers can influence the health of adolescents</p> <p>M. 1.6. Use appropriate strategies to prevent/reduce risks and promote well-being</p> <p>M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others</p> <p>M.4.3. Analyze how family, school and peers influence personal health</p> <p>M.5.7. Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships</p>
<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li>1. Drugs (marijuana, inhalants, club drugs, prescription drugs, and over the counter) diminish a person's emotional, physical, and social well being</li> <li>2. There are positive ways to enhance a persons quality of life without drugs</li> <li>3. Building self-confidence and preparing for peer pressure situations, can reduce the risk of abusing drugs</li> <li>4. Drugs contain a physical or psychological addictive quality</li> <li>5. The use, misuse, and abuse of drugs impacts the individual as well as impacts others</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How does using and abusing drugs affect physical, social, and emotional health?</li> <li>2. How do outside influences affect the decisions we have on drugs?</li> <li>3. What is the difference between use, misuse, and abuse?</li> <li>4. What are the results of abusing drugs?</li> <li>5. Why do people continue to abuse drugs even though they know the risks and dangers?</li> </ol>
<p><b>Vocabulary</b></p>	<p>drug, Marijuana, THC, inhalant, club drugs, prescription medication, over the counter drugs, addictive, drug slang terms, side effects, withdrawal, hallucinogen, depressant, stimulant</p>

## Common Core State Standards

### [CCSS.ELA-Literacy.W.7.2](#)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

### [CCSS.ELA-Literacy.RI.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Comprehension and Collaboration:

### [CCSS.ELA-Literacy.SL.7.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### [CCSS.ELA-Literacy.RI.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### [CCSS.ELA-Literacy.RI.7.2](#)

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text

## Resources

Being Healthy (textbook)  
BrainPOP (educational website)  
KidsHealth (educational website)  
Scholastic (educational website)  
National Institute on Drug Abuse (educational website)  
Teen Drug Abuse (educational website)  
Technology Device(s)

## Unit Assessments

Unit Exam (Vocabulary/Content)  
Presentation/Project - Anti Drug Campaign  
Worksheet/Assignment Completion

Technology: Videos, Websites, Links

BrainPOP <https://www.brainpop.com/health/>  
 KidsHealth <http://kidshealth.org/>  
 Scholastic <http://headsup.scholastic.com/students/prescription-drugs-their-use-and-abuse>  
 National Institute on Drug Abuse <http://www.nlm.nih.gov>  
 Teen Drug Abuse <http://teens.drugabuse.gov/>  
 Printables and Worksheets <https://www.teachervision.com/>

<p><b>Grade: 7</b></p> <p><b>Unit 5- Adolescence</b></p>	<p><b>Subject: Health</b></p> <ul style="list-style-type: none"> <li>• <b>Time Frame: 10 Class Sessions</b></li> </ul>
<p><b>Standards</b></p>	<p>Content Standards:</p> <p>M.3.1. Explain the importance of assuming responsibility for personal health behaviors</p> <p>M.3.2. Examine personal health status to determine needs</p> <p>M.5.3. Identify ways in which emotions may affect communication, behavior and relationships</p>
<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li>1. The male and female anatomy are uniquely different</li> <li>2. The body continuously changes throughout your middle school lives</li> <li>3. Knowledge of the reproductive system can help you gain a better understanding of sexual health</li> <li>4. There are appropriate and inappropriate behaviors in all relationships</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What are the main structures and their functions of the male and female reproductive systems?</li> <li>2. How does the body physically develop throughout adolescence?</li> <li>3. What are the signs of a healthy and unhealthy relationships?</li> <li>4. What are the common concerns with the male and female reproductive systems?</li> <li>5. What has an impact on my relationships with others?</li> </ol>
<p><b>Vocabulary</b></p>	<p>penis, testicles, scrotum, sperm, erection, vagina, nocturnal emissions, ovaries, egg, ovum, fallopian tubes, reproductive system, healthy relationships, unhealthy relationships</p>

## Common Core State Standards

### [CCSS.ELA-Literacy.W.7.2](#)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

### [CCSS.ELA-Literacy.RI.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Comprehension and Collaboration:

### [CCSS.ELA-Literacy.SL.7.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### [CCSS.ELA-Literacy.RI.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### [CCSS.ELA-Literacy.RI.7.2](#)

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text

## Resources

Being Healthy (textbook)  
BrainPOP (educational website)  
KidsHealth (educational website)  
TeacherVision (educational website)  
Technology Device(s)

## Unit Assessments

Unit Exam (Vocabulary/Content)  
Identifying a diagram  
Presentation (Students choose related topic)

## Technology: Videos, Websites, Links

BrainPOP <https://www.brainpop.com/health/>  
KidsHealth <http://kidshealth.org/>  
Printables and Worksheets <https://www.teachervision.com/>

## Grade 8 Health Pacing Guide

Unit/Time Frame	Content/Topics Covered
Nutrition (20 Sessions)	Dietary Guidelines Nutrient Density of Foods Carbohydrates (Simple/Complex) Fats (Saturated/Unsaturated) Proteins Amino Acids Roles of Nutrients in the Body Sports Nutrition Advertisement's Impact on Nutrition, Diet, and Supplementation
Social/Emotional Health (5 Sessions)	Peer Pressure ( Alcohol, Tobacco, Drugs) Support Systems
Addictions (5 Sessions)	Drugs Alcohol Non-drug Addictions Treatment
Adolescence (15 Sessions)	Disease Control and Prevention (STIs and STDs) Contraception/Birth Control Pregnancy



<p><b>Grade: 8</b></p> <p><b>Unit 1-Nutrition</b></p>	<p><b>Subject: Health</b></p> <ul style="list-style-type: none"> <li><b>Time Frame: 20 Class Sessions</b></li> </ul>
<p><b>Standards</b></p>	<p>Content Standards:</p> <p>M (middle).1.1. Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death</p> <p>M.1.2. Describe the interrelationship of mental, emotional, social and physical health during pre-adolescence and adolescence</p> <p>M.1.8. Describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems</p> <p>M.2.3. Examine factors that may influence the personal selection of health information, products and services</p> <p>M.3.1. Explain the importance of assuming responsibility for personal health behaviors</p> <p>M.3.2. Examine personal health status to determine needs</p> <p>M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others</p> <p>M.4.2. Analyze how media, technology and other factors influence personal health behaviors</p> <p>M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others</p> <p><a href="http://www.corestandards.org/wp-content/uploads/Health_Standards.pdf">http://www.corestandards.org/wp-content/uploads/Health_Standards.pdf</a></p>
<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li>1. Understanding and applying the dietary guidelines to a person’s diet has positive effects on the body.</li> <li>2. Consuming nutrient dense food has positive effects on the body.</li> <li>3. Fats can either be harmful or helpful to the body.</li> <li>4. Nutrients serve different roles in the body that are essential for healthy functioning.</li> <li>5. Amino acids can have positive and necessary effects on the body.</li> <li>6. Nutrition and diet is dependent on a person’s needs.</li> <li>7. The use of sports supplements may have negative effects on the body.</li> <li>8. Advertisements may have an impact on a person’s perspective on diet, nutrition, and supplementation.</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How can diet and nutrition impact a person’s quality of life?</li> <li>2. How do nutrients help the body?</li> <li>3. Why are amino acids important?</li> <li>4. What are the differences among individuals that would acquire them to have different diets and nutritional needs?</li> <li>5. What are the risks involved with using sports supplements?</li> <li>6. How do advertisements influence a person’s choice on diet, nutrition, and the use of supplements?</li> </ol>

<b>Vocabulary</b>	nutrition, nutrients, nutrient density foods, dietary guidelines, carbohydrates, simple carbohydrates, complex carbohydrates, fat, saturated fat, polyunsaturated fat, monounsaturated fat, protein, amino acids, essential amino acids, nonessential amino acids, histidine, isoleucine, leucine, lysine, methionine, phenylalanine, threonine, tryptophan, and valine, alanine, asparagine, aspartic acid, and glutamic acid, sports nutrition, sports supplements, ergogenic aids, dietary supplements, androstenedione, creatine, fat burners, protein supplements, anabolic steroids, advertisement, sponsors
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<b>Common Core State Standards</b>
<p><b><u><a href="#">CCSS.ELA-Literacy.RI.8.2</a></u></b>  Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>
<p><b><u><a href="#">CCSS.ELA-Literacy.W.8.2</a></u></b>  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>
<p><b><u><a href="#">CCSS.ELA-Literacy.SL.8.1</a></u></b>  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>

<b>Resources</b>
Your Road to Health Program-Yale-Griffin Prevention Research Center Websites listed below Laptops/Computers SMARTboard Prezi

<b>Unit Assessments</b>
Unit Exam

<b>Technology: Videos, Websites, Links</b>
<a href="http://kidshealth.org">http://kidshealth.org</a> <a href="http://www.brainpop.com">www.brainpop.com</a>

<p><b>Grade: 8</b></p> <p><b>Unit 2- Social/Emotional Health</b></p>	<p><b>Subject: Health</b></p> <ul style="list-style-type: none"> <li><b>Time Frame: 5 Class Sessions</b></li> </ul>
<p><b>Standards</b></p>	<p>Content Standards:</p> <p>M.1.4. Examine how families and peers can influence the health of adolescents</p> <p>M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others</p> <p>M.4.2. Analyze how media, technology and other factors influence personal health behaviors</p> <p>M.4.3. Analyze how family, school and peers influence personal health</p> <p>M.6.2. Describe and analyze how health-related decisions are influenced by using resources from family, school and community</p>
<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li>1. The media and our peers can influence us into making decisions.</li> <li>2. Building self-confidence and preparing for peer pressure situations can reduce the risk of abusing alcohol, tobacco, and other drugs.</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How can you stay drug free?</li> <li>2. What influences your health behaviors and decisions?</li> </ol>
<p><b>Vocabulary</b></p>	<p>advocacy, peer pressure, external influences, avoidance strategies, support systems, self-confidence, independence, coping</p>

## Common Core State Standards

### [CCSS.ELA-Literacy.RI.8.2](#)

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text

### [CCSS.ELA-Literacy.W.8.2](#)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

### [CCSS.ELA-Literacy.SL.8.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

## Resources

Being Healthy (textbook)  
BrainPOP (educational website)  
KidsHealth (educational website)  
TeacherVision (educational website)  
Technology Device(s)

## Unit Assessments

Unit Exam (Vocabulary/Content)  
Worksheets  
Letter to friends  
Demonstration of refusal skills  
Role Plays  
Observation of role plays  
Written reflections

## Technology: Videos, Websites, Links

BrainPOP <https://www.brainpop.com/health/>  
KidsHealth <http://kidshealth.org/>  
Printables and Worksheets <https://www.teachervision.com/>

<p><b>Grade: 8</b></p> <p><b>Unit 3- Addictions</b></p>	<p><b>Subject: Health</b></p> <ul style="list-style-type: none"> <li><b>Time Frame: 5 Class Sessions</b></li> </ul>
<p><b>Standards</b></p>	<p>Content Standards:</p> <p>M.3.2. Examine personal health status to determine needs</p> <p>M.5.9. Demonstrate strategies to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate</p> <p>M.8.3. Analyze community agencies that advocate for healthy individuals, families and communities</p>
<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li>1. Alcohol, tobacco, and other drugs have a scientific impact on our brains which can eventually lead to physical and psychological dependence or addiction to the substance</li> <li>2. Addictions to things that are not drug related still have physical and psychological effects on the body</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What are the effects of drugs/behaviors on the body?</li> <li>2. Why are drugs more addictive than natural rewards?</li> <li>3. How do drugs/behaviors work in the brain to produce pleasure?</li> <li>4. Where can someone who is addicted go for help?</li> </ol>
<p><b>Vocabulary</b></p>	<p>neurotransmitters, dendrites, axon, synapse, prefrontal cortex, limbic system, stimulants, depressants, various drugs, tolerance, withdrawal, addiction (psychological/physical), abuse, addiction hotline, local treatment centers,</p>

<p><b>Common Core State Standards</b></p>	
<p><b><u><a href="#">CCSS.ELA-Literacy.RI.8.2</a></u></b></p>	<p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text</p>
<p><b><u><a href="#">CCSS.ELA-Literacy.W.8.2</a></u></b></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>
<p><b><u><a href="#">CCSS.ELA-Literacy.SL.8.1</a></u></b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>

Resources
Being Healthy (textbook) BrainPOP (educational website) KidsHealth (educational website) TeacherVision (educational website) Technology Device(s) School wide Resource Officer

Unit Assessments
Unit Exam (Vocabulary/Content) Worksheets Addiction Project

Technology: Videos, Websites, Links
BrainPOP <a href="https://www.brainpop.com/health/">https://www.brainpop.com/health/</a> KidsHealth <a href="http://kidshealth.org/">http://kidshealth.org/</a> Printables and Worksheets <a href="https://www.teachervision.com/">https://www.teachervision.com/</a>

<b>Grade: 8</b>  <b>Unit 4- Adolescence</b>	<b>Subject: Health</b> <ul style="list-style-type: none"> <li>• <b>Time Frame: 15 Class Sessions</b></li> </ul>
<b>Standards</b>	Content Standards:  M.1.9. Identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable and noncommunicable diseases (e.g. HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease)  M.1.10. Describe puberty and human reproduction as it relates to medically accurate comprehensive sexuality education  M.1.11. Define abstinence, explain the value of postponing sexual activity, identify the methods of contraception and the effectiveness of each

	<p>M.2.4. Demonstrate ways to obtain medically accurate information about comprehensive sexuality education from family, school personnel, health professionals and other responsible adults</p> <p>M.3.5. Examine and apply safety techniques to avoid and reduce injury and prevent disease</p> <p>M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others</p>
<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li>1. Recognizing risk factors and applying risk reducing strategies can help prevent negative or unwanted health related consequences.</li> <li>2. Unplanned pregnancy and parenthood creates many obstacles and challenges, especially for the teenage parent.</li> <li>3. From conception to birth, the developing fetus goes through many stages.</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What can someone do to avoid or reduce health related risks, including pregnancy?</li> <li>2. What are the signs that a female is pregnant?</li> <li>3. What are the signs of labor?</li> <li>4. What are the complications associated with pregnancy?</li> <li>5. What are the different trimesters and how does the baby develop throughout each trimester?</li> <li>6. What are some complications and/or problems a teenage parent could face?</li> <li>7. What is the difference between a STD and STI?</li> <li>8. What are the four incurable STIs and why are they incurable?</li> <li>9. What are the symptoms a person might experience if they are infected with an STI/STD?</li> <li>10. How would you seek treatment if you suspect that you are infected with an STI/STD?</li> <li>11. What is the difference between HIV and AIDS?</li> <li>12. What are some risky behaviors through which you could contract an STI/STD?</li> <li>13. What are some common myths associated with HIV/AIDS?</li> </ol>
<p><b>Vocabulary</b></p>	<p>Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Genital Herpes, Hepatitis B, Human Papilloma Virus (HPV), Chlamydia, Syphilis, Gonorrhea, Trichomoniasis, Yeast infections, Pubic lice</p> <p>sexual intercourse, reproduction, pregnancy, trimesters, fetus, embryo, infertility, ovulation, zygote, implantation, blastocyst, miscarriage, stillbirth, ectopic pregnancy, c-section, vaginal birth, dilation, fertilization, conception, crowning, expulsion, water break, amniotic sac, fertility, placenta, umbilical cord, baby, hormones, premature birth, miscarriage, sperm, egg, ovum, fallopian tubes, fraternal twin, identical twins, preeclampsia</p> <p>contraceptives, abstinence, pre-ejaculation, birth control pill, hormonal injections, hormonal patch, spermicidal gels/creams, Plan B/Emergency contraception, condom, diaphragm, sponge, intrauterine device, vasectomy, tubal ligation</p>

## Common Core State Standards

### [CCSS.ELA-Literacy.RI.8.2](#)

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

### [CCSS.ELA-Literacy.W.8.2](#)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

### [CCSS.ELA-Literacy.SL.8.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

## Resources

Being Healthy (textbook)  
BrainPOP (educational website)  
KidsHealth (educational website)  
TeacherVision (educational website)  
Laptop cart  
Planned Parenthood Resources  
Centers for Disease Control

## Unit Assessments

Unit Exam (Vocabulary/Content)  
Worksheets  
Creation of Informational Resource for others

## Technology: Videos, Websites, Links

BrainPOP <https://www.brainpop.com/health/>  
KidsHealth <http://kidshealth.org/>  
Printables and Worksheets <https://www.teachervision.com/>  
Centers for Disease Control <http://www.cdc.gov/>