

USD 383 Manhattan-Ogden Health Curriculum Map

Welcome to the **curriculum design maps** for Manhattan-Ogden USD 383, striving to produce learners who are:

- **Effective Communicators** who clearly express ideas and effectively communicate with diverse audiences,
- **Complex Thinkers** who identify, access, integrate, and use available resources,
- **Collaborative Workers** who use effective leadership and group skills to develop positive relationships within diverse settings,
- **Community Contributors** who use time, energies and talents to improve the welfare of others,
- **Self-Directed Learners** who create a positive vision for their future, set priorities and assume responsibility for their actions, and
- **Quality Producers** who create intellectual, artistic and practical products which reflect high standards. [Click here for more.](#)

Overview of Health Curriculum:

The following map was drafted by teachers based on the Kansas K-12 Health Education Standards which can be found at: http://www.kshealthykids.org/HKS_Docs/Standards/Health_Standards.pdf and the National Health Education Standards located at: <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

“Research shows that elementary students, who are given nutrition, physical activity and substance abuse resistance skills education, eat a healthier diet, exercise more, and resist substance use. Students in grades 5-12, who receive health education focused on the CDC’s risk factors for adolescents, also eat healthier, exercise more, resist substance use, avoid intentional and unintentional injury, and also delay sexual activity.” Kansas Model Curricular Standards for Health Education

2015-16 USD 383 Manhattan-Ogden Year at a Glance—Grade 7 Health

| Unit Description and Estimated Time Frame | Course/Grade Level Standards | Vocabulary | Essential Questions | Texts to be read (Informational and Literature-based) | Assessments (note if optional) |
|---|---|---|---------------------|---|--|
| <p>Unit 1</p> <p>Making Healthy Decisions</p> <p>10 school days</p> | <p>#1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p># 2 – Students will analyze the influence of family, peers, culture, technology and other factors on health behaviors.</p> <p>#3 – Students will assess the ability to assess valid information and products and services to enhance health.</p> <p>#5 – Students will demonstrate the ability to use decision-making skills to enhance health</p> <p>#6 – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p>#7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks</p> | <p>C-Note vocabulary State Test Vocabulary</p> <ul style="list-style-type: none"> • ingest • inhale • absorb • inject | | <p>Chapter 1 pg. 2-24 Sections 1-4</p> <p>Chapter 6 pg. 136 – 146 (Healthy Relationships / Effective Communication)</p> | <p>Health Goal Achievement – short / long term – self evaluation</p> |
| <p align="center">Resources/Activities: Medicine Cabinet Safety (clean out at home) / State Test Vocab. / C-Note Vocab. / Video: Buzz in Bottle / DECIDE Process</p> | | | | | |

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|--|---|--|----------------------------|--|---|
| <p>Unit 2</p> <p>Preventing Drug Abuse</p> <p>14 school days</p> | <p>#1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health</p> <p># 2 – Students will analyze the influence of family, peers, culture, technology and other factors on health behaviors</p> <p>#3 – Students will assess the ability to assess valid information and products and services to enhance health</p> <p>#4—Students will analyze the influence of culture, media, technology and other factors on health</p> <p>#5 – Students will demonstrate the ability to use decision-making skills to enhance health</p> <p>#6 – Students will demonstrate the ability to use goal setting skills to enhance health</p> <p>#7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks</p> | <ul style="list-style-type: none"> • drug • synergism • drug • antagonism • habituation • side effects • intervention • gateway • proper use • drug misuse • drug abuse • club drugs • synthetic • emerging • drugs • illegal / legal drug • over the counter • prescription • protective factors • risk factors | | <p>Chapter 17 pg. 424 – 452</p> <p>Chapter 6 pg. 136 – 146 (Healthy Relationships / Effective Communication)</p> | <p>Unit 2: Quiz (2) Break Down Chapter / Discussion</p> |
| <p>Resources/Activities: Saying No Skits / Body Language / I Messages / Emerging Drugs (video)</p> | | | | | |

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|---|--|---|----------------------------|--|---------------------------------------|
| <p>Unit 3</p> <p>Tobacco</p> | <p>#1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p># 2 – Students will analyze the influence of family, peers, culture, technology and other factors on health behaviors.</p> <p>#3 – Students will assess the ability to assess valid information and products and services to enhance health.</p> <p>#4—Students will analyze the influence of culture, media, technology and other factors on health</p> <p>#5 – Students will demonstrate the ability to use decision-making skills to enhance health</p> <p>#6 – Students will demonstrate the ability to use goal setting skills to enhance health</p> <p>#7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks</p> | <ul style="list-style-type: none"> • e-cigarettes • vaping • nicotine trigger • nicotine substitute • mainstream smoke • sidestream smoke • secondhand smoke | | <p>Chapter 16 pg. 398 - 417</p> | <p>Community Blood Pressure</p> |
| <p>Resources/Activities:</p> <p>Price Match Smokers Cost / History of Tobacco Video / Advocate (How To)</p> | | | | | |

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|--|---|--|---------------------|---|--------------------------------|
| <p>Unit 4</p> <p>Alcohol</p> <p>14 school days</p> | <p>#1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health</p> <p># 2 – Students will analyze the influence of family, peers, culture, technology and other factors on health behaviors</p> <p>#3 – Students will assess the ability to assess valid information and products and services to enhance health</p> <p>#4—Students will analyze the influence of culture, media, technology and other factors on health</p> <p>#5 – Students will demonstrate the ability to use decision-making skills to enhance health</p> <p>#6 – Students will demonstrate the ability to use goal setting skills to enhance health</p> | <ul style="list-style-type: none"> • zero tolerance • depressant • blood alcohol concentration (bac) • dui • binge drinking • intoxication | | <p>Chapter 15: pg. 372 – 392</p> <p>Chapter 6 pg. 136 – 146 (Healthy Relationships / Effective Communication)</p> | <p>Curriculum Test</p> |

Resources:
Liquid Proof Concentration / Liver Overload (Tennis Ball) / COA Roles

Unit 1, 2, 3, 4 = 1 quarter, then repeat for quarters 2, 3, 4

**Unit 5: Marijuana / Illicit Drugs / Synthetic (Meth)

Chapter 17 Section 3 & 4

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