

GRADE 7 UNIT OVERVIEWS

Unit overviews are designed to summarize the critical information needed by the student during comprehensive health education instruction. Each overview contains the Maryland State Content Standard, enduring understandings, essential questions, performance indicators, and key vocabulary arranged by unit. Each of these items has an explanation of its rationale to guide the learner.

Key vocabulary to promote health literate students has been identified. It is suggested each student defines these words at the beginning of the unit to promote understanding. Teachers may select a variety of strategies to promote vocabulary acquisition including but not limited to:

- Jigsaw
- Explicitly teach and practice word use
- Arrange a word wall
- Context clues using the text
- Possible sentences
- Visual associations

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Mental Health and Emotional Unit Overview

Maryland State Content Standard I – Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance one’s self-concept and one’s relationship with others.

Enduring Understanding: *[This is the big picture of the unit, why you are here, and how this information will help you.]*

Lifelong personal well-being is achieved through effective communication and decisions based on healthy attitudes and behaviors.

Essential Questions: *[These are questions you need to ask yourself to focus your learning.]*

1. How can the development and use of advocacy skills promote lifelong well-being in self and others?
2. How are strategies used to manage emotions?
3. How are the components of wellness related?
4. How do peers influence decisions?
5. How are conflict resolution strategies used to avoid harmful situations?
6. How do the influences of family, peers, self-acceptance, and personal action influence self-esteem?

Students will be able to... *[This is what you need to know and do to show you have learned the information]*

1. Recognize and apply effective communication skills.
2. Describe how emotions influence behavior.
3. Identify components to promote personal well-being.
4. Apply the decision-making process to personal issues and problems.
5. Recognize the nature of conflict and conflict-resolution.
6. Identify internal and external influences on self-image.

Key vocabulary for understanding: *[You are responsible to read and define these words to complete this unit]*

Health, wellness, mind-body connection, prejudice, negotiation, compromise, ethical, criteria, optimistic, confidence

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Safety and Injury Unit Overview

Maryland State Content Standard Maryland State content Standard V – Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and process to promote safe living in home, school, and community.

Enduring Understanding: *[This is the big picture of the unit, why you are here, and how this information will help you.]*

Emergency response skills and injury avoidance promote personal and community wellness.

Essential Questions: *[These are questions you need to ask yourself to focus your learning.]*

1. How are basic first aid skills and strategies used to respond to an emergency?
2. How are community safety related resources and services located and accessed?
3. How do media, technology, and peers influence harassment and intimidating behaviors?
4. What are appropriate and inappropriate uses of technology to avoid harassment and intimidating behaviors?

Students will be able to... *[This is what you need to know and do to show you have learned the information]*

1. Demonstrate the ability to respond appropriately to situations that do not require emergency services.
2. Recognize contributors to harassment and intimidating behaviors.

Key vocabulary for understanding: *[You are responsible to read and define these words to complete this unit]*

First aid, first-degree burn, second-degree burn, third-degree burn, fracture, dislocation, cyber safety, harassment, hazards, flammable

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Alcohol, Tobacco and Other Drugs Unit Overview

Maryland State Content Standard II – Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address the non-use and abuse of medication, alcohol, tobacco and other drugs.

Enduring Understanding: *[This is the big picture of the unit, why you are here, and how this information will help you.]*

Resistance skills to avoid the misuse of alcohol, tobacco, and other drugs are essential to healthy choices promoting lifelong wellness.

Essential Questions: *[These are questions you need to ask yourself to focus your learning.]*

1. How do the effects of alcohol, tobacco and other drugs on functions and development of the body systems impact wellness?
2. How do tobacco prevention strategies support resisting pressures to use?
3. How are the long and short term effects of alcohol addiction similar to addiction to other drugs?
4. How do media (for example: music, television, movies, art, billboards, radio, clothing, magazines) influence alcohol, tobacco and other drugs use?

Students will be able to... *[This is what you need to know and do to show you have learned the information]*

1. Explain the effects of marijuana use.
2. Identify and apply tobacco use prevention strategies.
3. Identify long- and short-term effects of alcohol on the body.
4. Identify factors that influence alcohol use.

Key vocabulary for understanding: *[You are responsible to read and define these words to complete this unit]*

Alcohol, inhalants, intoxicated, ulcer, alcoholism, tolerance, overdose, stimulants, amphetamines, depressants

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Family Life and Human Sexuality Unit Overview

Maryland State Content Standard IV:

Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

Enduring Understanding: *[This is the big picture of the unit, why you are here, and how this information will help you.]*

Family and culture affect interpersonal relationships and lifelong wellness.

Essential Questions: *[These are questions you need to ask yourself to focus your learning.]*

1. What relationships exist within a family?
2. How do culture, values, and customs affect interpersonal relationships?

Students will be able to... *[This is what you need to know and do to show you have learned the information]*

1. Describe how family members influence the development of adolescents.
2. Examine the elements that contribute to family structure.

Key vocabulary for understanding: *[You are responsible to read and define these words to complete this unit]*

Family, nurture, culture, values, customs, interpersonal relationships, nuclear family, blended family, single-parent family, extended family

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Disease Prevention and Control Unit Overview

Maryland State Content Standard VII:

Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Enduring Understanding: *[This is the big picture of the unit, why you are here, and how this information will help you.]*

Disease prevention is the result of decision-making and risk avoidance skills that promote lifelong wellness.

Essential Questions: *[These are questions you need to ask yourself to focus your learning.]*

1. How does the immune system provide protection against disease?
2. How is HIV/AIDS transmitted and what precautions can be taken to prevent transmission?
3. How can the pathogens that cause the symptoms and consequences of STDs/STIs be avoided?
4. What are symptoms, treatments, and consequences of STDs/STIs?

Students will be able to... *[This is what you need to know and do to show you have learned the information]*

1. Differentiate between communicable and non-communicable diseases.
2. Explain HIV/AIDS as a communicable disease.
3. Recognize and describe symptoms, effects on the body, treatment, and prevention of Sexually Transmitted Infections – STIs. (e.g. syphilis, gonorrhea, Chlamydia, herpes, genital warts, hepatitis).
- 4.

Key vocabulary for understanding: *[You are responsible to read and define these words to complete this unit]*

Chlamydia, fungi; Genital Warts, Gonorrhea, Hepatitis, Herpes, protozoa, Syphilis, virus, pathogens, infection, communicable disease, sexually transmitted disease, trichomoniasis, bacteria

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Nutrition and Fitness Unit Overview

Maryland State Content Standard VI:

Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote healthy lifestyles.

Enduring Understanding: *[This is the big picture of the unit, why you are here, and how this information will help you.]*

A nutrient rich diet and physical activity are vital for weight management and lifelong wellness.

Essential Questions: *[These are questions you need to ask yourself to focus your learning.]*

1. What are the functions of the six major nutrients?
2. How is a healthful weight maintained?
3. What are the components and benefits of physical fitness?
4. What marketing strategies are used in the media that affect body image perception?
5. How are the Dietary Guidelines and Food Safety Standards used to help individuals make healthy and safe food choices?
6. What is the Physical Activity Pyramid and how is it used?
7. How is weight managed through healthy eating and physical activity?
8. What are the causes, symptoms, and treatments for Bulimia, Anorexia, and Binge Eating Disorders?
9. What influences the development of eating disorders?
10. What are the nutritional requirements for adolescents?

Students will be able to... *[This is what you need to know and do to show you have learned the information]*

1. Explain the role of nutrients.
2. Explain the relationship among food intake, physical activity, and weight management.
3. Examine the media for messages that impact body image.
4. Apply the Dietary Guidelines for American in meal planning.
5. Explain the Physical Activity Pyramid as it relates to their own physical activity level.
6. Identify and construct a personal weight management plan.
7. Identify and define various kinds of eating disorders.
8. Evaluate internal and external influences that may lead to eating disorders.
9. Develop a personal healthy eating plan to meet recommended nutrient levels.

Key vocabulary for understanding: *[You are responsible to read and define these words to complete this unit]*

Anorexia Nervosa; body composition; Bulimia Nervosa; strength, nutrients, carbohydrates, proteins, fats, vitamins, minerals

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Personal and Consumer Health Unit Overview

Maryland State Content Standard III: Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community resources.

Enduring Understanding: *[This is the big picture of the unit, why you are here, and how this information will help you.]*

Health-literate individuals access and evaluate health information, products, and services to promote lifelong wellness.

Essential Questions: *[These are questions you need to ask yourself to focus your learning.]*

1. How do health-literate consumers access and evaluate healthcare products and services?

Students will be able to... *[This is what you need to know and do to show you have learned the information]*

1. Demonstrate the ability to access, describe, and evaluate health information, products, and services in order to become health literate consumers.

Key vocabulary for understanding: *[You are responsible to read and define these words to complete this unit]*

Primary care provider, specialist, managed care plans, HOM, PPO, POS