

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments (How students will demonstrate their understanding)	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
<p>First Quarter August - September</p>	<p>Health and Wellness</p> <p>Unit 1 Mental Health</p> <p>Themes: Health and Wellness Factors/Risks Ch1 Personality and Self-Esteem Ch2 Managing Stress (personality types) Ch3 Mental Disorders and Suicide Ch4</p> <p>Enduring Understandings: A wellness view of health includes the well-being of the body (physical health), mind (mental health), and relationships with others (social health). The Illness-Wellness Continuum depicts the full range of health within which people fall. A healthy lifestyle will keep you feeling fit, healthy, energetic and happy. Personality and self-esteem have a direct affect on your every sphere of health.</p> <p>Essential questions: How does heredity, environment, and behavioral risk factors impact my life and health? How can I identify and deal with risk factors in order to control my essential wellness? What ways can be learned to improve</p>	<p>Ch1—A.12.1-8; B.12.1-4; C.12.1; C.12.3-4; E.12.1,4 Ch2—A.12.1,6; B.12.3, (NS3-7); C.12.5-6; E.12.1-2; F.12.1,3-6; G.12.5 Ch3—A.12.1,5-7; B.12.2,4, (NS3-7); C.12.1,5; D.12.6; E.12.4; F.12.2,3; G.12.4 Ch4—A.12.5,6,8; B.12.2; C.12.1,2; D.12.2,4,5,6; F.12.3; G.12.4</p>	<p>Reading: Complete assigned readings</p> <p>Written:</p> <p>end of lesson work.</p> <p>Lesson quizzes/tests</p> <p>Comprehensive chapter or unit testing at end of lessons with essays.</p> <p>Personal Inventory (self-health improvement assessments) 'Check Your Wellness' Completion of projects as directed on Project Rubric.</p> <p>Oral:</p> <p>Class discussion/reflect on reading. Individual quizzing, group game quizzing</p>	<p>Listening skills, note-taking, open discussion, respectful teamwork dynamics.</p> <p>Follow directions on projects.</p> <p>Students discuss, reflect, consider and answer: Ch1—what are health and wellness; identify health risks; explain relationship between current life decisions and future wellness. Ch2—how do personality traits contribute to mental health; discuss Freud, Erikson, Maslow's theories that explain how personality forms; identify ways to improve self-esteem; how do emotions show personality types in healthy ways. Ch3—what causes stress; explain how the body responds to stress; describe the tie between personality types and stress; how to manage stress in healthy ways. Ch4—what are mental disorders; list different kinds of mental disorders and treatments;</p>	<p>Teacher Text Support pre-chapter tools.</p> <p>Reading and discussion</p> <p>Personal Log</p> <p>'DECIDE' - problem solving skills</p> <p>'Building Health Skills' end of unit, End of Chapter Reviews, partner work, group projects, individual projects, speeches, role play, enrichment worksheets (resource file, internet, addit. textbooks), diagrams, games, flashcards, visual aids (models, demonstrations, transparencies)</p> <p>Teaching Resource File (assess, reteach, reinforce and enrich at all levels text content)</p> <p>Media and technology support—internet presentations SmartBoard, DVDs/videos</p>	<p>Main textbook, related articles, medical reading materials, Teaching Resource File (assess, reteach, reinforce and enrich at all levels text content), related worksheets, internet sites, visuals aids, overhead projector, DVDs/Videos, SmartBoard</p>

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First Quarter September - mid-October	Unit 2 Social Health Themes: Ch5 You & Your Family Ch6 Building Healthy Relationships Ch7 Preventing Violence Enduring Understandings: Through nurturing relationships with family members, people learn how to work/cope with, get along with, and care for others. Effective communication (verbal and nonverbal) in all relationships, particularly family, can promote peaceful emotional attachments. Violence exists in all forms from media to relationships. Recognizing stressors can help with mediating solutions non-violently. Essential questions: What are the basic dynamics of families, what types of families exist, how does communication help develop healthy relationships, how do I recognize conflict and work with others to resolve it?	Ch5--A.12.2,6; B.12.2,4, (NS3-7); D.12.4; E.12.4; F.12.1,3-7 Ch6--A.12.1,6-8; B.12.1,2; C.12.1-3; F.12.1-6; G.12.1,4,5 Ch7--A.12.6; B.12.2,3,6; C.12.2; D.12.4; E.12.1,2; F.12.1-4,5 (NS4.2); G.12.2,4	Reading: Complete assigned readings Written: end of lesson work. Lesson quizzes/tests Comprehensive chapter or unit testing at end of lessons with essays. Personal Inventory (self-health improvement assessments) 'Check Your Wellness' Completion of projects as directed on Project Rubric. Oral: Class discussion/reflect on reading	Listening skills, note-taking, open discussion, respectful teamwork dynamics. Follow directions on projects. Students discuss, reflect, consider and answer: Ch5-- Identify similarities and differences among families today; describe some of the stressors families face; identify ways to strengthen family relationships. Ch6-- describe how the skills of communication, cooperation, and compromise are essential for strong relationships; identify qualities for friendships; why are emotions important in close relationships; list characteristics of successful marriages. Ch7--identify risk factors with violence; describe some situations that often lead to fights; outline ways to resolve conflicts without violence (non-violent alternatives)	Teacher Text Support pre-chapter tools. Reading and discussion Personal Log 'DECIDE' - problem solving skills 'Building Health Skills' end of unit, End of Chapter Reviews, partner work, group projects, individual projects, speeches, role play, enrichment worksheets (resource file, internet, addit. textbooks), diagrams, games, flashcards, visual aids (models, demonstrations, transparencies) Teaching Resource File (assess, reteach, reinforce and enrich at all levels text content) Media and technology support--- Internet presentations SmartBoard, DVDs/videos	Main textbook, related articles, medical reading materials, Teaching Resource File (assess, reteach, reinforce and enrich at all levels text content), related worksheets, internet sites, visuals aids, overhead projector, DVDs/Videos, SmartBoard

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

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Second Quarter December	Unit 5 Substance Abuse Themes: Ch19 Alcohol <i>(brief)</i> Ch20 Tobacco <i>(brief)</i> Ch21 Preventing Drug Abuse Enduring Understandings: Drinking and driving remains the #1 cause of death among 15 to 19 year olds. Alcohol abuse is an ordeal to many aspects personally, family and society. Alcohol, tobacco and drugs affect the body and mind with serious illness. Essential questions: How does alcohol, tobacco and drug use affect the body in after short-term and long-term use? What are the health risks and diseases that can occur and impact the wellness of the person, family, and society? How does PEER PRESSURE factor in? What are the signs and symptoms and stages of addiction, what are the commonly abused drugs, what course of treatments are available to curb or halt addictions?	Ch19 ---A.12.5-7; B.12.1-4,6; C.12.1-1.4,6; E.12.1-2; F.12.1,5, (NS5-6); G.12.2 Ch20 ---A.12.3-7; B.12.1-4; C.12.1-2; D.12.2; E.12.1-2; F.12.3, (NS5-2,6); G.12.2,4-6 Ch21 ---A.12.4-8; B.12.1-4, (NS3-7); D.12.4-6; F.12.3,5; G.12.4,6	Reading: Complete assigned readings Written: end of lesson work Lesson quizzes/tests Comprehensive chapter or unit testing at end of lessons with essays. Personal Inventory (self-health improvement assessments) 'Check Your Wellness' Completion of projects as directed on Project Rubric.	Listening skills, note-taking, open discussion, respectful teamwork dynamics. Follow directions on projects. Students discuss, reflect, consider and answer: Ch19 ---state reasons why alcohol is a drug and explain reasons for laws regulating alcohol use; discuss the overall affects of alcohol and alcoholism; identify refusal skills. Ch20 ---list the major reasons why people either abstain from or use tobacco; identify the chemicals in tobacco; describe the long-term damage from using tobacco and second-hand smoke; describe ways to quit. Ch21 ---what are legal and illegal drugs; identify various factors that influence teens to use drugs; describe how drugs work.	Teacher Text Support pre-chapter tools. Reading and discussion Personal Log 'DECIDE' - problem solving skills 'Building Health Skills' end of unit, End of Chapter Reviews, partner work, group projects, individual projects, speeches, role play, enrichment worksheets (resource file, internet, addit. textbooks), diagrams, games, flashcards, visual aids (models, demonstrations, transparencies) Teaching Resource File (assess. reteach. reinforce and	Main textbook, related articles, medical reading materials, Teaching Resource File (assess, reteach, reinforce and enrich at all levels text content), related worksheets, internet sites, visuals aids, overhead projector, DVDs/Videos, SmartBoard

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Third Quarter January - early February	Unit 4 Nutrition and Fitness Themes: Ch12 Food and Nutrition <i>(brief)</i> Ch13 Making Healthy Food Choices <i>(brief)</i> Ch14 Digestion and Excretion Enduring Understandings: Food provides the body with essential nutrients to regulate functions, promote growth, repair and maintain energy. Planning a balanced meal with the groups on the Food Guide Plate is recommended for servings sizes and amounts for optimum nutrition, proper weight maintenance depends on sensible eating and exercise. Healthy teeth and gums are required to start the digestive process. Digestion through the GI tract is an amazing process to breakdown food to the cellular level. Bodily waste products are excreted through breathing, sweating, urine, and bowel movements. Essential questions: How can I meet essential nutrient needs? What food types are best, what food types	Ch12 —A.12.3.6-7; B.12.2.4; C.12.1.4; D.12.2; E.12.1 Ch13 —A.12.3-4;7; B.12.1-2,4; C.12.1,4; D.12.1-3; E.12.1 Ch14 —A.12.5,7; B.12.2,4; D.12.6; E.12.1,3	Reading: Complete assigned readings Written: end of lesson Lesson Comprehensive chapter or unit testing at end of lessons with essays. Personal Inventory (self-health improvement assessments) 'Check Your Wellness' Completion of projects as directed on Project Rubric. Oral: Individual quizzing, group game quizzing	Listening skills, note-taking, open discussion, respectful teamwork dynamics. Follow Students discuss, reflect, consider and answer: Identify the 6 essential nutrients and their functions on the body; describe and explain the Food Guide Pyramid and Food Guide Plate. Ch13 —identify several things you can do to have a healthy diet; explain how a person's weight is related to both calories in food and calories used in daily activities; describe special diets for high blood pressure, diabetes, hypoglycemia; identify the information on food labels. Ch14 —describe the structure of teeth and ways to keep them healthy; trace the path of food through the digestive system (gastrointestinal) and name some disorders; explain the process by which the kidneys filter waste products from blood and describe some disorders.	Teacher Text Support pre-chapter tools. Reading and discussion Personal Log 'DECIDE' - problem solving skills 'Building Health Skills' end of unit, End of Chapter Reviews, partner work, group projects, individual projects, speeches, role play, enrichment worksheets (resource file, internet, addit. textbooks), diagrams, games, flashcards, visual aids (models, demonstrations, transparencies) Teaching Resource File (assess, reteach, reinforce and enrich at all levels text content)	Main textbook, related articles, medical reading materials, Teaching Resource File (assess, reteach, reinforce and enrich at all levels text content), related worksheets, internet sites, visuals aids, overhead projector, DVDs/Videos, SmartBoard

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

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

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

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Fourth Quarter Mid-April - May	Unit 8 Safety and First Aid Themes: Ch28---Preventing Injuries Ch29---First Aid Enduring Understandings: Potential hazards in the home, workplace and community can cause a range of injuries, or death. Safe behaviors, common sense, and preparations on how to respond in an emergency, can prevent or prepare in the event of injuries due to accidents or violence. Self-protective behaviors can minimize becoming a victim. 1st Aid knowledge, assessment, and application can make a significant difference in outcome before emergency personnel arrive. Essential questions: What hazards can occur around you in any setting? Describe behaviors that put you at risk for injury? What critical measures should you apply to prevent or remove a hazard? What 1st Aid should you administer to specific injury situations? What does ABC mean? When should you and how should you make a 911 call?	Ch28 ---A.12.4,7; B.12.1-3,5,6; C.12.2,4; D.12.2,6; E.12.4; G.12.2 Ch29 ---A.12.4,8; B.12.2,5; C.12.1; D.12.4,6; E.12.3	Reading: Complete assigned readings Written: end of lesson work Lesson quizzes/tests Comprehensive chapter or unit testing at end of lessons with essays. Personal Inventory (self-health improvement assessments) 'Check Your Wellness' Completion of projects as directed on Project Rubric. Oral:	Listening skills, note-taking, open discussion, respectful teamwork dynamics. Follow directions on projects. <u>Students discuss, reflect, consider and answer:</u> Ch28 --what 4 factors should be considered to prevent or lessen unintentional injuries; identify steps to take in preparing for dangers or disasters listed in the chapter; describe and know local Crime Prevention/Victims programs, list community agencies to contact if hazards are evident. Ch29 -- identify and assess life-threatening situations that require 1st Aid "on scene"; describe how to respond with immediate 1st Aid to these emergencies--**respiratory crisis, heart attack, cardiac arrest, stroke, severe bleeding and shock; identify non-life threatening emergencies	Teacher Text Support pre-chapter tools. Reading and discussion Personal Log 'DECIDE' - problem solving skills 'Building Health Skills' end of unit, End of Chapter Reviews, partner work, group projects, individual projects, speeches, role play, enrichment worksheets (resource file, internet, addit. textbooks), diagrams, games, flashcards, visual aids (models, demonstrations, transparencies) Teaching Resource File (assess, reteach, reinforce and enrich at all levels text content)	Main textbook, related articles, medical reading materials, Teaching Resource File (assess, reteach, reinforce and enrich at all levels text content), related worksheets, internet sites, visual aids, overhead projector, DVDs/Videos, SmartBoard **guideline study sheets for actual student hands-on 1st Aid demonstrations of specified emergency situations.