



Quarter	Unit	Instructional Guide	Benchmarks	Blocks*
First Quarter	Substance Abuse Prevention	Drugs and Medicines	HE.7.C.1.6 HE.7.C.1.8 HE.7.C.2.5 HE.7.C.2.6 HE.7.B.3.1 HE.7.B.3.3 HE.7.B.5.1 HE.7.B.5.2 HE.68.SUA.3.1 HE.68.SUA.3.2	3
		Drug Use, Misuse, and Abuse	HE.7.C.1.1 HE.7.C.1.2 HE.7.C.1.4 HE.7.C.1.8 HE.7.C.2.1 HE.7.C.2.2 HE.7.C.2.3 HE.7.C.2.5 HE.7.C.2.6 HE.7.C.2.7 HE.7.C.2.8 HE.7.C.2.9 HE.7.B.4.4 HE.7.B.5.1 HE.7.B.5.4 HE.7.B.5.5 HE.68.SUA.1.1 HE.68.SUA.1.7 HE.68.SUA.2.1 HE.68.SUA.2.3 HE.68.SUA.2.4 HE.68.SUA.3.4 HE.68.SUA.4.1 HE.68.SUA.5.2	2
		Staying Drug Free	HE.7.C.2.1 HE.7.C.2.2 HE.7.C.2.3 HE.7.C.2.5 HE.7.C.2.6 HE.7.C.2.7 HE.7.C.2.8 HE.7.C.2.9 HE.7.B.4.1 HE.7.B.4.2 HE.7.B.5.1 HE.7.B.6.1 HE.7.P.8.1 HE.7.P.8.3 HE.68.SUA.1.1 HE.68.SUA.2.3 HE.68.SUA.3.4 HE.68.SUA.3.6 HE.68.SUA.4.1 HE.68.SUA.5.1 HE.68.SUA.5.4	1
	Mental Health	Understanding & Managing Your Emotions & Stress	HE.7.C.1.1 HE.7.C.1.2 HE.7.C.2.9 HE.7.B.4.2 HE.7.B.4.3 HE.7.B.5.2 HE.7.P.7.1 HE.7.P.7.2	2
		Mental and Emotional Disorders	HE.7.C.1.2 HE.7.C.1.4 HE.7.C.2.1 HE.7.C.2.9 HE.7.B.4.2 HE.7.B.4.3 HE.7.B.5.1 HE.7.P.7.2	2
		Suicide Prevention	HE.7.C.1.4 HE.7.B.3.4 HE.7.B.4.4 HE.7.B.5.1 HE.7.B.5.4	4



			HE.7.P.8.1	
		Healthy vs. Unhealthy Relationships	HE.7.C.1.1 HE.7.C.1.2 HE.7.C.1.8 HE.7.C.2.2 HE.7.B.4.1 HE.7.B.4.2 HE.7.B.4.3 HE.7.B.4.4 HE.7.B.5.1 HE.7.P.7.1 HE.7.P.7.2	2
		Teen Dating Violence and Abuse	HE.7.C.1.8 HE.7.C.2.2 HE.7.B.5.1 HE.7.P.7.2 HE.7.P.8.4	2
Second Quarter	Family Health *This Unit is eligible for the "Opt-Out" Waiver	Puberty	HE.7.C.1.2 HE.7.C.1.7 HE.7.C.2.2 HE.7.C.2.8 HE.7.C.2.9 HE.7.B.4.3	3
		Reproductive and Endocrine Systems	HE.7.C.1.6 HE.7.B.3.4 HE.7.B.5.1 HE.7.P.7.1	5
		Abstinence, and Teen Pregnancy Prevention	HE.7.C.1.1 HE.7.C.1.2 HE.7.C.1.4 HE.7.C.1.8 HE.7.B.5.1 HE.7.B.6.1 HE.7.P.7.1 HE.7.P.8.2	2
	Communicable Diseases *This Unit is eligible for the "Opt-Out" Waiver	Preventing the Spread of Disease	HE.7.C.1.1 HE.7.C.1.3 HE.7.C.1.5 HE.7.C.1.6 HE.7.C.1.8 HE.7.C.2.3 HE.7.B.5.1 HE.7.B.6.1 HE.7.P.7.1	3
		Common Communicable Diseases	HE.7.C.1.5 HE.7.C.1.6 HE.7.C.2.3 HE.7.B.6.2 HE.7.P.7.1 HE.7.P.8.2	2
		STDs & HIV/AIDS	HE.7.C.1.1 HE.7.C.1.5 HE.7.C.1.6 HE.7.C.1.8 HE.7.C.2.2 HE.7.B.3.4 HE.7.B.5.1 HE.7.B.6.1 HE.7.P.7.1 HE.7.P.8.2	3

Quarter One	Unit One						
	Concept: Substance Abuse Prevention						
	Module # 1						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment
	Drugs & Medicines	3 Days	HE.7.C.1.6 HE.7.C.1.8 HE.7.C.2.5 HE.7.C.2.6 HE.7.B.3.1 HE.7.B.3.3 HE.7.B.5.1 HE.7.B.5.2 HE.68.SUA.3.1 HE.68.SUA.3.2	Locate drug-related resources for information and services and assess validity and reliability of those resources.	<ul style="list-style-type: none"> Characteristics of validity and reliability. 	Why is it important to access valid and reliable resources for drug related information and help?	Research online resources OR Write to explain - utilizing writing prompt(s) (Examples could include: Use the internet to research one common Over-the-Counter (OTC) drug. Describe its purpose, its possible side effects, and any possible dangerous combinations with other medicines. Share your findings with the class. OR Create a list of criteria in assessing validity and reliability.
	Module #2						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment
	Drug Use, Misuse, and Abuse	2 Days	HE.7.C.1.1 HE.7.C.1.2 HE.7.C.1.4 HE.7.C.1.8 HE.7.C.2.1 HE.7.C.2.2 HE.7.C.2.3 HE.7.C.2.5	Identify financial, political, social, health and legal issues and influences related to alcohol,	<ul style="list-style-type: none"> Ask questions to identify possible signs of trouble. 	How can we predict when a health-related decision might require the assistance of others?	Devise examples of various situations that would require assistance. OR Write to explain - utilizing writing prompt(s) (Examples could include:

		HE.7.C.2.6 HE.7.C.2.7 HE.7.C.2.8 HE.7.C.2.9 HE.7.B.4.4 HE.7.B.5.1 HE.7.B.5.4 HE.7.B.5.5 HE.68.SUA.1.1 HE.68.SUA.1.7 HE.68.SUA.2.1 HE.68.SUA.2.3 HE.68.SUA.2.4 HE.68.SUA.3.4 HE.68.SUA.4.1 HE.68.SUA.5.2	tobacco and other drugs.			You are at a park with friends. When it is time to leave, a friend’s brother offers you a ride. You smell alcohol on his breath. What should you do, and why?)
Module #3						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Staying Drug Free	1 Day	HE.7.C.2.1 HE.7.C.2.2 HE.7.C.2.3 HE.7.C.2.5 HE.7.C.2.6 HE.7.C.2.7 HE.7.C.2.8 HE.7.C.2.9 HE.7.B.4.1 HE.7.B.4.2 HE.7.B.5.1 HE.7.B.6.1 HE.7.P.8.1 HE.7.P.8.3 HE.68.SUA.1.1 HE.68.SUA.2.3 HE.68.SUA.3.4 HE.68.SUA.3.6 HE.68.SUA.4.1 HE.68.SUA.5.1 HE.68.SUA.5.4	Recognize personal control over what influences one responds to.	<ul style="list-style-type: none"> Internal and external influences and social norms. Avoiding and resisting drugs. Effective use of “I-statements”. 	In what ways could someone advocate for drug-free social norms?	Write to explain - utilizing writing prompt(s) (Examples could include: What are two alternatives to drug use? Describe how these alternatives could make a teen less likely to use drugs.) OR Small group activity for potential action plan examples.
Unit Two						

Concept: Mental Health						
Module # 1						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Understanding & Managing Your Emotions & Stress	2 Days	HE.7.C.1.1 HE.7.C.1.2 HE.7.C.2.9 HE.7.B.4.2 HE.7.B.4.3 HE.7.B.5.2 HE.7.P.7.1 HE.7.P.7.2	Differentiate between positive and negative feelings vs positive and negative behaviors. Identify characteristics of stress, stress avoidance, and effective stress management strategies.	<ul style="list-style-type: none"> Feelings vs behavior The Fight-or-Flight Response Common stress management strategies 	How does stress effect your physical, mental/emotional and social health and how are these effects related?	Write to explain - utilizing writing prompt(s) OR Small group activity for potential action plan (examples include: brainstorming common stressful scenarios that students are faced with and how to both avoid and manage these situations)
Module # 2						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Mental & Emotional Disorders	2 Days	HE.7.C.1.2 HE.7.C.1.4 HE.7.C.2.1 HE.7.C.2.9 HE.7.B.4.2 HE.7.B.4.3 HE.7.B.5.1 HE.7.P.7.2	Identify examples and characteristics of anxiety disorders and depression. Describe healthful ways of dealing with emotions. Identify common defense mechanisms.	<ul style="list-style-type: none"> Anxiety Panic attacks Post-Traumatic Stress Disorder Depression Defense Mechanisms 	Defense mechanisms are strategies people use to deal with strong emotions. They are your mind's way of shifting focus away from an emotion that you do not want to	Write to explain - utilizing writing prompt(s) OR Small group activity for potential action plan (examples include: brainstorming common scenarios that students are faced with that could cause anxiety and how to both avoid and manage these situations)

					face. In what ways can defense mechanisms be helpful? In what ways can they be harmful?	
Module # 3						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Suicide Prevention	4 Days	HE.7.C.1.4 HE.7.B.3.4 HE.7.B.4.4 HE.7.B.5.1 HE.7.B.5.4 HE.7.P.8.1	Identify risk factors. Recognizing warning signs. Determining situations where help is required. Demonstrate ways to ask for help and assistance.	<ul style="list-style-type: none"> • Risk Factors • Warning Signs • Locating resources and getting help 	What course of action should someone take if they believe that someone is experiencing suicidal ideation?	Devise examples of situations that would require assistance OR Write to explain - utilizing writing prompt(s) (Examples could include: What steps would you take if a friend exhibited warning signs of suicide?) OR (preferred) Suicide Prevention curriculum through www.jasonfoundation.com
Module # 4						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Healthy vs Unhealthy Relationships	2 Days	HE.7.C.1.1 HE.7.C.1.2 HE.7.C.1.8 HE.7.C.2.2 HE.7.B.4.1 HE.7.B.4.2 HE.7.B.4.3 HE.7.B.4.4	Identify characteristics of healthy relationships. Identify healthy communication skills.	<ul style="list-style-type: none"> • Verbal and nonverbal communication. • Body language • “I” Messages • Honesty and trust 	Explain the consequences of both positive and negative influences from peers can have on a teen’s life.	Small group: Devise a list of positive characteristics you would want in a new, healthy relationship OR

		HE.7.B.5.1 HE.7.P.7.1 HE.7.P.7.2		<ul style="list-style-type: none"> • Respect • Reliability • Assertive, aggressive, and passive communication • Positive vs negative peer pressure 		Write to explain - utilizing writing prompt(s) (Examples include: compile a list of traits that you look for, and traits you avoid, when forming new friendships.)
Module # 5						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Teen Dating Violence and Abuse	2 Days	HE.7.C.1.8 HE.7.C.2.2 HE.7.B.5.1 HE.7.P.7.2 HE.7.P.8.4	Identify characteristics of dating relationships vs friendships. Identify physical, mental/emotional and social consequences of dating violence. List examples of ways to avoid risky situations. Determining situations where help is required and ways to ask for help and assistance.	<ul style="list-style-type: none"> • Guidelines for safe dating • Relationship • Commitment • Respect • Consent • Limits 	Healthy dating relationships are built on respect. When a person tries to control his or her partner, is he or she committing dating violence? Provide evidence to support your answer.	Small group: Devise a list of positive characteristics of a healthy dating relationship vs that of an abusive dating relationship OR Write to explain - utilizing writing prompt(s) (Examples include: What are some qualities that good friendships and healthy dating relationships have in common?)

Quarter Two	Unit Three						
	*This Unit is eligible for the “Opt-Out” Waiver						
	Concept: Family Life						
	Module #1						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	Puberty	3 Days	HE.7.C.1.2 HE.7.C.1.7 HE.7.C.2.2 HE.7.C.2.8 HE.7.C.2.9 HE.7.B.4.3	Identify physical, mental emotional and social changes during puberty.	<ul style="list-style-type: none"> • Adolescence • Puberty • Heredity • Hormones • Common changes • Changes specific to males and females 	How do you think the changes you experience during adolescence help you prepare for adulthood?	Write to explain - utilizing writing prompt(s) (Examples include: Why do you think teens go through puberty at different rates?) OR Small group activity (Examples include: How have your friendships changed as you have grown?)
	Module #2						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Reproductive and Endocrine Systems	5 Days	HE.7.C.1.6 HE.7.B.3.4 HE.7.B.5.1 HE.7.P.7.1	Examine anatomy and physiology of the Endocrine system and the male and female reproductive systems.	<ul style="list-style-type: none"> • Glands and hormones • Male and female reproductive anatomy • Fertilization 	What are problems that can develop in the Endocrine systems and the reproductive systems, and what should someone do if	Write to explain - utilizing writing prompt(s) (Examples include: An adolescent boy has noticed that one of his testicles is swollen. He does not feel comfortable talking about the problems, but it is not going away. What steps	

			List problems that can develop in the reproductive system(s). Examine the process of fertilization.		such problem(s) arise?	would you suggest that he take?)
Module #3						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Abstinence, & Teen Pregnancy Prevention	2 Days	HE.7.C.1.1 HE.7.C.1.2 HE.7.C.1.4 HE.7.C.1.8 HE.7.B.5.1 HE.7.B.6.1 HE.7.P.7.1 HE.7.P.8.2	Review characteristics of dating relationships vs friendships. Examine the benefits of sexual abstinence. Define contraception and provide examples.	<ul style="list-style-type: none"> Affection Consent Abstinence Contraception 	What are the benefits for a teen to choose sexual abstinence over contraception in a dating relationship?	Write to explain - utilizing writing prompt(s) (Examples include: What are ways that you can show affection, while remaining abstinent, with a dating partner?) OR Small group activity (Examples include: create a list of consequences of teen pregnancy: physical, mental/emotional, and social)
Unit Four						
*This Unit is eligible for the "Opt-Out" Waiver						
Concept: Communicable Diseases						
Module #1						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment

	Preventing the Spread of Disease	3 Days	HE.7.C.1.1 HE.7.C.1.3 HE.7.C.1.5 HE.7.C.1.6 HE.7.C.1.8 HE.7.C.2.3 HE.7.B.5.1 HE.7.B.6.1 HE.7.P.7.1	Identify the four main types of pathogens. Examine how most pathogens are spread. Describe the function of the immune system. Identify ways to protect yourself and others from the spread of pathogens.	<ul style="list-style-type: none"> • Communicable vs non-communicable diseases • Pathogens • Hygiene • Contagious • Direct vs Indirect • Immune System • Barriers • Antigens • Antibodies • Vaccine 	How can preventative measures such as hand washing, vaccines, and other public health measures (such as mosquito control) help keep a community free from communicable diseases?	Write to explain - utilizing writing prompt(s) (Examples include: A student wants a drink of water. He finds a plastic cup on the table but does not know if it has been used or not. Should he use the cup? Explain your answer. OR How are antigens and antibodies like a lock and key?)
	Module #2						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	Common Communicable Diseases	2 Days	HE.7.C.1.5 HE.7.C.1.6 HE.7.C.2.3 HE.7.B.6.2 HE.7.P.7.1 HE.7.P.8.2	Identify common communicable diseases. Identify ways to protect yourself and others from the spread of pathogens.	<ul style="list-style-type: none"> • Contagious Period • Barriers • Virus • Bacteria • Vaccines 	A study by the Aviation Health Institute shows that people who ride in an airplane are seven times more likely to catch a cold than people who do not ride in an airplane during the same period. Suggest	Write to explain - utilizing writing prompt(s) (Examples include: When you cough, you cover your mouth to prevent your saliva from escaping into the air. Saliva can carry pathogens that cause diseases such as pneumonia and strep throat. What are other ways that pathogens that can be spread? OR Write a short article about the importance of covering your mouth when you

						a reason for the difference. How might someone lower this risk?	sneeze or cough and washing your hands frequently with soap. How can positive health behaviors, like these, help control the spread of disease?
Module #3							
Performance Task							
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment	
STDs & HIV/AIDS	3 Days	HE.7.C.1.1 HE.7.C.1.5 HE.7.C.1.6 HE.7.C.1.8 HE.7.C.2.2 HE.7.B.3.4 HE.7.B.5.1 HE.7.B.6.1 HE.7.P.7.1 HE.7.P.8.2	Identify common STDs. Examine modes of transmission for STDs and HIV. Examine the effects of HIV/AIDS. Identify ways to prevent the spread of STDs (including HIV/AIDS).	<ul style="list-style-type: none"> • Sexually Transmitted Diseases (STDs) • Human Immunodeficiency Virus (HIV) • Acquired Immune Deficiency Syndrome (AIDS) • Opportunistic Infection • Carrier • “Silent” diseases • Symptomatic vs Asymptomatic • Abstinence 	Why is important to see a health care provider if someone thinks they may have an STD (including HIV)?	Write to explain - utilizing writing prompt(s) (Examples include: Using the S.T.O.P strategy can help you refuse to participate in unhealthy activities. The steps to the S.T.O.P strategy are: S ay no in a firm voice. T ell why not. O ffer other ideas. P romptly leave. Use these steps to develop a list of responses to pressure to engage in sexual activity.) OR Small group activity (Examples include: Create a pamphlet that warns teens of the dangers of STDs and/or HIV and AIDS. In your pamphlet, explain that many STDs cause harm without showing symptoms for a long time. Also discuss	

							how sexual abstinence keeps teens safe and healthy.)
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