

District: Merrillville Community School Corporation							
Grade: 7th							
Subject: Health					Trimester: 1		
Standard/ Indicator	Concept	Skill	Academic Vocabulary	Suggested Timeline	Assessment	Instructional Strategies	Resources
8.1 8.2 8.4 8.5 8.6	UNIT 1: Health Triangle, Decision Making, Goals, and Character	-I can identify the 3 parts of the health triangle -I can identify and analyze 4 influences on my health -I can explain the decision making process -I can identify the difference between long and short term goals -I can demo the ability to use the SMART goal-setting technique -I can identify and explain the 6 pillars of character	PH, SH, MEH communication body language assertive passive aggressive nurture abuse neglect empathy peer pressure wellness heredity culture decisions goal caring citizenship responsibility respect fairness trustworthiness integrity tolerance role model criticism	2-3 Weeks	-Quiz over basic concepts -Unit projects -Exit Tickets -End of unit assessment	-Google creations -Ice Breakers -Partner reading -Guided discussions -Bell Ringers -Exit Tickets	-Textbook -NIH publications -Youtube -Glencoe: Teen Health - Project Respect
Remediation/Enrichment	Timeline			Activities		Assessment	
-Post-quiz review	1-2 Days			-Group work matching H/M/L students -Vocabulary Review -Quiz Corrections -Differentiating Instruction		-Re-assess through quiz/test	

Standard/ Indicator	Concept	Skill	Academic Vocabulary	Suggested Timeline	Assessment	Instructional Strategies	Resources
8.1 8.3 8.5 8.7 8.8	UNIT 2: Body Systems - Skeletal - Muscular - Nervous - Circulatory - Respiratory - Digestive - Immune	-I can identify major bones and muscles of the body -I can explain the functions of the S + M systems. -I can explain the process of breathing -I can explain the digestive process. -I can explain the immune response.-I can identify major problems with the body systems -I can explain how to care for my body systems properly -I can advocate for good health techniques -I can access quality health information	Joint ligament tendons cartilage neurons CNS/PNS Arteries/veins capillaries blood pressure enzymes digestion excretory immunity inflammation lymphocytes antigens antibodies	3 Weeks	-Quiz over basic concepts -Unit projects -Exit Tickets -End of unit assessment	-Google creations -Ice Breakers -Partner reading -Guided discussions -Bell Ringers -Exit Tickets	-Textbook -NIH publications -Youtube -Glencoe: Teen Health
Remediation/Enrichment	Timeline -			Activities		Assessment	
Post-test Review	3-4 days (including midterm prep)			- Midterm review -Group work matching H/M/L students -Vocabulary Review -Quiz Corrections -Differentiating Instruction		-Midterm	

Standard/ Indicator	Concept	Skill	Academic Vocabulary	Suggested Timeline	Assessment	Instructional Strategies	Resources
8.1 8.3 8.5 8.7 8.8	UNIT 3: Personal Health Care, Communicable diseases, Non-communicable diseases	<ul style="list-style-type: none"> -I can comprehend what hygiene is and explain its importance -I can describe helpful consumer skills -I can identify the 3 layers of skin -I can explain how to properly care for your skin and hair -I can identify the 3 parts of a tooth -I can explain how to properly care for your teeth and gums -I can identify the 5 main parts of your eye -I can explain how to protect and care for your eyes and ears -I can describe how pathogens spread and identify ways to prevent the spread - I can describe the immune response -I can explain the difference between a cold and the flu -I can comprehend the difference between comm and non-comm diseases 	hygiene consumer dermatologist orthodontist astigmatism optometrist ophthalmologist communicable contagious pathogens immunity antibodies vaccine abstinence carrier chronic degenerative congenital benign malignant remission biopsy carcinogen hypertension stroke insulin	3 Weeks	<ul style="list-style-type: none"> -Quiz over basic concepts -Unit projects -Exit Tickets -End of unit assessment 	<ul style="list-style-type: none"> -Google creations -Ice Breakers -Partner reading -Guided discussions -Bell Ringers -Exit Tickets - Compare + contrast to signs and symptoms of the cold and the flu in a Venn Diagram -In complete sentences, compare + contrast how the 4 diff pathogens cause disease 	<ul style="list-style-type: none"> -Textbook -NIH publications -Youtube -Glencoe: Teen Health -Project Respect
Remediation/Enrichment	Timeline -			Activities		Assessment	
Post-test Review	3-4 days (including midterm prep)			<ul style="list-style-type: none"> - Midterm review -Group work matching H/M/L students -Vocabulary Review -Quiz Corrections -Differentiating Instruction 		-Midterm	

Standard/ Indicator	Concept	Skill	Academic Vocabulary	Suggested Timeline	Assessment	Instructional Strategies	Resources
8.1 8.2 8.3 8.4 8.5 8.6 8.7 8.8	UNIT 4: Physical Activity, Nutrition, Basic First Aid	-I can identify the 6 essential nutrients -I can explain the guidelines for good nutrition and how to make smart food choices - I can create a healthy eating plan -I can analyze influences of my diet -I can access quality nutritional information -I can explain how to find and reach a healthy weight range -I can identify eating disorders -I can advocate ways to develop a healthy body image -I can identify the health COFs -I can practice creating a fitness plan -I can analyze my fitness level - I can demo how to set fitness goals. - I can identify keys to a good workout - I can identify ways to avoid injury	nutrients calories nutrition carbs fats proteins appetite overweight underweight BMI obese body image binge eating physical activity exercise fitness endurance FITT strength aerobic anaerobic heart rate RHR HRmax THRZ sprain fracture PRICE	3 weeks	-Quiz over basic concepts -Unit projects -Exit Tickets -End of unit assessment	-Google creations -Ice Breakers -Partner reading -Guided discussions -Bell Ringers -Exit Tickets -Calculate different heart rates using specific formulas. (RHR, THRZ, HRmax)	-Textbook -NIH publications -Youtube -Glencoe: Teen Health
Remediation/Enrichment	Timeline			Activities	Assessment		
-Post-quiz review -Post-test review	3-4 days			- FINAL review -Group work matching H/M/L students -Vocabulary Review -Quiz Corrections -Differentiating Instruction	-Re-assess through quiz/test -Final		