

**Trinity Area School District Template for
Curriculum Mapping**

Course: Health Grade: 7th Designer(s): Travis Buri	Overview of Course (Briefly describe what students should understand and be able to do as a result of engaging in this course): The purpose of this course is to prepare students to lead a healthy lifestyle that will foster overall well being. The material covered includes personal care, personality, families, alcohol, and tobacco. With the implementation of several different aspects such as group activities, interactive games, real life examples and lecture, students will achieve a high level of lifelong health.
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Overarching Big Ideas, Enduring Understandings, and Essential Questions

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Physical	10.2.7.A 10.2.7.B 10.3.7.D 10.2.7.E 10.1.7.C	Properly caring for your body can lead to a long and healthy life.	How can properly caring for your body lead to a long and healthy life?
Mental	10.1.7.A 10.3.7.C 10.1.7.D	You can live a happy and healthy life by knowing who you are and how you develop.	How can knowing yourself lead to a healthy life?
Social	10.1.7.A 10.3.7.C	Understanding family forms and how family members should interact with each other can lead to a healthy family environment.	How can healthy interaction lead to a happier family?
Substances	10.3.7.A 10.2.7.D 10.2.7.C 10.1.7.E 10.1.7.D 10.1.7.B	Understanding how chemicals effects the body and understanding refusal skills will prepare you to make healthy decisions concerning drugs and alcohol.	How could choosing to use drugs or alcohol now effect your life? How could choosing to use drugs or alcohol later effect your life?

Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study

(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
Week 1 & 2	Personal Care	Physical	10.2.7.A 10.2.7.B 10.3.7.D 10.2.7.E 10.1.7.C	Properly caring for your body can lead to a long and healthy life	How can properly caring for your body lead to a long and healthy life?	Active Expressions Diagram Labeling Summative Assessment	Prentice Hall Health Book www.WebMD.com
Week 3 & 4	Personality, self-esteem, and emotions	Mental	10.1.7.A 10.3.7.C 10.1.7.D	You can live a happy and healthy life by knowing who you are and how you develop.	How can knowing yourself lead to a healthy life?	Active Expressions Summative Assessment	Prentice Hall Health Book www.ShapeTest.com www.WebMD.com
Week 4 & 5	Family Relationships	Social	10.1.7.A 10.3.7.C	Understanding family forms and how family members should interact with each other can lead to a healthy family environment.	How can healthy interaction lead to a happier family?	Active Expressions Summative Assessment	Prentice Hall Health Book www.WebMD.com
Week 6 & 7	Alcohol	Substances	10.3.7.A 10.2.7.D 10.2.7.C 10.1.7.E 10.1.7.D 10.1.7.B	Understanding how chemicals effects the body and understanding refusal skills will prepare you to make healthy decisions concerning drugs and alcohol.	How could choosing to use drugs or alcohol now effect your life? How could choosing to use drugs or alcohol later effect your life?	Active Expressions Acting Skits Summative Assessment	Prentice Hall Health Book www.WebMD.com
Week	Tobacco	Substances	10.3.7.A	Understanding how	How could choosing to	Active Expressions	Prentice Hall

8 & 9			10.2.7.D 10.2.7.C 10.1.7.E 10.1.7.D 10.1.7.B	chemicals effects the body and understanding refusal skills will prepare you to make healthy decisions concerning drugs and alcohol.	use drugs or alcohol now effect your life? How could choosing to use drugs or alcohol later effect your life?	Summative Assessment	Health Book www.WebMD.com www.DrugFreeWave.com www.tobaccofreeutah.org
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* Some teachers may need to think about the assessments and resources used in order to determine the Big Ideas, Enduring Understandings, and Essential Questions embedded in their courses. At this point in your curriculum mapping, you might want to ignore the "Common Assessments" and "Common Resources Used" columns. However, you may use them if you wish.