Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments (How students will demonstrate	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
			their understanding)			
First Quarter	Health and Wellness	Ch1 A.12.1-8; B.12.1-4; C.12.1;	Reading: Complete assigned	Listening skills, note-taking, open	Teacher Text Support pre-chapter tools.	Main textbook, related articles, medical reading
August -		C.12.3-4; E.12.1,4 Ch2A.12.1,6; B.12.3,	readings	discussion, respectful teamwork dynamics.	Reading	materials, Teaching
September		(NS3-7); C.12.5-6; E.12.1-2; F.12.1,3-		Follow	and discussion	Resource File (assess,
	Unit 1 Mental Health	6; G.12.5	Written:	directions on projects.	8	reteach, reinforce and
	Themes: Ch1	Ch3A.12.1,5-7; B.12.2,4, (NS3-7); C.12.1,5; D.12.6; E.12.4; F.12.2,3;		Students discuss, reflect, consider and	Personal Log	enrich at all levels text content), related
	Health and Wellness Factors/Risks Ch2	G.12.4		answer: Ch1	'DECIDE' - problem	worksheets, internet
	Personality and Self-Esteem Ch3	Ch4A.12.5,6,8; B.12.2; C.12.1,2;		what are health and wellness;	solving skills	sites, visuals aids,
	Managing Stress (personality types) Ch4	D.12.2,4,5,6; F.12.3; G.12.4	end of lesson work.	identify health risks; explain	'Building Health Skills'	overhead projector,
	Mental Disorders and Suicide Enduring			relationship between current life decisions and future wellness.	end of unit, End of Chapter Reviews, partner work, group	DVDs/Videos, SmartBoard
	Understandings: A		Lesson quizzes/tests	Ch2how do	projects, individual projects,	
	wellness view of health includes the well-being			personality traits contribute to	speeches, role play, enrichment	
	of the body (physical health). mind (mental		Comprehensive chapter or unit	mental health; discuss Freud,	worksheets (resource file, internet,	
	health), and relationships with others (social health). The Illness-Wellness Continuum depicts		testing at end of lessons with essays.	Erikson, Maslow's theories that explain how personality forms;	addit. textbooks), diagrams, games, flashcards, visual aids (models,	
	the full range of health within which people fall.			identify ways to improve self-	demonstrations, transparencies)	
	A healthy lifestyle will keep you feeling fit,		Personal Inventory	esteem; how do emotions show	Teaching Resource File	
	healthy, energetic and happy. Personality and		(self-health improvement	personality types in healthy ways.	(assess, reteach, reinforce and	
	self-esteem have a direct affect on your every sphere of health.		assessments) 'Check Your Wellness' Completion of projects as directed	Ch3what causes stress; explain how the body	enrich at all levels text content)	
	Essential questions:		on Project Rubric.	responds to stress; describe the tie		
I	How does heredity,		Oral:	between personalitiy types and		
	environment, and behavioral risk factors impact		Class	stress; how to manage stress in	Media and technology	
I	my life and health? How can I identify and deal		discussion/reflect on reading.	healthy ways. Ch4what are	supportinternet presentations SmartBoard, DVDs/videos	
	with risk factors inorder to control my essential wellness? What ways can be learned to improve		Individual quizzing, group game quizzing	mental disorders; list different kinds of mental disorders and treatments;	Sitial (BOard, DVDS/videos	
	winds ways can be learned to improve		Proof game darreng	oentar disorders and treatments;		
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Timeline	Themes/Enduring Understandings/Essential	Common Core Standards Addressed	Assessments	Standards Based Skills and	Strategies/Practices Used to Teach	Resources/Texts Used
	Questions for the Unit		(How students will demonstrate	Concepts Targeted	Skills and Concepts	
			their understanding)			
First Quarter	Unit 2 Social Health	Ch5A.12.2,6; B.12.2,4, (NS3-7);	Reading: Complete assigned	Listening skills, note-taking, open	Teacher Text Support pre-chapter	Main textbook, related
September -	Themes:	D.12.4; E.12.4; F.12.1,3-7	readings	discussion, respectful teamwork	tools.	articles, medical reading
mid-October	Ch5 You &			dynamics.	Reading and discussion	materials, Teaching
mid-October	Your Family Ch6 Building			Follow		Resource File (assess,
	Healthy Relationships Ch7 Preventing	Ch6A.12.1,6-8;	Written:	directions on projects.	Personal Log	reteach, reinforce and
	Violence	B.12.1,2; C.12.1-3; F.12.1-6;		Students		enrich at all levels text
		G.12.1,4,5		discuss, reflect, consider and	'DECIDE' - problem solving skills	content), related
	Enduring			answer: Ch5		worksheets, internet
	Understandings: Through		end of	identify similarities and differences	'Building Health Skills' end of unit,	sites, visuals aids,
	nurturing relationships with family members,	Ch7A.12.6; B.12.2,3,6;	lesson work.	among families today; describe	End of Chapter Reviews, partner	overhead projector,
	people learn how to work/cope with, get along	C.12.2; D.12.4; E.12.1,2; F.12.1-4,5		some of the stressors families face;	work, group projects, individual	DVDs/Videos,
	with, and care for others. Effective	(NS4.2); G.12.2,4	Lesson	identify ways to strengthen family	projects, speeches, role play,	SmartBoard
	communication (verbal and nonverbal) in all		quizzes/tests	relationships. Ch6-	enrichment worksheets (resource	
	relationships, particularly family, can promote		Comprehensive	-describe how the skills of	file, internet, addit. textbooks),	
	peaceful emotional attachments. Violence		chapter or unit testing at end of	communication, cooperation, and	diagrams, games, flashcards, visual	
	exists in all forms from media to relationships.		lessons with essays.	commpromise are essential for	aids (models, demonstrations,	
	Recognizing stressors can help with mediating			strong relationships; identify	transparencies)	
	solutions non-violently.			qualities for friendships; why are	Teaching Resource File (assess,	
			Personal Inventory (self-health	emotions important in close	reteach, reinforce and enrich at all	
	Essential questions:		improvement assessments) 'Check	relationships; list characteristics of	levels text content)	
	What are the basic dynamics of families, what		Your Wellness' Completion of	successful marriages.		
	types of families exist, how does communication		projects as directed on Project	Ch7identify risk factors with	Media and technology support	
	help develop healthy relationships, how do I		Rubric. Oral:	violence; describe some situations	internet presentations	
	recognize conflict and work with others to			that often lead to fights; outline	SmartBoard, DVDs/videos	
	resolve it?		Class discussion/reflect on	ways to resolve conflicts without		
			reading	violence (non-violent alternatives)		

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	(How	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
Constant	Unit 3 Human Development	Ch8A.12.1-3; B.12.1-3; C.12.1,4;	students will demonstrate their Reading: Complete assigned	Listening skills, note-taking, open	Teacher Text Support pre-chapter	Main textbook, related
Second Quarter	Onit 3 Human Development	D.12.4,6; (NS5-2), F.12.2	readings	discussion, respectful teamwork		articles, medical reading
mid	Themes:	Ch9A.12.1,6; B.12.2,	reaurigs	dynamics.		materials, Teaching
October - early	Ch8 Reproduction and Heredity Ch9	(NS3-7); C.12.1-3		Follow	discussion	Resource File (assess.
December	Pregnancy and Birth Ch10	Ch10A.12.6; B.12.1-4;	Written:	directions on projects.	uiscussion	reteach, reinforce and
	Childhood and Adolescence Ch11	C.12.1,4; D.12.3; E.12.2; F.12.1,3,4,6,	witten.	Students	Personal Log	enrich at all levels text
	Adulthood, Aging, and Death	(NS5-6); G.12.4		discuss, reflect, consider and		content), related
		Ch11A.12.1; B.12.2; C.12.4;		answer: Ch8	'DECIDE' - problem solving skills	worksheets, internet
	Enduring Understandings:	D.12.4; F.12.1; G.12.2-3		describe and explain the anatomy		sites, visuals aids,
	Physical characteristics and personality traits		end of lesson work	gland functions of the Endocrine	'Building Health Skills' end of unit,	overhead projector,
	can be inherited or passed on from one			System; explain the male and female	End of Chapter Reviews, partner	DVDs/Videos,
	generation to the next. Some diseases can be			reproductive system and functions;	work, group projects, individual	SmartBoard
	traced to genetics. Healthy male and female		Lesson quizzes/tests	how does heredity influence traits.	projects, speeches, role play,	*Maternity Nursing
	Human Reproductive systems are important			Ch9list	enrichment worksheets (resource	Resource Journals
	inorder to produce essential maturation		Comprehensive chapter or unit	reasons why parents decide to have	file, internet, addit. textbooks),	
	hormones, and for the reproducing of the		testing at end of lessons with essays.	children; explain the steps of	diagrams, games, flashcards, visual	*Human Sexuality
	human species. Pregnancy follows a precise			conception, pregnancy and birth;	aids (models, demonstrations,	Resource book
	time order for a healthy gestational process.			describe the birth process.	transparencies)	
	Parenthood should be a careful choice with		Personal Inventory	Ch10identify the	Teaching Resource File (assess,	
	consideration of several emotional, financial		(self-health improvement	growth and development stages of	reteach, reinforce and enrich at all	
	factors. Birth to death cover a wide range of		assessments) 'Check Your Wellness'	,	levels text content)	
	physical, emotional, mental, social changes.		Constant of contrate of the state	affect identity and the physical,		
	guestions: Essential How do the		Completion of projects as directed	emotional aspects in relationships;	Media	
	questions: How do the male and female bodies prepare to mature from		on Project Rubric. Oral:	describe stages puberty; identify changing responsibilites through the	and technology supportinternet	
	child to adult; how does conception occur; what		Class	lifespan.	presentations SmartBoard,	
	risk factors can be present during pregnancy		discussion/reflect on reading.	Ch11-identify the changes and	DVDs/videos)	
	and birth; How can I keep my reproductive		Individual quizzing,	opportunities in the 3 stages of	DVD3/VIGEO3/	
	system healthy; how does a person know		group game quizzing	adulthood; identify ways to cope		
	he/she is ready to start a family; how can a		0 0 7	with death.		

Timeline	Themes/Enduring Understandings/Essential	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts	Strategies/Practices Used to	Resources/Texts Used
	Questions for the Unit			Targeted	Teach Skills and Concepts	
			(How students will demonstrate			
Second Quarter	Unit 5 Substance Abuse	Ch19A.12.5-7; B.12.1-4,6; C.12.1;	Reading: Complete assigned	Listening skills, note-taking, open	Teacher Text Support pre-	Main textbook, related
December	Themes:	D.12.1,4,6; E.12.1-2; F.12.1,5, (NS5-	readings	discussion, respectful teamwork	chapter tools.	articles, medical reading
	Ch19 Alcohol (brief)	6); G.12.2		dynamics.		materials, Teaching
	Ch20 Tobacco (brief)			Follow	Reading and discussion	Resource File (assess,
	Ch21 Preventing Drug Abuse	Ch20A.12.3-7; B.12.1-	Written:	directions on projects.		reteach, reinforce and
	Enduring Understandings:	4; C.12.1-2; D.12.2; E.12.1-2; F.12.3,		Students		enrich at all levels text
	Drinking and driving remains the #1 cause of	(NS5-2,6); G.12.2,4-6		discuss, reflect, consider and	Personal Log	content), related
	eath among 15 to 19 year olds. Alcohol abuse is			answer: Ch19		worksheets, internet
	an ordeal to many aspects personally, family	Ch21A.12.4-8; B.12.1-4,		state reasons why alcohol is a drug	'DECIDE' -	sites, visuals aids,
	and society. Alcohol, tobacco and drugs affect	(NS3-7); D.12.4-6; F.12.3,5; G.12.4,6	end of lesson work	and explain reasons for laws	problem solving skills	overhead projector,
	the body and mind with serious illness.			regulating alcohol use; discuss the		DVDs/Videos,
	Essential			overall affects of alcohol and	'Building Health Skills' end of	SmartBoard
	questions: How does		Lesson quizzes/tests	alcoholism; identify refusal skills.	unit, End of Chapter Reviews,	
	alcohol, tobacco and drug use affect the body in			Ch20list the	partner work, group projects,	
	after short-term and long-term use? What are		Comprehensive chapter or unit	major reasons why people either	individual projects, speeches,	
	the health risks and diseases that can occur and		testing at end of lessons with essays.	abstain from or use tobacco; identify	role play, enrichment	
	impact the wellness of the person, family, and			the chemicals in tobacco; describe	worksheets (resource file,	
	society? How does PEER PRESSURE factor in?			the long-term damage from using	internet, addit. textbooks),	
	What are the signs and symptoms and stages of		Personal	tobacco and second-hand smoke;	diagrams, games, flashcards,	
	addiction, what are the commonly abused		Inventory (self-health improvement	describe ways to quit.	visual aids (models,	
	drugs, what course of treatments are available		assessments) 'Check Your Wellness'	Ch21what are legal	demonstrations,	
	to curb or halt addictions?			and illegal drugs; identify various	transparencies)	
			Completion of projects as directed on	factors that influence teens to use	Teaching Resource File	
			Proiect Rubric.	drugs: describe how drugs work side	(assess. reteach. reinforce and	

Timeline	Themes/Enduring Understandings/Essential	Common Core Standards	Assessments	Standards Based Skills and Concepts	Strategies/Practices Used to	Resources/Texts
	Questions for the Unit	Addressed		Targeted	Teach Skills and Concepts	Used
			(How students will demonstrate			
Third Quarter	Unit 4 Nutrition and Fitness	Ch12A.12.3,6-7; B.12.2,4;	Reading: Complete assigned	Listening skills, note-taking, open	Teacher Text Support pre-	Main textbook,
January - early	_	C.12.1,4; D.12.2; E.12.1	readings	discussion, respectful teamwork	chapter tools.	related articles,
February	Themes:	Ch13A.12.3-4,7; B.12.1-2,4;		dynamics. Follow	Donathan and	medical reading
		C.12.1,4; D.12.1-3; E.12.1	Written:		Reading and discussion	materials, Teaching Resource File
		Ch14 A.12.5,7; B.12.2,4; D.12.6; E.12.1,3	written:	directions on projects. Students	discussion	(assess, reteach,
		E.12.1,5		discuss, reflect, consider and		reinforce and
	Ch12 Food and Nutrition (brief)				Personal Log	enrich at all levels
	Ch13 Making Healthy Food Choices			Identify the 6 essential nutrietns and	reisoliai Log	text content),
	(brief) Ch14 Digestion and		end of lesson	their functions on the body; describe	'DECIDE' - problem	related worksheets.
	Excretion		work	and explain the Food Guide Pyramid	solving skills	internet sites,
	Enduring			and Food Guide Plate.	'Building	visuals aids,
	Understandings: Food		Lesson	Ch13identify several	Health Skills' end of unit, End	overhead projector,
	provides the body with essential nutrients to		quizzes/tests	things you can do to have a healthy	of Chapter Reviews, partner	DVDs/Videos,
	regulate functions, promote growth, repair		Comprehensive	diet; explain how a person's weight is	work, group projects,	SmartBoard
	and maintain energy. Planning a		chapter or unit testing at end of	relatd to both calories in food and	individual projects, speeches,	
	balanced meal with the groups on the Food		lessons with essays.	calories used in daily activities;	role play, enrichment	
	Guide Plate is recommended for servings sizes			describe special diets for high blook	worksheets (resource file,	
	and amounts for optimum nutrition, proper			pressure, diabetes, hypoglycemia;	internet, addit. textbooks),	
	weight maintenance depends on sensible		Personal Inventory (self-	identify the information on food	diagrams, games, flashcards,	
	eaing and exercise. Healthy teeth and gums		health improvement assessments)	labels. Ch14describe the	visual aids (models,	
	are required to start the digestive process.		'Check Your Wellness'	structure of teeth and ways to keep	demonstrations,	
	Digestion through the GI tract is an amazing		Completion of projects	them healthy; trace the path of food	transparencies)	
	process to breakdown food to the cellular		as directed on Project Rubric.	through the digestive system	Teaching Resource File	
	level. Bodily waste products are excreted		Oral:	(gastrointestinal) and name some	(assess, reteach, reinforce and	
	through breathing, sweating, urine, and bowel			disorders; explain the process by	enrich at all levels text	
	movements.		Class discussion/reflect on reading.	which the kidneys filter waste	content)	
	Essential questions:		Individual	products from blood and describe		
	How can I meet essential nutrient needs?		quizzing, group game quizzing	some disorders.		
	What food types are best, what food types					

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments (How students will demonstrate their	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
Third Quarter	Unit 4 Nutrition and Fitness	Ch15A.12.5; B.12.2-4,6; C.12.1;	Reading: Complete assigned	Listening skills, note-taking, open	Teacher Text Support pre-	Main textbook,
February - March		(NS5-6); G.12.4	readings	discussion, respectful teamwork	chapter tools.	related articles,
	Themes:	Ch16A.12.2,4,5,7; B.12.2,4; C.12.1;		dynamics.		medical reading
		D.12.2,4; G.12.4		Follow	Reading and	materials,
			Written:	directions on projects.	discussion	Teaching Resource
				Students		File (assess,
				discuss, reflect, consider and		reteach, reinforce
	Ch15 Movement and Coordination			answer: Ch15	Personal Log	and enrich at all
	Ch16 Cardiovascular & Respiratory			describe the function and formation		levels text
	Enduring Understandings:		end of lesson work	of bone and some disorders of the	'DECIDE' - problem	content), related
	The Skeletal System gives the body its			skeletal system; identify the 3 types	solving skills	worksheets,
	structure and protection of major organs.			of muscle cells and describe some	'Building	internet sites,
	Bone health is critical for growth and		Lesson	disorders of the muscular system;	Health Skills' end of unit, End	visuals aids,
	development, and prevention of skeletal		quizzes/tests	name the 3 types fo nerves and list	of Chapter Reviews, partner	overhead
	diseases. The Muscular System includes		Comprehensive	some safety measures to protect the	work, group projects,	projector,
	skeletal, smooth, and cardiac muscle fibers all		chapter or unit testing at end of	brain and spinal cord.	individual projects, speeches,	DVDs/Videos,
	functioning to keep the body moving. The		lessons with essays.	Ch16explain the function	role play, enrichment	SmartBoard
	Nervous System is the electric pathway for			of the respiratory system; explain	worksheets (resource file,	
	nerve messages between the brain, organs and			how the heart, blood vessels, and	internet, addit. textbooks),	
	muscles. Any spinal injury can cause		Personal Inventory (self-health	blood bring materials to your body	diagrams, games, flashcards,	
	permanent paralysis. The Respiratory System		improvement assessments) 'Check	cells and carry wste products away;	visual aids (models,	
	brings oxygen to the body cells, and removes		Your Wellness'	identify a heart disorder that is a	demonstrations,	
	carbon dioxide waste through the lungs.		Completion of projects as	major cause of death in the US;	transparencies)	
	Healthy lung tissue is essential for maximum		directed on Project Rubric.	identify some lifestyle choices that	Teaching Resource File	
	O2-CO2 exchange. Blood transports a variety		Oral:	reduce risk of developing circulatory	(assess, reteach, reinforce and	
	of components from waste to glucose to			and respiratory problems.	enrich at all levels text	
	oxygen.		Class discussion/reflect on reading.		content)	
	Essential questions:		Individual			
	How does exercise and diet help		quizzing, group game quizzing			
	ensure my skeletal and muscular systems stay					

Timeline	Themes/Enduring Understandings/Essential	Common Core Standards	Assessments	Standards Based Skills and	Strategies/Practices Used to	Resources/Texts
	Questions for the Unit	Addressed		Concepts Targeted	Teach Skills and Concepts	Used
			(How students will demonstrate			
Third Quarter	Unit 4 Nutrition and Fitness	Ch18A.12.3,5; B.12.2; C.12.2;	Reading: Complete assigned	Listening skills, note-taking, open	Teacher Text Support pre-	Main textbook,
March	Themes:	D.12.1,3,5,6; E.12.2; G.12.2	readings	discussion, respectful teamwork	chapter tools.	related articles,
	Ch18 Personal Care (skin, hair, nails, eyes)			dynamics.		medical reading
	Enduring				Reading and discussion	materials, Teaching
	Understandings: Skin is		Written:	Follow directions on projects.		Resource File
	made up of layers of the epidermis and the					(assess, reteach,
	dermis. Proper skin includes good choices and			Students discuss, reflect, consider	Personal Log	reinforce and enrich
	an understanding of how skin functions from			and answer:		at all levels text
	hormones, genetics, stress, external factors.			Ch18describe the function of the	'DECIDE' -	content), related
	Hair and nails are outgrowths of the skin and		end of	skin, distinguish between the	problem solving skills	worksheets,
	need proper care as well. The structures of the		lesson work	epidermis and dermis, and identify		internet sites,
	eye function along the optic nerve to the brain.			the characteristics and structures	'Building Health Skills' end of	visuals aids,
	Vision problems are caused by an inability to			found in each layer; differentiate	unit, End of Chapter Reviews,	overhead projector,
	focus light correctly on the retina. The outer,		Lesson quizzes/tests	skin problems such as acne,	partner work, group projects,	DVDs/Videos,
	middle and inner ear work together to transmit			dermatitis, infections and sunburn;	individual projects, speeches,	SmartBoard
	auditory information to the brain. Inner ear		Comprehensive chapter or unit	discuss ways in which skin, hair, and	role play, enrichment	
	helps with balance. Hearing loss can occur from		testing at end of lessons with	nails can be kept healthy. Identify	worksheets (resource file,	
	several causes. <u>Essential questions</u> :		essays.	the parts of the eye; explain how	internet, addit. textbooks),	
	How can I keep and maintain			the process of vision occurs from	diagrams, games, flashcards,	
	an intact integumentary system? What			eye to the brain; differentiate vision	visual aids (models,	
	important segments make up these systems		Personal Inventory (self-health	problems; describe correct eye care.	demonstrations, transparencies)	
	and how specifically do they function? How can		improvement assessments) 'Check	Describe the structures and	Teaching	
	I identify problems and apply simple, realistic		Your Wellness'	function of the ear, hearing	Resource File (assess, reteach,	
	ways to protect my skin, hair and nails from		Completion of projects as	disorders, and proper care to	reinforce and enrich at all levels	

Timeline	Themes/Enduring Understandings/Essential	Common Core Standards	Assessments	Standards Based Skills and Concepts	Strategies/Practices Used to	Resources/Texts
	Questions for the Unit	Addressed		Targeted	Teach Skills and Concepts	Used
			(How students will demonstrate			
Fourth Quarter	Unit 6 Preventing Disease	Ch22A.12.2,4,5-8; B.12.2; C.12.1;	Reading: Complete assigned	Listening skills, note-taking, open	Teacher Text Support pre-	Main textbook,
Mid-March -	Themes:	D.12.2,6	readings	discussion, respectful teamwork	chapter tools.	related articles,
mid-April	Ch22 Infectious Diseases Ch23	Ch23A.12.5,7,8; B.12.1-4,6; C.12.2;		dynamics.		medical reading
ппа дртп	AIDS and Sexaully Transmitted Diseases	D.12.2,4,6; F.12.3, (NS5.6); G.12.1-		Follow	Reading and	materials, Teaching
	Ch24 Noninfectious	2,6	Written:	directions on projects.	discussion	Resource File
	Diseases and Disabilities	Ch24		Students		(assess, reteach,
	Enduring Understandings:	A.12.2,3,6-8; B.12.2; C.12.1,4;		discuss, reflect, consider and		reinforce and enrich
	Pathogens cause infections if they enter the	D.12.1,2,4,6; E.12.2-3; F.12.3,		answer: Ch22	Personal Log	at all levels text
	body mainly by contact with an infected	(NS5.2); F.12.1,3-5		discuss the causes of infectious		content), related
	person/animal or contaminated		end of	diseases and ways they spread; list	'DECIDE' - problem	worksheets, internet
	object/substance. The body is naturally		lesson work	and explain how your body fights	solving skills	sites, visuals aids,
	protected by physical and chemical barriers,			against infectious diseases (physical	'Building	overhead projector,
	inflammation and the immune system. There			and chemical barriers); identify the	Health Skills' end of unit, End	DVDs/Videos,
	are 5 stages to a common infectious disease.		Lesson quizzes/tests	types of diseases and the stages of	of Chapter Reviews, partner	SmartBoard
	There are a variety of sexually transmitted			each disease, how to prevent them,	work, group projects, individual	
	diseases that are preventable through life		Comprehensive chapter or unit	and course of treatments.	projects, speeches, role play,	
	choices. HIV and AIDS attack the immune		testing at end of lessons with	Ch23explain which	enrichment worksheets	
	system rendering it useless to protect against		essays.	STDs are serious and why STDs are	(resource file, internet, addit.	
	common illnesses. Noninfectious diseases			epidemic in the US and how they can	textbooks), diagrams, games,	
	include cardiovascular problems, cancer,			be prevented; describe common	flashcards, visual aids (models,	
	diabetes and arthritis by heredity or lifestyle		Personal Inventory (self-health	symptoms of HIV and AIDs, fact vs	demonstrations,	
	choices <u>Essential</u>			,	transparencies)	
	questions: What		Your Wellness'	treatments; identify behaviors that	Teaching Resource File	
	behaviors put me at risk for contracting		Completion of projects as	are risky or can prevent the spread of	(assess, reteach, reinforce and	
	infectious OR non-infectious diseases? What		directed on Project Rubric.	STDs; develop refusal skills to avoid	enrich at all levels text	
	are the crucial symptoms? What course of		Oral:	risky behavior.	content)	
	action must I take to cure this illness and/or			Ch24list and explain the 9 types of		

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
	questions for the onit		(How students will demonstrate	concepts targeted	reach sains and concepts	
Fourth Quarter	Unit 8 Safety and First Aid	Ch28A.12.4,7; B.12.1-3,5,6;	Reading: Complete assigned	Listening skills, note-taking, open	Teacher Text Support pre-	Main textbook,
Mid-April - May	Themes:	C.12.2,4; D.12.2,6; E.12.4; G.12.2	readings	discussion, respectful teamwork	chapter tools.	related articles,
,	Ch28Preventing Injuries	Ch29A.12.4,8; B.12.2,5;		dynamics.		medical reading
	Ch29First Aid	C.12.1; D.12.4,6; E.12.3			Reading and	materials, Teaching
	Enduring Understandings:		Written:	Follow directions on projects.	discussion	Resource File (assess,
	Potential hazards in the home, workplace and					reteach, reinforce and
	community can cause a range of injuries, or			Students discuss, reflect, consider		enrich at all levels text
	death. Safe behaviors, common sense, and			and answer:	Personal Log	content), related
	preparations on how to respond in an			Ch28what 4 factors should be		worksheets, internet
	emergency, can prevent or prepare in the		end of	considered to prevent or lesson	'DECIDE' - problem solving	sites, visuals aids,
	event of injuries due to accidents or violence.		lesson work			overhead projector,
	Self-protective behaviors can minimize			to take in preparing for dangers or	'Building Health Skills'	DVDs/Videos,
	becoming a victim. 1st Aid knowledge,			disasters listed in the chapter;	end of unit, End of Chapter	SmartBoard
	assessment, and application can make a		Lesson quizzes/tests	describe and know local Crime	Reviews, partner work, group	**guideline study
	significant difference in outcome before			Prevention/Victims programs, list	projects, individual projects,	sheets for actual
	emergency personnal arrive.		Comprehensive chapter or unit	community agencies to contact if	speeches, role play, enrichment	student hands-on 1st
	Essential questions: What hazards can occur around		testing at end of lessons with	hazards are evident. Ch29	worksheets (resource file, internet, addit, textbooks).	Aid demonstrations
	you in any setting? Describe behaviors that		essays.	identify and assess life-threatening	diagrams, games, flashcards,	of specified
	put you at risk for injury? What critical			situations that require 1st Aid "on	visual aids (models,	emergency situations.
	measures should you apply to prevent or		Personal Inventory (self-health	scene"; describe how to respond	demonstrations.	
	remove a hazard? What 1st Aid should you		improvement assessments) 'Check	with immediate 1st Aid to these	transparencies)	
	administer to specific injury situations? What		Your Wellness'	emergencies**respiratory crisis,	Teaching Resource File	
	does ABC mean? When should you and how		Completion of projects as	heart attack, cardiac arrest, stroke,	(assess, reteach, reinforce and	
	should you make a 911 call?		directed on Project Rubric.	severe bleeding and shock; identify	enrich at all levels text content)	
	Should you make a 322 call:		Oral:	non-life threatening emergencies	cimen de din ievels text contenty	
			Orai.			