

## Health- Grade 7

Chapters		Grade Level Content Expectations	Vocabulary	Pacing
Unit 1- Personal Health and Wellness	<ul style="list-style-type: none"> <li>▪ Chapter 1: Understanding Your Health (Lessons1-3)</li> <li>▪ Chapter 2: Skills for a Healthy Life (Lessons1-3)</li> <li>▪ Chapter 15: Personal Care and Consumer Choices (Lessons1-4)</li> </ul>	<p>4.9 Demonstrate using the problem solving steps to solve a problem. (<b>Chapter 2 Lesson 1</b>)</p> <p>5.2 Explain how common infectious diseases are transmitted by air, indirect contact, and person-to-person contact. (<b>Hand washing Lesson</b>)</p> <p>5.3 Locate resources in one's school and community, and on the Internet, related to personal health issues and concerns; and assess the validity of the resources. (<b>Chapter 15 Lesson 2</b>)</p> <p>5.4 Apply health practices that can prevent the spread of illness, including foodborne illness. (<b>Hand washing Lesson</b>)</p> <p>5.7 Demonstrate the proper steps to protect against harm from the sun. (<b>Sun Safety Lesson</b>)</p> <p>5.8 Analyze the social influences that encourage or discourage a person to practice sun safety. (<b>Sun Safety Lesson</b>)</p> <p>5.10 Locate resources in one's school and community, and on the Internet, for first aid information and training; and assess the validity of the resources. (<b>First Aid Lesson</b>)</p> <p>5.11 Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo, sun screen, and dental care products), and evaluate the information's validity. (<b>Chapter 15 Lesson 1</b>)</p> <p>5.13 Analyze the influence of media on selection of personal health care products. (<b>Chapter 15 Lesson 2</b>)</p> <p>6.4 Describe sources of accurate information and assistance in one's community. (<b>Chapter 2 Lesson 3</b>)</p>	<ol style="list-style-type: none"> <li>1. Abstinence-</li> <li>2. Health-</li> <li>3. Adolescence-</li> <li>4. Risk behaviors-</li> <li>5. Prevention-</li> <li>6. Wellness-</li> <li>7. Accountability-</li> <li>8. Tolerance-</li> <li>9. Advocacy-</li> <li>10. Values-</li> <li>11. Character-</li> <li>12. Empathy-</li> <li>13. Stress-</li> <li>14. Decibel-</li> <li>15. Vaccine-</li> <li>16. Tartar-</li> <li>17. Dandruff-</li> <li>18. Antibiotics-</li> <li>19. Plaque-</li> <li>20. Gingivitis-</li> <li>21. Preventative Care-</li> <li>22. Mood Swings-</li> <li>23. Short-Term Goal-</li> <li>24. Long-Term Goal-</li> <li>25. Epidermis-</li> <li>26. Dermis-</li> <li>27. Subcutaneous Layer-</li> </ol>	3 Weeks

**Assessments:**

Unit 1 Study Guide, Unit 1 Test, Protecting Petey from the Sun, Goal Setting/Decision Making Assignment, ABCD's of Skin Cancer Assignment, Handwashing Poster Project, Skin Care Word Search, Health Triangle Quiz, Letter to My Future Self

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Chapters	Grade Level Content Expectations	Vocabulary	Pacing	
Unit 2- Social and Emotional Health	<ul style="list-style-type: none"> <li>▪ Chapter 3: Mental and Emotional Health (Lessons 1-4)</li> <li>▪ Chapter 4: Mental and Emotional Problems (Lessons 1-3)</li> <li>▪ Chapter 5: Relationships: The Teen Years (Lessons 1-4)</li> </ul>	<p>4.1 Distinguish between passive, aggressive, and assertive communication. <b>(Chapter 5 Lesson 3)</b></p> <p>4.2 Describe the warning signs, risk factors, and protective factors for depression and suicide. <b>(Chapter 4 Lesson 2)</b></p> <p>4.3 Analyze situations as to whether they call for simple acts of caring among friends, or require getting the help of caring adults. <b>(Chapter 5 Lesson 3)</b></p> <p>4.4 Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide. <b>(Chapter 4 Lesson 2)</b></p> <p>4.5 Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others. <b>(Chapter 4 Lesson 2)</b></p> <p>4.10 Demonstrate ways to show caring and respect for others, including those with real or perceived differences (e.g., cultural differences, disabilities, gender, and sexual orientation). <b>(Chapter 3 Lesson 2)</b></p> <p>4.11 Demonstrate the ability to use assertive communication skills. <b>(Chapter 5 Lesson 3)</b></p> <p>4.13 Describe essential character traits needed for personal success and well-being. <b>(Chapter 3 Lesson 1)</b></p> <p>4.15 Apply character traits during the process of making a decision. <b>(Chapter 3 Lesson 1)</b></p> <p>4.16 Evaluate behaviors, including one's own, to determine if they are examples of essential character traits. <b>(Chapter 3 Lesson 1)</b></p> <p>4.14 Apply skills to manage strong feelings. <b>(Chapter 3 Lesson 2)</b></p> <p>6.6 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations. <b>(Chapter 5 Lesson 3)</b></p>	<ol style="list-style-type: none"> <li>1. Emotions-</li> <li>2. Emotional needs-</li> <li>3. Adrenaline-</li> <li>4. Resilience-</li> <li>5. Coping strategies-</li> <li>6. Stress-</li> <li>7. Anxiety-</li> <li>8. Panic-</li> <li>9. Self-esteem-</li> <li>10. Grief reaction-</li> <li>11. Schizophrenia-</li> <li>12. Family therapy-</li> <li>13. Major depression-</li> <li>14. Psychologist-</li> <li>15. Phobia-</li> <li>16. Personality disorder-</li> <li>17. Psychiatrist-</li> <li>18. Anxiety disorder-</li> <li>19. Suicide-</li> <li>20. Clinical social worker (CSW)-</li> <li>21. Sympathetic-</li> <li>22. Communication-</li> <li>23. Mixed message-</li> <li>24. Body language-</li> <li>25. Relationships-</li> <li>26. Clique-</li> <li>27. Intonation-</li> <li>28. Refusal skills-</li> <li>29. Peer pressure-</li> <li>30. "I" message-</li> <li>31. Assertive-</li> </ol>	3 Weeks
		<p><b>Assessments:</b> Unit 2 Study Guide, Unit 2 Test, Letter to Austin Hatch, Suicide Prevention Worksheet, Lesson Quiz 3-1 and 3-3, Guest Speaker- Women's Aid Services (If available)</p>		

# Health- Grade 7

Chapters		Grade Level Content Expectations	Vocabulary	Pacing
Unit 3- Safety	<ul style="list-style-type: none"> <li>▪ Chapter 8: Violence Prevention (Lessons 1-3)</li> <li>▪ Chapter 20: Safety and Emergencies (Lessons 1-3)</li> </ul>	<p>3.3 Describe the extent of the problem of dating abuse, as assault, and rape. (Chapter 8 Lesson 2)</p> <p>3.4 Define the legal consequences of sexual harassment and violence. (Chapter 8 Lesson 3 and Bullying Prevention Lesson)</p> <p>3.5 Describe the characteristics of situations for which adult help is needed, including intimidating and dangerous situations, where valid help can be located, and how to access it for self or others. (Chapter 8 Lesson 1)</p> <p>3.6 Evaluate potential responses to violence to determine the probability of a safe outcome. (Chapter 8 Lesson 1)</p> <p>3.7 Describe strategies to stay safe when using the Internet. (Internet Safety Lesson)</p> <p>3.8 Demonstrate skills and strategies for avoiding or escaping potentially dangerous situations. (Chapter 8 Lesson 1)</p> <p>3.9 Recognize warning signs of potential danger in relationships. (Chapter 8 Lesson 2)</p> <p>3.10 Evaluate individual, group, and societal influences that promote peace and respectful behaviors, and those that promote violence and disrespectful behaviors. (Chapter 8 Lesson 1)</p> <p>3.11 Apply the problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment. (Chapter 8 Lesson 3 and Bullying Prevention Lesson)</p> <p>3.13 Demonstrate skills for dealing with intimidation, including sexual harassment. (Chapter 8 Lesson 3 and Bullying Prevention Lesson)</p> <p>3.15 Demonstrate the ability to properly and consistently use a variety of safety gear, including seat belts. (Seat Belt Safety Lesson)</p> <p>3.16 Assess situations for safety hazards and consequences, and make recommendations regarding safety procedures or safety gear to alleviate the risks. (Chapter 20 Lesson 2)</p> <p>3.17 Commit to taking individual action to promote peace. (Chapter 8 Lesson 1)</p> <p>3.19 Advocate for changes in home, school, or community environments that would increase safety. (Chapter 8 Lesson 1)</p> <p>5.5 Demonstrate basic first aid skills (i.e., controlling bleeding, Heimlich maneuver). (First Aid Lesson Unit and Chapter 20 Lesson 4)</p> <p>5.6 Analyze the characteristics of an illness or injury to determine whether it is necessary to seek medical care. (First Aid Lesson and Chapter 20 Lesson 4)</p> <p>6.3 Explain when it is important to get adult, medical, and/or counseling help. (First Aid Lesson and Chapter 20 Lesson 4)</p>	<ol style="list-style-type: none"> <li>1. Cycle of abuse-</li> <li>2. Victim-</li> <li>3. Crisis hot line-</li> <li>4. Gang-</li> <li>5. Drug trafficking-</li> <li>6. Zero tolerance policy-</li> <li>7. Abuse-</li> <li>8. Violence-</li> <li>9. Harassment-</li> <li>10. Sexual harassment-</li> <li>11. Homicide-</li> <li>12. Media-</li> <li>13. Criminal-</li> <li>14. Injury-</li> <li>15. Assault-</li> <li>16. Rape-</li> <li>17. Battery-</li> <li>18. Domestic abuse-</li> <li>19. Gender discrimination-</li> <li>20. Pinching-</li> <li>21. Threatening-</li> <li>22. Accident-</li> <li>23. Accidental injuries-</li> <li>24. Accident chain-</li> <li>25. Absorption-</li> <li>26. Heatstroke-</li> <li>27. Buddy system-</li> <li>28. Ability range-</li> <li>29. Defensive driving-</li> <li>30. Pedestrian injury-</li> </ol>	3 Weeks

**Assessments:**

Unit 3 Study Guide, Unit 3 Test, The Bully Project Movie, The Bully Project Worksheet, Seat Belt Safety Bumper Stickers, Basic First Aid Crossword Puzzle, Ending Bullying Worksheet, Bullying Survey, Healthy Relationships Quiz, CPR Training Quiz

31. Snowstorm-
32. Tomado-
33. Earthquake-
34. Flash floods-
35. Windstorm-
36. First aid-
37. Universal precautions-
38. Taking action-
39. Calling for help-
40. Limitations-

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Chapters	Grade Level Content Expectations	Vocabulary	Pacing
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Unit 4- Nutrition and Physical Activity	<ul style="list-style-type: none"> <li>• Chapter 9: Physical Activity and Fitness (Lessons 1-3)</li> <li>• Chapter 10: Nutrition for Health (Lessons 1-3)</li> <li>• Chapter 11: Your Body Image (Lessons 1-2)</li> </ul>	<p>1.1 Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so. <b>(All of Chapter 9 and 10)</b></p> <p>1.2 Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits. <b>(Chapter 10 Lesson 3 and Nutrition Assignment Project)</b></p> <p>1.3 Use nutrition information on food labels to compare products and select foods for specific dietary goals. <b>(Chapter 10 Lesson 3 and Nutrition Assignment Project)</b></p> <p>1.4 Demonstrate the ability to access resources regarding healthy weight management and unhealthy eating patterns; and assess the validity of the resources. <b>(Chapter 10 Lesson 3)</b></p> <p>1.7 Evaluate a typical day's food intake according to the federal dietary guidelines for teenagers. <b>(Chapter 10 Lesson 3 and Food Tracker/My Plate Project)</b></p> <p>1.8 Describe moderate-intensity physical activities that are personally enjoyed and that can be enjoyed for a lifetime. <b>(Chapter 9 Lesson 1)</b></p> <p>1.9 Analyze the influence of television, computer, and video games on physical activity. <b>(Chapter 9 Lesson 1)</b></p> <p>1.10 Assess personal barriers to healthy eating and being physically active, and develop practical solutions to remove these barriers. <b>(Chapter 9 Lesson 1 and 10 Lesson 3)</b></p> <p>1.11 Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines. <b>(Chapter 9 Lesson 1 and Chapter 10 Lesson 3 and Food Tracker/My Plate Project and Nutrition Assignment Project)</b></p> <p>1.13 Summarize the characteristics of a healthy body image and factors that determine body weight, including body type. <b>(All Chapter 11)</b></p> <p>1.14 Describe how to access nutrition information about foods offered in restaurants in one's community. <b>(Chapter 10 Lesson 3)</b></p> <p>1.17 Demonstrate skills for dealing with pressure to eat in ways that are not healthy. <b>(Chapter 10 Lesson 3)</b></p> <p>1.18 Demonstrate the ability to persuade peers to eat healthy and be physically active. <b>(Chapter 10 Lesson 3)</b></p>	<ol style="list-style-type: none"> <li>1. Calorie-</li> <li>2. Protein-</li> <li>3. Nutrients-</li> <li>4. Foodborne illness-</li> <li>5. Nutrition-</li> <li>6. Hunger-</li> <li>7. Sodium-</li> <li>8. Empty-calorie foods-</li> <li>9. Saturated fats-</li> <li>10. Appetite-</li> <li>11. Unsaturated fats-</li> <li>12. Minerals-</li> <li>13. Vitamins-</li> <li>14. Muscle endurance-</li> <li>15. Conditioning-</li> <li>16. Body composition-</li> <li>17. Physical fitness-</li> <li>18. Physical activity-</li> <li>19. Resting heart rate-</li> <li>20. Balance-</li> <li>21. Heat exhaustion-</li> <li>22. Coordination-</li> <li>23. Flexibility-</li> <li>24. Aerobic exercise-</li> <li>25. Anaerobic exercise-</li> <li>26. Muscle strength</li> </ol>	3 Weeks
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# Health- Grade 7

Chapters	Grade Level Content Expectations	Vocabulary	Pacing
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Unit 5- Alcohol, Tobacco, and Other Drugs</b></p> <ul style="list-style-type: none"> <li>▪ Chapter 12: Alcohol (Lessons 1-5)</li> <li>▪ Chapter 13: Tobacco (Lessons 1-5)</li> </ul>	<p>2.1 Analyze how alcohol, tobacco, and other drug use and exposure negatively impact the user, as well as friends, family members, and community members. (Chapter 12 Lesson 1 and 13 Lesson 1-2)</p> <p>2.2 Locate resources in one's school and community, and on the Internet, for information and assistance regarding alcohol, tobacco, and other drug use; and assess the validity of the resources. (Chapter 12 Lesson 1 and 13 Lesson 1-2)</p> <p>2.3 Describe a variety of needs young people may have, explain healthy ways to meet these needs without using alcohol, tobacco, or other drugs, and make a personal commitment to remain drug free. (Chapter 12 Lesson 5 and Chapter 13 Lesson 5)</p> <p>2.4 Recognize risky situations that may lead to trouble, so that one can protect oneself and others (Chapter 12 Lesson 4 and Chapter 13 Lesson 4)</p> <p>2.5 Evaluate environmental and social factors, especially advertising strategies, which may influence young people to use alcohol, tobacco, or other drugs. (Chapter 12 Lesson 4 and Chapter 13 Lesson 3)</p> <p>2.6 Apply problem-solving skills to hypothetical situations to protect oneself and others from alcohol, tobacco, and other drug use. (Chapter 12 Lesson 5 and Chapter 13 Lesson 5)</p> <p>2.7 Demonstrate effective refusal skills to counter pressure to use alcohol, tobacco, or other drugs. (Chapter 12 Lesson 1 and Chapter 13 Lesson 5)</p> <p>2.9 Demonstrate skills to avoid hazards due to another's use of alcohol, tobacco, or other drugs, including avoiding secondhand smoke and riding in a car with someone who has been using alcohol or other drugs. (Chapter 12 Lesson 3 and Chapter 13 Lesson 4)</p> <p>2.10 Demonstrate ways to support people who are abstaining from and/or trying to quit using alcohol, tobacco, or other drugs. (Chapter 12 Lesson 5 and Chapter 13 Lesson 5)</p> <p>2.11 Compose persuasive advice for peers on how to stay alcohol, tobacco, and drug free. (Chapter 12 Lesson 5 and Chapter 13 Lesson 5)</p> <p><b>Assessments:</b> Unit 5 Study Guide, Unit 5 Test, Mr./Mrs. Smoker Project, Tobacco's Costs to Society Worksheet, Beyond Cigarettes Worksheet, The dangers of Secondhand Smoke Article, The Truth About Tobacco DVD</p>	<ol style="list-style-type: none"> <li>1. Alcohol</li> <li>2. Alternatives</li> <li>3. Depressants</li> <li>4. Reaction Time</li> <li>5. Intoxication</li> <li>6. Blood Alcohol Content (BAC)</li> <li>7. Alcohol Poisoning</li> <li>8. Malnutrition</li> <li>9. Fatty Liver</li> <li>10. Cirrhosis</li> <li>11. Inhibition</li> <li>12. Fetal Alcohol Syndrome</li> <li>13. Nicotine</li> <li>14. Addictive</li> <li>15. Tar</li> <li>16. Bronchi</li> <li>17. Carbon Monoxide</li> <li>18. Smokeless Tobacco</li> <li>19. Chronic Obstructive Pulmonary Disease</li> <li>20. Cardiovascular Disease</li> <li>21. Tolerance</li> <li>22. Physical Dependence</li> <li>23. Psychological Dependence</li> <li>24. Withdrawal</li> <li>25. Nicotine Replacement Therapies (NRT)</li> <li>26. Relapse</li> <li>27. Drug</li> <li>28. Prescription Medicines</li> <li>29. Over-the-counter medicines</li> <li>30. Drug Misuse</li> <li>31. Side Effects</li> <li>32. Tolerance</li> <li>33. Drug Abuse</li> <li>34. Marijuana</li> <li>35. THC</li> <li>36. Amnesia</li> <li>37. Anabolic Steroids</li> <li>38. Narcotics</li> <li>39. Opium</li> <li>40. Euphoria</li> <li>41. Withdrawal Symptoms</li> <li>42. Stimulants</li> <li>43. Amphetamine</li> <li>44. Binge</li> <li>45. CNS Depressant</li> </ol>	<p style="text-align: center;">3 Weeks</p>

## Health- Grade 7

Units	Grade Level Content Expectations	Vocabulary	Pacing
<b>Unit 6- Sexuality Education</b>	<ul style="list-style-type: none"> <li>• Sexual Education Curriculum-SHARE PROGRAM taught by Life Choices of Central Michigan</li> <li>• Approved by our sexual education advisory board</li> </ul>		1 Week
	<p><b>Standard 1: Core Concepts</b>            7.1 Summarize the benefits of staying within behavioral limits and remaining abstinent.            7.2 Compare characteristics of healthy and unhealthy relationships, and describe ways to express caring for a boyfriend or girlfriend while staying abstinent.</p> <p><b>Standard 3: Health Behaviors</b>            7.3 Set personal boundaries and limits related to physical intimacy and sexual behavior.            7.4 Demonstrate skills to avoid and escape risky situations.</p> <p><b>Standard 4: Influences</b>            7.5 Examine viewpoints of parents and other trusted adults regarding teen relationships, abstinence, and sexual decisions.            7.6 Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior.</p> <p><b>Standard 5: Goal Setting</b>            7.7 Create a plan to stay within behavioral limits which protect one from HIV and STIs.</p> <p><b>Standard 7: Social Skills</b>            7.8 Demonstrate the ability to communicate one's behavioral limits and to show respect for the limits of others related to physical intimacy and sexual behavior.            7.9 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.</p> <p><b>Standard 8: Advocacy</b>            7.10 Demonstrate the ability to be positive peer role models in the school and community.</p>		
	<p><b>Assessments:</b> May include but not limited to tests, quizzes, projects, assignments, participation, and behavior.</p>		