

Align Curricular Unit  
Report Description

Curricular Unit WPS Health 5-8		Subject: Health and Safety Education	Duration: 9 Weeks	
Instructional Unit	Unit Summary/ Overview	Essential Questions/Enduring Understandings	Students will need Goal to know... Students will be able to...	Evidence of Learning/ Assessment
Health 5-8 Unit 1: Grade 5	<p>EQ 1: What is health and fitness, and what contributes toward a healthy/active lifestyle?</p> <p>EQ 2: What physical, mental, and emotional changes will you experience during adolescence?</p> <p>EQ 3: How do personal health choices impact our own health as well as the health of others?</p> <p>EQ 4: Why is it so difficult to educate people about risky behaviors?</p> <p>EQ 5: Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?</p> <p>EQ 6: What is health and fitness, and what contributes toward a healthy/active lifestyle?</p> <p>EQ7: How can you maintain a positive self-concept?</p> <p>EQ8: How does positive thinking affect habits?</p> <p>EQ9: Can stress have a positive effect on a person?</p> <p>EQ10: What are the ways to stay positive when negative things or even tragedies happen?</p> <p>EQ 11: Why is it important to respect cultural differences?</p> <p>EQ 12: Why is tolerance a great trait to develop?</p> <p>EQ 13: What would life be like if everyone was the same?</p> <p>EQ14: Why do males and females grow and develop differently during puberty?</p> <p>EQ15: Does self esteem have an effect on one's development?</p> <p>EQ16: How has technology expanded the possibilities and effects of bullying?</p> <p>EQ17: Which type of bullying behavior is the most harmful?</p> <p>EU1: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active life style.</p> <p>EU 2: Health choices and behaviors have a profound impact on personal, family, community, and global wellness.</p> <p>EU 3: Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.</p> <p>EU 4: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active life style.</p> <p>EU5: A healthy self-concept and positive attitude can impact all aspects of a person's life.</p> <p>EU6: Goal-Setting is a process and is a valuable way to make things happen in your life.</p> <p>EU7: Your actions can positively/negatively affect others, just as the actions of others can positively/negatively affect you.</p> <p>EU8: People can express themselves in many different ways.</p> <p>EU9: Is it natural to experience uncomfortable feelings, and knowing how to recognize and deal with them will help you feel more in control.</p> <p>EU10: Respecting differences among people will reduce the frequency and severity of conflicts in your life.</p> <p>EU11: Understanding the growth and development patterns of males and females during adolescence.</p> <p>EU 12: Cyberbullying can be more harmful and difficult to manage than other traditional forms of bullying.</p> <p>EU 13: Anyone can experience bullying and harassment. There are effective ways to stop both.</p>	<ul style="list-style-type: none"> <li>Identify the parts of health.</li> <li>Describe the relationship between health and wellness.</li> <li>Explain the changes that occur during adolescence and puberty.</li> <li>Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</li> <li>Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</li> <li>Explain what to do if abuse is suspected or occurs.</li> <li>Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</li> <li>Examine how personal assets and protective factors support healthy social and emotional development.</li> <li>Describe what health means to them and what influences their own personal health.</li> <li>Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</li> <li>Identify several personal traits, skills, or characteristics that could contribute to their own positive self-concept.</li> <li>Demonstrate at least one stress management technique that works for them.</li> <li>List several options to use for resolving conflicts.</li> <li>Explain the concept of tolerance in their own words and apply it to real world situations.</li> <li>Demonstrate effective decision-making strategies to identify and resolve potential situations of bullying.</li> <li>Identify and list the different forms of bullying.</li> <li>Discuss and practice ways to both prevent and stop bullying from happening.</li> </ul>	<p>5th Grade Health Rubric</p> <p>Competency Performance Assessment #1 and Evaluation-</p> <p>Competency Performance Assessment #2 and Evaluation</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>Exit Tickets</li> <li>3-2-1 Reflections</li> <li>Classroom Discussions/Q &amp; A</li> <li>Short Quizzes</li> <li>Classwork</li> <li>Homework</li> </ul>	
Health 5-8 Unit 2: Grade 6	<p>EQ 1: What is healthful eating?</p> <p>EQ 2: How does what you eat affect your health?</p> <p>EQ 3: Are you a healthful eater? How would you know?</p> <p>EQ 4: How does body composition, activities and age impact nutritional needs?</p> <p>EQ 5: Why are there so many health problems in the United States caused by poor eating despite all the available information?</p> <p>EQ 6: What nutrients in food are essential to our survival?</p>	<ul style="list-style-type: none"> <li>Identify the breakdown of the MyPlate food guidance system.</li> <li>List the categories of My Plate and the recommended amount for their age range.</li> <li>Explain how a balanced diet and exercise attribute to ones wellness.</li> <li>Explain the importance of 60 minutes of activity daily.</li> <li>Analyze and discuss what health means to them and what influences their own personal life.</li> </ul>	<p>6th Grade Health Rubric</p> <p>Competency Performance</p>	

	<p>EQ 7: Why is a variety of foods important? (Why is following the MyPlate important)?</p> <p>EQ 8: How can low levels of some nutrients be detrimental to our growth, our health and our strength?</p> <p>EQ 9: What habits and choices affect personal well-being?</p> <p>EQ 10: What is the relationship between short and long term goals?</p> <p>EQ 11: What are some lifestyle factors that affect eating patterns?</p> <p>EQ 12: How can knowledge of food labels help to promote healthy eating patterns?</p> <p>EQ 13: What are some strategies to use when dealing with Peer pressure?</p> <p>EQ 14: What can I do to change the outcome of a poor decision?</p> <p>EQ 15: What makes a food healthy?</p> <p>EQ16:Where can you find well-balanced foods?</p> <p>EQ 17: Why do we have food labels?</p> <p>EQ 18: Why is the ability to read and understand nutrition labels on foods a valuable skill?</p> <p>EQ 19: How can personal physical fitness program improve academic life?</p> <p>EQ 20: What strategies can you use to prevent injury while exercising?</p> <p>EQ.21: What are the types of Eating Disorders?</p> <p>EU 1: What you eat affects your appearance, your energy, how you feel – and above all, your health.</p> <p>EU 2: Dietary requirements vary for individuals based on age, gender, activity level, weight, and overall health.</p> <p>EU 3: Healthful living requires an individual to act on available information about good nutrition even if it means breaking comfortable habits.</p> <p>EU 4: Good eating is not a punishment. People who get into a good pattern of healthful eating can still enjoy treats.</p> <p>EU 5: A diet can be improved upon for better health.</p> <p>EU 6: There are available resources to calculate nutritional content of food.</p> <p>EU 7: Decision-making can be affected by the various strategies used in resolving conflicts and predict how to outcome may differ.</p> <p>EU 8: Understanding ways to resolve incidence of violence, conflict, discrimination, bullying within the school and community can help attain a healthy, active lifestyle.</p> <p>EU 9: Physical Fitness is composed of four parts; strength, edurance (muscular, heart, and lung), flexibility and body composition.</p> <p>EU 10: The FITT (frequency, intensity, time and type) method of improving your physical fitness will enable students to improve their level of physical fitness throughout thier lifespan in an effort to maintain a healthy and active lifestyle.</p> <p>EU 11: Checking your pulse rate, being aware of resting heart rate, target heart rate while exercising and recovery rate are skills that will enable students to exercise safely throughout their lifespan.</p> <p>EU 12: It is important to recognize warning signs for injury and understand basic first aid for injury and prevention strategies so that they will maintain a healthy active lifestyle throughout their lifespan.</p> <p>EU9: Your actions can positively/negatively affect others, just as the actions of others can positively/negatively affect you.</p> <p>EU10: Your choices and decisions can make a major impact on your own life and others' as well.</p>	<ul style="list-style-type: none"> <li>• Create an appropriate nutrition plan for themselves and others.</li> <li>• Analyze their own individual eating patterns and ways in which those patterns may be improved or maintained throughout a lifetime.</li> <li>• List the principles of the FITT plan.</li> <li>• Discuss and list their personal level of fitness and fitness goals.</li> <li>• Discuss activities to maintain a healthy and active lifestyle throughout their lifespan.</li> <li>• Demonstrate how to check ones pulse rate, and calculate ones resting heart rate, and target heart rate while exercising and recovery.</li> <li>• List and describe how body image can affect your self-esteem.</li> </ul>	<p>Assessment #1 &amp; Evaluation -</p> <p>Competency Performance Assessment #2 &amp; Evaluation -</p> <p>Formative Assessment Work:</p> <ul style="list-style-type: none"> <li>◦ Exit Tickets</li> <li>◦ 3-2-1 Reflections</li> <li>◦ Classroom Discussions/ Q &amp; A</li> <li>◦ Short Quizzes</li> <li>◦ Classwork</li> <li>◦ Homework</li> </ul>
<p>Health 5-8 Unit 3: Grade 7</p>	<p>EQ 1: How are the terms Alcohol and Drugs related?</p> <p>EQ 2: Why is it against the law for teens to consume alcohol?</p> <p>EQ 3: What are some fun ways to spend time with friends other than drinking alcohol?</p> <p>EQ 4: What are some ways alcohol can affect your daily activities or bodily functions?</p> <p>EQ 5: What might be some factors that contribute to how alcohol affects an individual?</p> <p>EQ 6: Why is DUI such a major concern for teens?</p> <p>EQ 7: What are possible consequences of binge drinking?</p> <p>EQ 8: Why is alcoholism considered a disease?</p> <p>EQ 9: How do the costs of alcoholism and alcohol abuse spread beyond the user?</p> <p>EQ 10: What types of methods are used to overcome alcoholism?</p> <p>EQ 11: What are some ways tobacco use can affect your daily activities or bodily functions?</p> <p>EQ 12: What role does the media play in the influence of tobacco use amongst teens?</p> <p>EQ 13: What are the possible consequences of tobacco use?</p> <p>EQ 14: Why can all drugs not be OTC?</p> <p>EQ 15: How is tolerance related to addiction?</p> <p>EQ 16: How can a person's drug addiction impact others?</p> <p>EQ 20: Can you name examples of different types of drugs including, OTC, prescription, and doctor prescribed?</p> <p>EQ 21: How is tolerance related to addiction?</p>	<ul style="list-style-type: none"> <li>• Discuss the dangers of drunk driving and the consequences that result from this risky behavior.</li> <li>• Compare and contrast the role of dating and dating behaviors in adolescence.</li> <li>• Summarize strategies for peer pressure when it comes to alcohol and drugs.</li> <li>• Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</li> <li>• Analyze and list the effects of all types of tobacco use on the aging process.</li> <li>• Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.</li> <li>• Analyze and discuss the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.</li> <li>• Discuss and list the types of treatments for addiction.</li> </ul>	<p>7th Grade Health Rubric</p> <p>Competency Performance Assessment #1 &amp; Evaluation:</p> <p>Competency Performance Assessment #2 &amp; Evaluation:</p> <p>Formative Assessment Work:</p> <ul style="list-style-type: none"> <li>• Exit Tickets</li> <li>• 3-2-1 Reflections</li> <li>• Classroom Discussions/Q &amp; A</li> <li>• Short Quizzes</li> </ul>

- Classwork
- Homework

EU1: Alcohol is a drug that can negatively impact your life in a variety of ways, including your physical, social, and mental/emotional health.

EU2: There are many positive alternatives to drinking.

EU3: Alcohol use causes both short-term and long-term effects on wellness and the body.

EU4: Alcoholism and alcohol abuse should not be underestimated as a health concern since they can prevent you from achieving your long term goals as well as lifelong wellness.

EU5: Tobacco use can negatively impact your life in a variety of ways, including your physical, social, and mental/emotional health.

EU6: Tobacco use causes both short-term and long-term effects on wellness and the body.

EU7: Tobacco and smokeless tobacco abuse should not be underestimated as a health concern, since they can prevent you from achieving your long terms goals as well as lifelong fitness.

EU 8: All medicines are drugs, but not all drugs are medicine.

EU 9: The effects of drug abuse extends beyond the user.

EU 10: Synthetic substances are created with a purpose in mind.

Health 5-8 Unit  
4: Grade 8

EQ 1: What is an STI?

EQ 2: What do you know about AIDS?

EQ 3: What are the ways a person can contract an STI?

EQ 4: Where would a person go for help if they suspect they have contracted an STI?

EQ 5: What responsibilities does a person with an STI/HIV/AIDS have in regards to the community?

EQ 6: How do you prevent contracting an STI?

EQ 7: What are the stages of growth and development during pregnancy?

EQ 8: How does genetics and heredity impact growth and development?

EQ 9: Why is a mother's health critical in the early stages of pregnancy, and throughout?

EQ 10: How can positive behaviors help in preventing sexually transmitted diseases?

EQ 11: How do hormones function in the body?

EQ 12: How does a female know she is pregnant?

EQ 13: Why is it so important for a healthy environment during pregnancy?

EU 1: Communicable and noncommunicable are two main types of disease.

EU 2: Viruses, bacteria, protozoa, and fungi are the four common disease-causing organisms.

EU 3: STI's have many symptoms, but some are asymptomatic.

EU 4: High risk activities such as intravenous drug use and unprotected sex increase your chances of contracting an STI.

EU 5: They have a personal responsibility in preventing the spread of STI's.

EU 6: There are various community resources available that can help someone with the testing and treatment of STI's.

EU 7: Positive strategies that can be developed to resist the pressure to become sexually active and prevent sexually transmitted diseases and unintended pregnancy.

EU 8: Prenatal care has a direct impact on the delivery and the long term health of the child.

EU 9: The sequence of fertilization, embryonic fetal growth and development, as well as the signs and symptoms of pregnancy.

EU 10: What resources are available within the school community for a pregnant teen?

EU 11: How can pregnancy impact an adolescent?

• Explain the difference between a communicable and noncommunicable disease and recognize the four common disease causing organisms.

• Identify causes, symptoms, treatment, and transmission of the various sexually transmitted infections (STI's).

• Recognize, illustrate and exercise ways a person can reduce or eliminate their risk of contracting an STI.

• Identify community resources that can help someone with the testing and treatment of STI's.

-List the sequences of fertilization, embryonic growth and fetal development during pregnancy.

-Identify the physical, social, and emotional impact of adolescent decisions regarding sexual behavior.

-Identify reasons to wait to be sexually active and how certain behaviors place one at greater risk for sexually transmitted diseases and unintended pregnancy.

-Discuss and list the signs and symptoms of pregnancy.

-Identify the physical, emotional, and social changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.

- List the long and short term impact of teen pregnancy as well as effective strategies and resources to assist with parenting.

8th Grade Health  
Rubric

Competency  
Performance  
Assessment #1 and  
Evaluation -

Competency  
Performance  
Assessment #2 and  
Evaluation -

Formative  
Assessment Work:

- Exit Tickets
- 3-2-1 Reflections
- Classroom Discussions/  
Q&A
- Short Quizzes
- Classwork
- Homework