

Health Education Grades 6 or 7

Unit #1

Course/Subject:
Health Education

Grade:
6th - 7th

Body Systems

Suggested Timeline:
6 classes

Grade Level Summary

The middle school health education curriculum is an integral part of the sequential K-12 health education curriculum. The concepts addressed in the combined sixth grade/seventh grade curriculum, in conjunction with those taught in 5th grade, strive to meet the required 6th grade academic standards. The focus is to introduce 6th/7th grade to a variety of health concepts necessary for students to develop health-related knowledge, attitudes, behaviours, and skills related to physical, mental/emotional, and social health in order to achieve and maintain a healthy lifestyle.

Grade Level Units

Unit 1: Body Systems
Unit 2: Personal Health Care
Unit 3: Drugs Education
Unit 4: Growth & Development
Unit 5: Human Diseases
Unit 6: Safety

Unit Title

Body Systems

Unit Summary

The Body Systems unit will give students the opportunity to review and build upon prior knowledge obtained from 5th grade related to the structure and functioning of major body systems. Students will examine anatomy locations, functions, interactions, and relationships amongst the body systems, common problems and ways to care for each body system.

Unit Essential Questions:

1. What are the names, locations, and functions of cells, organs, and body systems?
2. What are common problems and ways to care for body systems?

Key Understandings:

1. Recognize and describe structure and functions of body systems.
2. Explain common problems and analyze ways to care for body systems.

Focus Standards Addressed in the Unit:

10.1.6.C

Analyze nutritional concepts that impact health

10.2.6.A

Explain the relationship between personal health practices and individual well-being

Important Standards Addressed in the Unit:

10.1.6.B

Identify and describe the structure and function of the major body systems

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. All cells, connective tissues, and muscles are all the same. 2. The difference between vessels (e.g. arteries, veins) 3. Veins are blue 4. Blood is simply made up of red blood cells 5. Lungs control breathing 6. Stretching should be done before exercise 	<ol style="list-style-type: none"> 1. Cells, connective tissues, and muscles, can be of differentiating size, appearance, and function. 2. Arteries carry blood away from the heart and vessels return blood to the heart. 3. Some vessels appear blue because of the wavelength of light reflected back to the eye. 4. Blood is made up of several components (e.g. plasma, red blood cells, white blood cells.) 5. The diaphragm muscle controls the depth in which lungs inhale and exhale. 6. Stretching should be done during and after exercise to prevent injury.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Students will be able to recognize basic anatomy location and functions. 	<ul style="list-style-type: none"> • Students will be able to demonstrate relationships and interactions amongst body systems. 	<ul style="list-style-type: none"> • Students will be able to predict problems and propose ways to care for body systems.

Academic Vocabulary:

<ul style="list-style-type: none"> • Brain • Spinal cord • Nerves • Reflex • White blood cell • Red blood cells • Vein • Circulatory system • Digestive system • Excretory system 	<ul style="list-style-type: none"> • Artery • Blood pressure • Urine • Kidneys • Esophagus • Stomach • Intestine • Diaphragm • Respiratory system • Nervous system 	<ul style="list-style-type: none"> • Trachea • Aveoli • Bronchial • Inhale/exhale • Joint • Tendon • Ligament • Contract • Voluntary/ involuntary muscle • Skeletal system • Muscular system
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Assessments:

- A combination of a formative lab experience,, formative performance tasks, summative formal exam

Differentiation:

- Adaptations include providing vocabulary word banks and/or lesser/alternative scenarios/questions during various assessments.
- Extensions include providing challenging scenarios/questions during various assessments.
- Continuously adjusting lessons/assessments to meet students' needs.


Interdisciplinary Connections:

- 3.3.7.B (Science) *Describe the cell as the basic structural and functional unit of living things*
- 3.3.7.C (Science) *Know that every organism has a set of genetic instructions that determines its inherited traits*

Additional Resources:

- Teen Health
- BrainPop
- Internet

Created By:
Amanda Wiser

		Health Education Grades 6 or 7 Unit #2	
Course/Subject: Health Education	Grade: 6th - 7th	Personal Health Care	Suggested Timeline: 8 classes

Grade Level Summary	The middle school health education curriculum is an integral part of the sequential K-12 health education curriculum. The concepts addressed in the combined sixth grade/seventh grade curriculum, in conjunction with those taught in 5th grade, strive to meet the required 6th grade academic standards. The focus is to introduce 6th/7th grade to a variety of health concepts necessary for students to develop health-related knowledge, attitudes, behaviors, and skills related to physical, mental/emotional, and social health in order to achieve and maintain a healthy lifestyle.
Grade Level Units	Unit 1: Body Systems Unit 2: Personal Health Care Unit 3: Drugs Education Unit 4: Growth & Development Unit 5: Human Diseases Unit 6: Safety

Unit Title	Personal Health Care
Unit Summary	The Personal Health Care unit will allow students to enhance one's own hygiene by identifying basic structures and functions of body parts. Students will hypothesize cause and effects of poor behaviour on hygiene, draw conclusions to develop healthy personal care practices that promote health, and reduce the risk of medical problems.

Unit Essential Questions: 1. What are the basic structures of the eye, ear, tooth, and skin and how do they function? 2. How can poor behaviours cause health problems? 3. What personal care practices will help keep the body healthy?	Key Understandings: 1. Recognize and describe structure and functions of eye, ear, tooth, and skin. 2. Assess poor behaviors and cite evidence that causes common problems. 3. Formulate ways to care for and maintain appropriate hygiene.
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Focus Standards Addressed in the Unit:

10.1.6.B	<i>Identify and describe the structure and function of the major body systems</i>
10.2.6.A	<i>Explain the relationship between personal health practices and individual well-being:practices which care for body systems</i>
10.1.6.E	<i>Identify health problems that occur throughout life and describe ways to prevent them</i>
10.2.6.A	<i>Explain the relationship between personal health practices and individual well-being</i>

Important Standards Addressed in the Unit:

10.1.6.C	<i>Analyze nutritional concepts that impact health</i>
10.2.6.E	<i>Analyze environmental factors that impact health</i>
10.4.6.B	<i>Explain the effects of regular participation in physical activities on body systems.</i>

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. Wax in the ear is dirty 2. Use a qtip to clean the ear wax 3. Loud music does not cause long-term effects 4. Eyes change color 5. Sugar causes cavities 6. If a person never burns, they do not need to apply sunscreen or sunblock 7. Acne only appears if the skin is dirty 8. Sweat has a foul odor 	<ol style="list-style-type: none"> 1. Ear wax is your body's way of protecting the ear 2. Proper ways to clean ears include using wet washcloth to clean the exterior of the ear 3. Loud music and any loud noises over 85 decibels can damage the ear and cause hearing loss 4. Eyes can appear darker or brighter due to the amount of melanin produced in the body 5. Sugar, mixed with bacteria in the mouth can create acid eroding tooth decay, leading to cavities 6. Damage to the skin can still occur without a burn 7. Acne can occur for a number of reasons, including hereditary factors or hormones 8. Sweat in conjunction with bacteria cause body odor

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will be able to recognize basic anatomy location and functions to further enhance personal health care 	<ul style="list-style-type: none"> Students will be able to hypothesize relationships and interactions amongst body parts and overall health 	<ul style="list-style-type: none"> Students will be able to predict problems and propose ways to care for body parts to promote healthy behaviors and reduce the risk of health problems

Academic Vocabulary:

<ul style="list-style-type: none"> Hygiene Epidermis/dermis Subcutaneous layer Ance Dermatologist Melanin Dandruff Ear bones Cochlea Tinnitus 	<ul style="list-style-type: none"> Plaque Cavity Gingivitis Fluoride Orthodontist Crown Neck Root Enamel Dentin 	<ul style="list-style-type: none"> Farsightedness/nearsightedness Optometrist Pupil Cornea Iris Lens Retina Optic nerve Eardrum Pulp
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Assessments:

- A combination of a formative lab experience, formative performance tasks, summative formal exam

Differentiation:

- Adaptations include providing vocabulary word banks and/or lesser/alternative scenarios/questions during various assessments.
- Extensions include providing challenging scenarios/questions during various assessments.
- Continuously adjusting lessons/assessments to meet students' needs.

Interdisciplinary Connections:


- 3.3.7.B (Science) *Describe the cell as the basic structural and functional unit of living things*
- 3.3.7.C (Science) *Know that every organism has a set of genetic instructions that determines its inherited traits*
- 3.4.7.A (Science) *Describe concepts about the structure and properties of matter*

Additional Resources:

- Teen Health
- BrainPop
- Internet

Created By:

Amanda Wiser

			Health Education Grades 6 or 7 Unit #3
Course/Subject: Health Education	Grade: 6th - 7th	Drug Education	Suggested Timeline: 7 classes

Grade Level Summary	The middle school health education curriculum is an integral part of the sequential K-12 health education curriculum. The concepts addressed in the combined sixth grade/seventh grade curriculum, in conjunction with those taught in 5th grade, strive to meet the required 6th grade academic standards. The focus is to introduce 6th/7th grade to a variety of health concepts necessary for students to develop health-related knowledge, attitudes, behaviours, and skills related to physical, mental/emotional, and social health in order to achieve and maintain a healthy lifestyle.
Grade Level Units	Unit 1: Body Systems Unit 2: Personal Health Care Unit 3: Drugs Education Unit 4: Growth & Development Unit 5: Human Diseases Unit 6: Safety

Unit Title	Drugs
Unit Summary	The Drug unit is an introductory course related to drug education and prevention. This unit gives students the opportunity to review and build upon prior knowledge obtained from 5th grade related to how drugs can impose harm. In addition, students will decipher between different types of drugs, drug effects, and drug prevention. Helpful drugs (e.g. medicines) are also examined in the Drug unit. Students will learn about different types of medicines, how they affect the body, and how to use medicines safely.

Unit Essential Questions: 1. What are the different types of drugs? 2. How can drugs impact a person and/or society? 3. What harmful ingredients are found in drugs?	Key Understandings: 1. Categorize drugs according to type including how they enter the body 2. Describe causes and effects of drug use, why a person decides to use drug(s), and develop methods to deter drug use 3. Identify common themes amongst harmful ingredients found in drugs to compare and contrast their similarities and differences
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Focus Standards Addressed in the Unit:	
10.1.3.D	<i>Know age appropriate drug information</i>
10.1.6.D	<i>Explain factors that influence childhood and adolescent drug use</i>
10.1.6.E.	<i>Identify health problems that can occur throughout life and describe ways to prevent them</i>

Important Standards Addressed in the Unit:**10.2.6.D***Describe and apply the steps of decision-making process to health and safety issues*

Misconceptions:

1. All drugs are bad
2. A person can stop using drugs whenever they want
3. Electronic cigarettes or marijuana are safer than cigarettes

Proper Conceptions:

1. Some drugs, like medicines, are designed to prevent or cure disease or ease its symptoms when used appropriately.
 2. Many drugs are either psychologically or physically addictive, or sometimes even both, therefore the user cannot easily quit.
 3. Electronic cigarettes and marijuana still contains harmful ingredients when compared to tobacco
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Knowledge & Concepts

- Students will be able to categorize drugs according to type and how they enter the body.

Skills & Competencies

- Students will be able to compare and contrast common themes amongst drug ingredients and formulate how they affect health.

Dispositions & Practices

- Students will be able to predict why a person uses drugs and propose ways to deter illegal or harmful drug use.
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Academic Vocabulary:

- Drug
- Drug misuse
- Drug abuse
- Addiction
- Side effect

- Inhalant
- Formaldehyde
- Prescription
- Over-the-counter
- Medicine

- Tar
 - Nicotine
 - Carbon monoxide
 - Tobacco
 - Electronic cigarette
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Assessments:

- A combination of a formative lab experience, formative research, formative brochure/poster, formative performance tasks, summative formal exam
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Differentiation:

- Adaptations include providing vocabulary word banks and/or lesser/alternative scenarios/questions during various assessments.
 - Extensions include providing challenging scenarios/questions during various assessments.
 - Continuously adjusting lessons/assessments to meet students' needs.
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Interdisciplinary Connections:

- 3.8.7.A (Science) Explain how sciences and technologies are limited in their effects and influences on society.
 - 3.8.7.B (Science) Explain how human ingenuity and technological resources satisfy specific human needs and improve the quality of life.
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Additional Resources:

- Teen Health
 - BrainPop
 - Internet
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Created By:
Amanda Wiser

		Health Education Grades 6 or 7 Unit #4
Course/Subject: Health Education	Grade: 6th - 7th	Growth & Development Suggested Timeline: 6 classes

Grade Level Summary	The middle school health education curriculum is an integral part of the sequential K-12 health education curriculum. The concepts addressed in the combined sixth grade/seventh grade curriculum, in conjunction with those taught in 5th grade, strive to meet the required 6th grade academic standards. The focus is to introduce 6th/7th grade to a variety of health concepts necessary for students to develop health-related knowledge, attitudes, behaviours, and skills related to physical, mental/emotional, and social health in order to achieve and maintain a healthy lifestyle.
Grade Level Units	Unit 1: Body Systems Unit 2: Personal Health Care Unit 3: Drugs Education Unit 4: Growth & Development Unit 5: Human Diseases Unit 6: Safety

Unit Title	Growth & Development
Unit Summary	The Growth & Development unit will introduce students to the complex stages of the life cycle including the physical, social, and mental/emotional changes; while focusing on the adolescent stage and puberty. Students will examine anatomy locations, functions, and interactions of the reproductive system and endocrine system.

Unit Essential Questions: 1. What are the names, locations, relationships and functions of cells, organs, and body systems? 2. How do humans change and develop throughout the stages of life? 3. Why & how does puberty occur?	Key Understandings: 1. Recognize and describe structure, functions, and relationships of body systems. 2. Compare and contrast differences amongst developmental stages of life and influences during the processes. 3. Interpret reproductive and genetic concepts that promote growth, development, and maturing of humans from one developmental life cycle to the next.
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Focus Standards Addressed in the Unit:	
10.1.3.A	<i>Identify and describe the stages of growth and development</i>
10.1.6.A	<i>Describe growth and development stages that occur between childhood and adolescence and identify factors that can influence these changes</i>
10.1.6.B	<i>Identify and describe the function of major body systems</i>

Important Standards Addressed in the Unit:**10.2.6.A**

Explain the relationship between personal health practices and individual well-being; practices which care for body systems

Misconceptions:

1. The fetus grows and develops in a mother's stomach
2. Everyone goes through puberty at the same age
3. All adults will have children or experience pregnancy
4. There are only one type of twins
5. Nocturnal emissions is urine exiting the penis
6. Adolescence is a time when a person's body physically matures and develops
7. The menstrual cycle is bleeding of the vagina that occurs every month during puberty

Proper Conceptions:

1. A fetus grows and develops inside the mother's uterus which pushes into the abdominal cavity
 2. Boys and girls go through puberty during adolescence which can vary for each person
 3. Although beginning a family may be part of adulthood, not all women will experience pregnancy. Successful fertilization needs to occur between a sperm cell and egg cell.
 4. There are two types of twins; identical and fraternal
 5. During nocturnal emissions, semen is released
 6. Although adolescence is a time when the body physically matures and develops, it is also a time when a person also experiences mental/emotional and social changes. All these changes take place to prepare a person in producing children during adulthood.
 7. The menstrual cycle is an indicator of puberty amongst females which means the ovaries have begun releasing an egg cell approximately every 28 days. When that egg cell is not fertilized, uterine lining sheds, marking the onset of the menstrual cycle.
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Knowledge & Concepts

- Students will be able to recognize basic anatomy location and functions.

Skills & Competencies

- Students will be able to differentiate changes and similarities amongst body systems in males versus females along with progressions in life cycles.

Dispositions & Practices

- Students will be able to predict changes they will experience, propose ways to care for body systems, and critique oneself maturity.
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Academic Vocabulary:

- Adolescence
- Puberty
- Hormones
- Sperm
- Testes
- Semen
- Nocturnal emission
- Glands

- Fertilization
- Ovaries
- Uterus
- Ovulation
- Menstruation
- Fallopian tubes
- Scrotum
- Urethra

- Fetus
 - Developmental task
 - Vagina
 - Penis
 - Gynecologist
 - Egg cell
 - Reproductive system
 - Endocrine system
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Assessments:

- A combination of a formative lab, formative performance tasks, summative formal written exam
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Differentiation:

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- Adaptations include providing vocabulary word banks and/or lesser/alternative scenarios/questions during various assessments.
 - Extensions include providing challenging scenarios/questions during various assessments.
 - Continuously adjusting lessons/assessments to meet students' needs.
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Interdisciplinary Connections:


- 3.3.7.B (Science) *Describe the cell as the basic structural and functional unit of living things*
 - 3.3.7.C (Science) *Know that every organism has a set of genetic instructions that determines its inherited traits*
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Additional Resources:

- Teen Health
 - BrainPop
 - Internet
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Created By:

Amanda Wiser

			Health Education Grades 6 or 7 Unit #5
Course/Subject: Health Education	Grade: 6th - 7th	Human Diseases	Suggested Timeline: 6 classes

Grade Level Summary	The middle school health education curriculum is an integral part of the sequential K-12 health education curriculum. The concepts addressed in the combined sixth grade/seventh grade curriculum, in conjunction with those taught in 5th grade, strive to meet the required 6th grade academic standards. The focus is to introduce 6th/7th grade to a variety of health concepts necessary for students to develop health-related knowledge, attitudes, behaviours, and skills related to physical, mental/emotional, and social health in order to achieve and maintain a healthy lifestyle.
Grade Level Units	Unit 1: Body Systems Unit 2: Personal Health Care Unit 3: Drugs Education Unit 4: Growth & Development Unit 5: Human Diseases Unit 6: Safety

Unit Title	Diseases
Unit Summary	The Disease unit will give students the opportunity to review and build upon prior knowledge obtained from 5th grade related to the various types of communicable/noncommunicable diseases. In addition, students will examine the development diseases, the immune system, reducing the risk and recovering from, recognizing warning signs/symptoms, and other various factors that contribute the the risk of developing disease(s).

Unit Essential Questions: 1. What is a communicable and noncommunicable disease? 2. How do communicable diseases spread? 3. What are common diseases?	Key Understandings: 1. Define the difference between a communicable and noncommunicable disease. 2. Analyze and advocate ways to prevent the spread of communicable diseases. 3. Identify and describe common diseases, their signs/symptoms, ways to treat, manage, or prevent.
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Focus Standards Addressed in the Unit:	
10.2.9.E	<i>Explain the interrelationship between the environment and personal health</i>
10.1.9.E	<i>Analyze how personal choice, disease, and genetics impact health maintenance and disease prevention</i>

Important Standards Addressed in the Unit:	
10.1.9. A	<i>Analyze factors that impact growth and development between adolescence and adulthood</i>

10.4.9.B	<i>Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement</i>
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Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. Diseases like the common cold and the flu are the same for everyone 2. Vaccinations give patients the disease 3. All diseases can be spread from person to person 4. Only medicine can treat/manage diseases 	<ol style="list-style-type: none"> 1. There are various strains of the common cold and influenza, therefore the virus can impact people in various ways and occurrences from year to year. 2. Vaccines are composed of a dead or weakened pathogen the merely introduces itself to the immune system to create an immune response. 3. Communicable diseases can be spread from a person from another person, animal, insect, or object while non-communicable cannot spread in the same ways. 4. There are other ways to treat/manage some illnesses such as adequate amounts of rest, hydration, and nutrition.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Students will be able to define the difference between communicable and noncommunicable diseases. 	<ul style="list-style-type: none"> • Students will be able to investigate signs/symptoms of communicable and noncommunicable diseases, ways they are spread/obtained, and ways to prevent, treat, and/or manage. 	<ul style="list-style-type: none"> • Students will be able to advocate ways to prevent common diseases.

Academic Vocabulary:

<ul style="list-style-type: none"> • Communicable disease • Pathogens • Immune system • Antibodies • Immunity • Vaccine 	<ul style="list-style-type: none"> • Influenza • Mononucleosis • Hepatitis • Tuberculosis • Pneumonia • Strep throat 	<ul style="list-style-type: none"> • Lyme disease • Noncommunicable disease • Allergy • Asthma • Common Cold • Antibiotics
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Assessments:

<ul style="list-style-type: none"> • A combination of a formative lab experience, formative research, formative brochure/poster, formative performance tasks, summative formal exam
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Differentiation:

<ul style="list-style-type: none"> • Adaptations include providing vocabulary word banks and/or lesser/alternative scenarios/questions during various assessments. • Extensions include providing challenging scenarios/questions during various assessments. • Continuously adjusting lessons/assessments to meet students' needs.
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Interdisciplinary Connections:

<ul style="list-style-type: none"> • <i>3.1.7.B (Science) Describe the use of models as an application of scientific or technological concepts</i> • <i>3.3.7.B (Science) Describe the cell as the basic structural and functional unit of living things</i> • <i>3.3.7.C (Science) Know that every organism has a set of genetic instructions that determines its inherited traits</i>
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Additional Resources:

<ul style="list-style-type: none"> • Teen Health • BrainPop

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- Internet
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Created By:
Amanda Wiser



Health Education Grades 6 or 7

Unit #6

Course/Subject:
Health Education

Grade:
6th - 7th

Safety

Suggested Timeline:
7 classes

Grade Level Summary	The middle school health education curriculum is an integral part of the sequential K-12 health education curriculum. The concepts addressed in the combined sixth grade/seventh grade curriculum, in conjunction with those taught in 5th grade, strive to meet the required 6th grade academic standards. The focus is to introduce 6th/7th grade to a variety of health concepts necessary for students to develop health-related knowledge, attitudes, behaviors, and skills related to physical, mental/emotional, and social health in order to achieve and maintain a healthy lifestyle.
Grade Level Units	Unit 1: Body Systems Unit 2: Personal Health Care Unit 3: Drugs Education Unit 4: Growth & Development Unit 5: Human Diseases Unit 6: Safety

Unit Title	Safety
Unit Summary	The Safety unit paints a big picture for students about being safety conscious; meaning being aware of the importance of safety acting safely in various circumstances. Students will examine different types of disasters, emergencies, and hazards and determine how to prepare or respond to them.

Unit Essential Questions: 1. How can people prepare or respond to disaster, emergencies, and/or hazards? 2. What behaviours can promote safety and prevent injuries at home, at school, on the internet, and/or in the community?	Key Understandings: 1. Distinguish between ways to prepare or respond to various events. 2. Draw conclusions and construct safety procedures and behaviours.
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Focus Standards Addressed in the Unit:

10.3.6.A	<i>Explain and apply safe practices in the home, school, and community</i>
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Misconceptions: 1. A storm watch and warning are the same 2. During a fire, I need to save as many things as I can.	Proper Conceptions: 1. A storm watch indicates conditions may lead to the development of a storm, while a warning indicates the storm is already occurring. 2. During a fire, the best course of action is to leave quickly.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will be able to identify the difference between a disaster, emergency, and hazard. 	<ul style="list-style-type: none"> Students will be able to formulate ways to prepare and ways to respond during various events. 	<ul style="list-style-type: none"> Students will be able design and apply concepts related to safety consciousness by constructing personal safety procedures. .

Academic Vocabulary:

<ul style="list-style-type: none"> Disaster Emergency 	<ul style="list-style-type: none"> Storm warning Safety conscious 	<ul style="list-style-type: none"> Hazard Storm watch
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Assessments:

- A combination of a formative lab experience, formative performance tasks, summative formal written exam
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Differentiation:

- Adaptations include providing vocabulary word banks and/or lesser/alternative scenarios/questions during various assessments.
 - Extensions include providing challenging scenarios/questions during various assessments.
 - Continuously adjusting lessons/assessments to meet students' needs.
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Interdisciplinary Connections:

- 3.5.7.A (Science) Describe earth's features and processes.*
 - 3.5.7.C (Science) Describe basic elements of meteorology.*
 - 3.5.7.D (Science) Explain the behavior and impact of the earth's water systems.*
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Additional Resources:

- Teen Health
 - BrainPop
 - Internet
 - American Red Cross
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Created By:

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