

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
Third Quarter January - mid-March GRADE 6	Nutrition Themes: L1--Nutrition and Your Health L2--The Nutrients You Need L3--Eating for Life L4--Nutrition Activities L5--Diet Deficiencies and Unhealthy Choices L6--A Healthy Body Image Enduring Understandings: Food provides the body with crucial nutrients to regulate functions, promote growth, repair and maintain energy. Planning daily balanced meals with the 6 groups on the Food Guide Plate is recommended for servings sizes and number of servings for optimum nutrition, Nutrition Fact Labels help consumers know content, proper weight maintenance depends on sensible eating and exercise. Illnesses, Body Image and self-esteem can be reflected in a person's diet. Body Image can include eating disorders. Essential questions: How can I meet essential nutrient needs? What food types are best, what food types should I avoid or limit? How should I plan a balanced diet? What are the 6 classes of essential nutrients? How is water important? What serious deficiency diseases happen as a result of poor diet? How is the new Food Guide Plate a tool guideline for daily eating? Why is breakfast important?	L1--A.8.7 L2--A.8.3 L3--C.8.2, 3; D.8.1, 2 C.8.1 L4-- L5-- B.8.1-3; C.8.2-4; D.8.1,2 L6-- A.8.4,7; B.8.1,3,4,6; C.8.2; D.8.3,6; E.8.1-4	Reading: Complete assigned readings on Study Guide. Demonstrates independent study habits Written: End of lesson classwork and homework tests Lesson Comprehensive worksheets Personal Inventory (self-health improvement assessments) Completion of project as directed on Project Rubric. Oral: Class discussion/reflect on reading. Individual and	Listening skills, note-taking, open discussion, cooperative teamwork, follow directions on projects. Students discuss, reflect, consider and answer: L1--describe how nutrition affects your health quality, explain how your body cells use food, explain how your digestive system breaks down food, define nutrition, explain factors that influence food choices L2--list and discuss the six classes of essential nutrients (carbs, proteins, fats, water, vits, minerals), how do these help the body, identify foods that are good sources of each nutrient, what's a calorie? L3-- identify the food groups shown on the Food Guide Plate, identify healthy snacks, explain how to read a Nutrition Facts Label, describe the Dietary Guidelines for Americans L4--breakfast can be important in maintaining a healthy body weight, better learning ability and memory functions, people who skip breakfast may be low in vits/minerals. L5--what Vitamin Deficiency diseases occur from lack of food types? Soda is a major factor in several illnesses, dental problems, and obesity. L6--What are BMI, anorexia and bulimia, explain why positive body image is important.	Reading and discussion "Personal Health IQ" End of lesson Directed Reading Review worksheets, partner work, individual projects, speeches, role play, enrichment worksheets (resource file, internet, addict. textbooks), diagrams, games, flashcards, visual aids (models, demonstrations, transparencies) Media and technology support-- internet presentations Smart Board, DVDs/videos)	**STUDY GUIDE for each student, medical/nursing 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, Smart Board

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Third Quarter January - mid- March GRADE 7	Systems: Anatomy & Physiology Themes: L1--Body Systems/Skeletal System L2--The Muscular System L3--The Nervous System L4--The Digestive System L5--The Circulatory System L6--The Respiratory System Enduring Understanding: Your body is made up of trillions of cells that constitute the multitude parts in the body, each work together to maintain perfect homeostasis or balance. A bone is an organ of the skeletal system which protects soft organs and supports the body. Bone marrow has a unique function. Muscles also provide stability and support to our bodies by CONTRACTING, muscles are always in a state of readiness to move. Special chemicals and electrical impulses "fire away" to make muscles move. The nervous system controls ALL of your body's activities by allowing different parts to exchange information--the brain and nervous system are responsible for this. Digestion begins in the mouth with saliva enzymes. Absorption of nutrients occur in the intestines. The heart muscle contracts to pump blood throughout your body. 4 chambers (atria-ventricles) in your heart cycle blood. The lungs exchange oxygen and carbon dioxide in the tiny air sacs called alveoli. Essential questions: How does the body remain in homeostasis from cellular to system levels? How does learning about your body systems help you to care for them correctly? What lifestyle behaviors ensure optimum function of your systems?	L1--A.8.5 L2--A.8.5 L3-- A.8.5 L4--A.8.5 L5--A.8.5 L6--A.8.5,7; B.8.1,3-5	Reading: Complete assigned readings on Study Guide. Demonstrates independent study habits Written: End of lesson classwork and homework tests Lesson Comprehensive worksheets Personal Inventory (self-health improvement assessments) Completion of project as directed on Project Rubric. Oral: Class discussion/reflect on reading.	Listening skills, note-taking, open discussion, cooperative teamwork, Follow directions on projects. Students discuss, reflect, consider and answer: L1--describe how cells, tissues, organs and systems work together in the body, discuss how problems in one system affects other systems; describe the functions of the skeletal system and how it changes with age, name the types of joints, what is the function of bone marrow. L2--describe the three different types of muscle, explain how muscles work in pairs to produce movement. L3--describe the functions of the Nervous System (brain/spinal cord) and how it responds to the body's electrical needs, describe a reflex. L4--explain the path of digestion from mouth to rectum, explain how the body utilizes food, describe diseases of the GI, describe the 4 ways waste is expelled from the body. L5--explain the functions of the Circulatory System, list the 4 components of the blood and their functions, label the four heart chambers, trace the path of blood through these chambers. Where are pressure points? L6--describe the anatomy of lung tissue and functions of the breathing process and gas exchange, describe lung diseases and causes (asthma, emphysema), what is surfactant?	Reading and discussion "Personal Health IQ" End of lesson Directed Reading Review worksheets, partner work, individual projects, speeches, role play, enrichment worksheets (resource file, internet, addit. textbooks), diagrams, games, flashcards, visual aids (models, demonstrations, transparencies)	**STUDY GUIDE for each student, medical/nursing 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 Media and technology support-- -internet presentations SmartBoard, DVDs/videos)

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Third Quarter January - mid-March GRADE 8	Tobacco, Alcohol, and Abused Drugs Themes: L1--Tobacco Products: An Overview L2--Tobacco's Effects L3--Tobacco, Disease, and Death L4--Alcohol and Alcoholism L5--Using Drugs as Medicine L6--Marijuana Enduring Understandings: Both cigarettes and pipe tobacco contain 1000s of dangerous chemicals. Even though some forms of tobacco may look safer than others do, all tobacco products are unhealthy. Nicotine is one of those primary components in tobacco that acts on the brain causing physical changes with addiction. Physical and psychological dependence occur. Secondhand smoke causes between 35,000 and 40,000 deaths from heart disease every year. Illness and health deeply affect families and communities. The making of alcohol products has become big business and the drinking and abuse of alcohol has become a major public health problem. The leading cause of death for people ages 15-20 is motor vehicle accidents while drunk. The MOST abused meds are pain killers, like Tylenol. Read medicine labels to avoid overdose. Essential questions: Why do people choose to use tobacco, alcohol and drugs to the point leading to addiction? What	L1--A.8.5,6; B.8.1 L2--A.8.2,4,5; B.8.1 L3--A.8.5; B.8.3; C.4.1; D.8.3,6; E.8.1-4 L4--A.8.5; B.8.3; C.4.1; D.8.3,6; E.8.1-4 L5--A.8.5; B.8.3; C.4.1; D.8.3,6; E.8.1-4 L6--A.8.5; B.8.3; C.4.1; D.8.3,6; E.8.1-4	Reading: Complete assigned readings on Study Guide. Demonstrates independent study habits Written: End of lesson classwork and homework Lesson tests Comprehensive worksheets Personal Inventory (self-health improvement assessments) Completion of project as directed on Project Rubric. Oral: Class discussion/reflect on reading. Individual and small group activities to enhance each lesson.	Listening skills, note-taking, open discussion, cooperative teamwork, follow directions on projects. Students discuss, reflect, consider and answer: L1-- Identify and list the variety of toxic chemicals found in cigarettes, explain why nicotine is addictive, explain how nicotine enters the bloodstream and brain and chronic effects of smokable and smokeless tobacco on body, explain lung anatomy (airway and circulatory functions), describe the effects of environmental tobacco smoke (ETS) "second hand smoke" L2-- describe immediate and chronic effects of smokable and smokeless tobacco on body, explain lung anatomy (airway and circulatory functions), describe the effects of environmental tobacco smoke (ETS) "second hand smoke" L3-- describe 2 common respiratory diseases from tobacco (chronic bronchitis and emphysema), describe how cancer is related to tobacco use, discuss how tobacco makes the heart work harder, analyze how media influences peer pressure, choices. L4-- Define alcoholic and alcoholism and affects on families, discuss how alcohol metabolizes in the body and brain, discuss the physical changes that occur on the brain surface (addiction), explain Blood Alcohol Content (BAC), list diseases, list the Wisconsin laws and penalties on underage drinking and drunk driving L5-- Discuss ways drugs can enter the body, explain common signs of allergic reaction and how to treat it, discuss important information printed on medicine labels L6-- describe the most common effects of marijuana on the body and brain, "medicinal"	Reading and discussion "Personal Health IQ" End of lesson Directed Reading Review worksheets, partner work, individual projects, speeches, role play, enrichment worksheets (resource file, internet, addict. textbooks), diagrams, games, flashcards, visual aids (models, demonstrations, transparencies) Media and technology support --internet presentations Smart Board, DVDs/Videos)	**STUDY GUIDE for each student, medical/nursing 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, Smart Board