

GIPS Middle School

Family and Consumer Science Curriculum

UNIT : Textiles

Unit focus - Small sewing equipment,

Number of Class Periods: 12-15

Standards:

HSE.MS.7.12 Identify parts of the sewing machine, correct threading of the sewing machine and correct use of the sewing machine.

HSE.MS.7.11 Identify and practice safety while using sewing equipment.

HSE.MS.7.13 Demonstrate basic sewing skills before and during the construction of a project.

HSE.MS.7.14 Read & follow oral and written directions while completing a sample/project.

HSE.MS.7.15 Identify and practice clothing care - laundry, iron, repair.

Critical Vocabulary:

Sewer's knot

Running stitch

Overcast stitch

Back stitch

Ending knot

Needle

Thread

Pins

Seam ripper

Shears

Bobbin

Skills Used/Developed: (HBO's)

Tie a knot, stitch running , back stitch, overcast stitch, cutting with a shears, sewing on a button, sew a seam on a sewing machine

Possible resources or materials:

Elmo or iPad stand - to demonstrate knots

Teacher developed YouTube videos of hand stitches and threading sewing machine

Thread, Felt, Fabric

Possible Assessment or Rubric:

Hand stitching final project (door hanger or small pillow)

Textiles Assessments/ Projects

UNIT: Nutrition and Meal Preparation

Unit focus - Introduction to Basic Cooking Skills and Nutrition

Number of Class Periods: 12-15

Standards:

HSE.MS.6.3 Identify cooking tool, utensil, and small appliance use and safely demonstrate their functions.

HSE.MS.6.4 Define and practice basic food preparation skills.

HSE.MS.6.5 Identify and practice food safety steps while preparing foods in the kitchen.

HSE.MS.6.6 Identify and practice kitchen safety steps while preparing foods in the kitchen.

HSE.MS.6.8 Identify recipe parts & discuss the importance of each including measuring, abbreviations, conversions, and cooking methods.

HSE.MS.6.11 Incorporate technology tools & skills as they complete research and projects throughout the unit.

HSE.MS.6.12 Demonstration of appropriate table manners.

HE 1.8.15 Describe the importance of eating breakfast everyday.

PHW 1.8.10 Describe food safety strategies that can control germs that cause foodborne illnesses.

Critical Vocabulary:

Dry measuring cup

Liquid measuring cup

Measuring spoons

Mix

Brown

Etiquette

Skills Used/Developed:

Reading recipes, measuring, kitchen safety and sanitation, use technology to assist with meal preparation,

Possible resources or materials:

Chromebooks, kitchen equipment, food, video library

Possible Assessment or Rubric:

UNIT: Child Care

Unit focus - Keeping children safe, engaging children in play and learning activities

Number of Class Periods: 12-15

Standards:

HSE.MS.6.14 Examine the responsibilities that may face a babysitter.

HSE.MS.6.15 Identify various types of emergencies that may face a babysitter, what steps should be taken, and what to do to prevent the emergency from taking place.

HSE.MS.6.16 Incorporate technology tools & skills as they complete research and projects throughout the unit.

Critical Vocabulary:

Age appropriate, choking, conscious, unconscious, emergency, hazard, childproof

Skills Used/Developed:

Holding an infant, use of age-appropriate activities. Use technology to create babysitting flyer with a business partner.

Possible resources or materials:

Chromebook, realcare babies, video library

Possible Assessment or Rubric:

Power Point

Babysitting pre-quiz

Kahoot

Rubric for flyer

UNIT: Personal Hygiene

Unit focus - Practice appropriate hygiene habits

Number of Class Periods: 12-15 class periods

Standards:

HSE.MS.6.19 Identify the stages of human development and describe in influence of heredity and environment on human development.

CC 1.5.1: Describe the relationship between healthy behaviors and personal health.

CC 1.8.2: Describe the interrelationships of emotional, intellectual, physical and social health in adolescence.

Critical Vocabulary:

Grooming

Hygiene

Skin Care

Deodorant

Antiperspirant

Manicure

Pedicure

Acne

Body Odor

Common Sense

Skills Used/Developed:

Healthy Actions: Eyes, Ears, Skin, Sleep & Rest

Possible resources or materials:

Health Smart Lessons #

Possible Assessment or Rubric:

Healthy Actions/Grooming Technique Poster

UNIT: Puberty

Unit focus - Physical, mental and social changes in males & females

Number of Class Periods: 12-15

Standards:

HSE.MS.6.19 Identify the stages of human development and describe in influence of heredity and environment on human development.

C.C.1.8.1: Analyze the relationship between healthy behaviors and personal health.

Critical Vocabulary:

Puberty	Uterus
Menstruation	Period
Ovaries	Vagina
Penis	Testicles
Genitals	Semen
Ejaculation	Wet Dreams
Breast	Erection
Physical	Mental
Social	Mood Swings
Hormones	

Skills Used/Developed:

Understanding of the menstrual cycle, Venn Diagram of the Male/Female Physical changes of puberty, Pre/Post Test, What I learned about puberty WS, Communicating to others about Puberty

Possible resources or materials:

Chromebooks, video library, models, Kidshealth.org (videos), Choices Magazine

Possible Assessment or Rubric:

Puberty Poster, Puberty assessment (Socrative)

UNIT : All About Me

Unit focus - Individuality, goal setting, careers, and families

Number of Class Periods: 12-15

Standards:

HSE.MS.8.12 Use the Nebraska Career Education Model, Nebraska Career Connections and related resources to investigate and learn about the world of work.

HSE.MS.8.13 Understand the purpose if a personal Learning Plan. (goal setting)

HSE.MS.8.16 Incorporate technology tools & skills as they complete research and projects throughout the unit.

HSE.MS.8.14 Analyze factors that impact self-formation

HSE.MS.7.8 Identify healthy characteristics of families and explain how to use characteristics to improve and strengthen family relationships.

HSE.MS.7.6 Identify and explain family functions. (Ex: physical needs, intellectual development, emotional well-being, socialization)

HSE.MS.7.8 Identify healthy characteristics of families and explain how to use these characteristics to improve and strengthen family relationships.

HSE.MS.7.9 Examine resources and methods of handling family crisis.

MEH 1.8.12 Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, email, web sites, phone and tablet apps) can negatively impact mental and emotional health.

MEH 4.8.7 Demonstrate how to effectively communicate empathy and support for others.

C.C:1.8.1: Analyze the relationship between healthy behaviors and personal health.

PHEB: 7.8.3: Demonstrate behaviors that avoid or reduce health risks to self and others.

AI: 2.8.3: Identify how peers can influence healthy and unhealthy behaviors.

Critical Vocabulary:

Empathy

Bullying

Unique

Courtesy

Respect

Skills Used/Developed:

Showing empathy towards self & others, Demonstrating Courtesy & Respect, Identifying how a person can be unique

Possible resources or materials:

Nebraska Careers Connections - <http://www.nebraskacareerconnections.org/>

Choices Magazine Videos - Netiquette / Dangers of Social Media

SMART GOALS

Possible Assessment or Rubric

UNIT - What is Health

Unit focus-Making Healthy Decisions (emotional/mental, physical, social)

Number of Class Periods: 5-7

Standards:

MEH1.8.2 Explain the interrelationship of physical, mental, emotional, social and spiritual health.

MEH 1.8.5 Describe role models that demonstrate positive mental and emotional health.

MEH 1.8.11 Describe how mental and emotional health can affect health-related behaviors

Critical Vocabulary:

Social	Mental	Physical
Emotional	Health	Decision Making

Skills Used/Developed: (HBOs) Healthy Behavior Outcomes

Engage in activities that are mentally and emotionally healthy. (health triangle/decisions)

Prevent and manage interpersonal conflict in healthy ways.

Prevent and manage emotional stress and anxiety in healthy ways.

Use self-control and impulse-control strategies to promote health.

Avoid safety hazards in the home and community.

Recognize and avoid dangerous surroundings.(decisions)

Avoid situations where violence is likely to occur. (decisions)

Possible resources or materials:

Decision, Decisions DVD, Decision Steps, Health Smart

Possible Assessment or Rubric:

[Healthy Triangle Illustration Assessment](#), [Making Decision Worksheet](#), [What is Health PPT](#), Health Triangle Practice

UNIT - Mental/Emotional Health

Unit focus - Strategies to Maintain or Improve One's Mental and Emotional Health

Number of Class Periods: 12-15

Standards:

Standard 1

MEH1.8.6 Identify the benefits of talking with parents and other trusted adults about feeling

MEH 1.8.8 Describe a variety of appropriate ways to respond to stress when angry or upset.

MEH 1.8.10 Explain the importance of a positive body image.

MEH 1.8.12 Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, email, web sites, phone and tablet apps) can negatively impact mental and emotional health,

MEH 1.8.13 Explain the causes, symptoms and effects of depression.

MEH 1.8.15 Describe the signs, symptoms and consequences of common eating disorders.

MEH1.8.19 Describe situations that require self control.

MEH 1.8.23 Explain causes and effects of stress

MEH 1.8.24 Describe personal stressors at home, in school and with friends.

MEH 1.8.25 Explain positive and negative ways of dealing with stress

MEH 1.8.27 Explain how the expression of emotions or feelings can help or hurt oneself and others.

MEH 1.8.28 Explain why people with eating disorders need professional help.

V 1.8.1 Describe ways to manage interpersonal conflict nonviolently.

V 1.8.30 Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.

V 1.8.31 Describe the signs and symptoms of people who are in danger of hurting themselves or others.

Standard 2

MEH 2.8.3 Explain how social expectations influence healthy and unhealthy mental and emotional health practices and behaviors.

MEH 2.8.4 Explain how personal values and beliefs influence personal mental and emotional health practices and behaviors.

MEH 2.8.5 Describe how health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors.

MEH 2.8.8 Analyze how relevant influences of media and technology affect mental and

emotional practices and behaviors.

MEH 2.8.9 Explain how relevant influences of peers affect mental and emotional practices and behaviors.

Standard 3

MEH 3.8.5 Access valid and reliable mental and emotional health information from school.

Standard 4

MEH 4.8.1 Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health

Standard 5

MEH 5.8.1 Identify circumstances that help or hinder making healthy decision related to mental and emotional health .

MEH 5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives of mental and emotional health related decision

MEH 5.8.7 Choose a healthy alternatives when making a decision related to mental and emotional health

MEH 5.8.8 Analyze the effectiveness of a final outcome of a mental and emotional health related decision

Standard 6

MEH 6.8.1 Assess personal mental and emotional health practices

Standard 7

MEH 7.8.1 Explain the importance of being responsible for personal mental and emotional health behaviors.

MEH 7.8.3 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.

Critical Vocabulary:

Anxiety	Depression	OCD	Sympathy
Self-Esteem	Mental	Personality	Stress management
Guided imagery	Empathy	Emotional	
Diaphragmatic Breathing		Progressive muscle relaxation,	

Skills Used/Developed: (HBOs)

Express feelings in a healthy way.

Engaged in activities that are mentally and emotionally healthy.

Prevent and manage emotional stress and anxiety in healthy ways.

Get help for troublesome thoughts, feelings, or actions for oneself and others.

Prevent health problems that result from fads and trends (eating disorders, etc.)

Possible resources or materials:

Health Smart Resources, Clips from the movie “Inside Out”

Relaxation strategies from “Mayo Clinic”: Progressive muscle relaxation, guided imagery, diaphragmatic breathing. School social worker to come in and discuss suicide. Stress balls.

[Write a letter “Dear Gabby” -HealthSmart](#)

[Dear Gabby Rubric](#)

[Traits of Emotionally Healthy People](#)

Possible Assessment or Rubric:

Write and illustrate your emotional health by showing your personal “Islands of Personality”

UNIT Nutrition

Unit focus - Healthy Eating Behaviors; following the USDA guidelines

Number of Class Periods: 12-15

Standards:

Standard 1

HE1.8.1, HE1.8.2 Classify and summarize the amount of food from each food group that a person needs

HE 1.8.4 Explain why the recommended amount of food a person needs each day may be different for each food group.

HE 1.8.7 Explain the similarities and differences among protein, fats, and carbs regarding nutritional value and food sources.

HE 1.8.11 Summarize the benefits of drinking plenty of water.

HE 1.8.12 Differentiate between nutritious and non-nutritious beverages.

HE 1.8.13 Summarize the benefits of limiting the consumption of a solid fat, added sugar, and sodium.

HE 1.8.16 Explain the relationship between the access to healthy food and personal food choices.

HE 1.8.17 Explain how to select healthy foods when dining out.

HE 1.8.20 Analyze the benefits of healthy eating.

HE 1.8.22 Describe the benefits of eating in moderation.

Standard 2

HE2.8.3 Explain how social expectations influence healthy and unhealthy food choices and other eating practices and behaviors.

HE2.8.8 Analyze how relevant influences of media (e.g., advertising) and technology affect personal food choices and other eating practices and behaviors.

Standard 3

HE3.8.1 Analyze the validity and reliability of nutrition information, products, and services.

HE3.8.5 Determine the availability of valid and reliable nutrition products.

HE3.8.6 Access valid and reliable nutrition information from home, school, or community.

HE3.8.7 Locate valid and reliable nutrition products and services.

Standard 5

HE5.8.1 Identify circumstances that help or hinder healthy decision making related to food and behavior choices.

Standard 6

HE6.8.1 Assess personal eating practices.

HE6.8.2 Set a realistic, personal goal to improve healthy eating behaviors.

Standard 7

HE7.8.1 Explain the importance of being responsible for personal healthy eating behaviors.

HE7.8.3 Demonstrate healthy eating practices and behaviors to improve the health of oneself and others.

Standard 8

HE 8.6 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health

Critical Vocabulary:

Nutrients, Carbohydrates, Protein, Fats, Vitamins, Minerals, Water, Moderation, Dietary Guidelines, USDA, RDA, Anorexia, Bulimia, Waist to Hip Ratio,

Skills Used/Developed: (HBOs)

Eat the appropriate number of servings from each food group every day.

Eat a variety of foods within each food group every day.

Eat an abundance of fruits and vegetables every day.

Drink plenty of water every day.

Limit foods and beverages high in added sugars, solid fat, and sodium.

Eat breakfast every day.

Eat healthy foods when dining out.

Support others to eat healthy (family, friends, etc.)

Identify the Dietary Guidelines used to make nutrition and lifestyle recommendations for Americans.

Identify the information found on food labels and discuss the importance of each.

Incorporate technology tools & skills as they complete research and projects throughout

the unit.

Possible resources or materials:

<https://www.choosemyplate.gov/>

- Health Smart
 - Nutrition & Physical Activity Lesson 1 (What are Nutrients?)
 - [What are Nutrients](#)
 - [What I Know About Nutrients](#)
 - Nutrition & Physical Activity Lesson 2 (What Should I Eat & How Much?)
 - [How Much Should I Eat?](#)
 - Nutrition & Physical Activity Lesson 3 (Assessing My Eating Habits)
 - [Assessing My Eating Habits](#)
 - Nutrition & Physical Activity Lesson 4 (Reading a Food Label)
 - [How Can a Food Label Help You](#)
 - Nutrition & Physical Activity Lesson 5 (Eating Breakfast Everyday)
 - [Breakfast: Benefits & Barriers](#)
 - Nutrition & Physical Activity Lesson 6 (Healthy Snacking)
 - [Characteristics of a Healthy Snack](#)
 - Nutrition & Physical Activity Lesson 7 (Eating Healthy at Fast-Food Restaurants)
 - [Fast Food Meal: Example 1](#)
 - Nutrition & Physical Activity Lesson 8 (Keeping Food Safe to Eat)
 - [Steps to Take to Keep Food Safe](#)
 - Nutrition & Physical Activity Lesson 9 (What Influences My Food Choices?)
 - [Food Advertising Techniques](#)
 - Nutrition & Physical Activity Lesson 10 (Resisting Pressure to Eat Less-Healthy Foods)
 - [Resisting Pressure to Unhealthy Food](#)
 - Nutrition & Physical Activity Lesson 11 (Body Image Basics)
 - [Body Image & Me](#)
 - Nutrition & Physical Activity Lesson 12 (The Positive Body Image Project)
 - [Positive Body Image Project](#)
 - Nutrition & Physical Activity Lesson 13 (Dieting Dangers & Healthy Ways to Manage Weight)
 - [Weight a Minute: Advice From a Friend](#)
 - Nutrition & Physical Activity Lesson 14 (Eating Disorders)

- [Eating Disorders](#)
- Nutrition & Physical Activity Lesson 15 (Assessing My Physical Activity)
 - [Physical Activity Detective](#)
- Nutrition & Physical Activity Lesson 16 (Staying Safe While Getting Fit)
 - [Staying Safe While Getting Fit](#)
- Nutrition & Physical Activity Lesson 17 (My Healthy Eating & Physical Activity Goal)
 - [Assessing My Physical Activity](#)
- Nutrition & Physical Activity Lesson 18 (Tracking My Progress)
 - [Keeping On Track](#)

Possible Assessment or Rubric:

[New Food Concept Rubric](#)

UNIT - Diseases

Unit focus - Students will learn about different communicable and non-communicable diseases, how they are spread, and preventions/treatments.

Number of Class Periods: 12-15

Standards:

Standard 1

PHW 1.8.5 Summarize actions to take to protect oneself against potential damage from exposure to the sun.

PHW 1.8.6 Explain the difference between infectious, non-infectious, acute and chronic diseases (communicable, non-communicable).

PHW. 1.8.7 Summarize the symptoms of someone who is sick or getting sick (germs).

PHW 1.8.8 Summarize ways that common infectious diseases are transmitted.

PHW 1.8.9 Summarize health practices to prevent the spread of infectious disease that are transmitted by food, air, indirect contact, and person-to-person contact.

PHW 1.8.12 Explain the behavioral and environmental factors that contribute to the major chronic diseases.

PHW 1.8.13 Describe how an inactive lifestyle contributes to chronic disease.

HE 1.8.19 Describe major chronic diseases and their relationship to what people eat and their physical activity level.

Explain ways that our immune system protects our body from diseases.

Standard 7

PHW 7.8.1 Explain the importance of being responsible for personal health and wellness-related behaviors.

PHW 7.8.2 Analyze personal health and wellness-related practices and behaviors that reduce or prevent health risks.

Standard 8

PHW 8.8.1 Research accurate information on diseases, supported with accurate information, to improve the personal health and wellness of others

Critical Vocabulary:

Communicable Disease, Non-Communicable Disease, Infectious, NonInfectious, Chronic, Immune System, Acute, Virus, Bacteria, Pathogens, Symptoms, Direct Contact, Indirect Contact, Risk Factor

Skills Used/Developed: (HBOs)

Get an appropriate amount of sleep and rest.

Practice behaviors that prevent infectious diseases.

Practice behaviors that prevent chronic diseases.

Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy (cancer, heart disease, mono).

Possible resources or materials:

Healthsmart resources, Kidshealth.org, Choices Magazine, American Heart Assoc, CDC, Webquests, Nebraska press association (comic strip about Viruses) Hugs, Kisses

Possible Assessment or Rubric:

<https://docs.google.com/document/d/1UMJTxlKt6kxMHNR3XpgGTSY25SM5HXSrsjSXGgcZLE/edit>

Aldrich Germ Activities

[Germ Creation](#)

[Germ Extension](#)

[Germ Art](#)

[Germ Verse](#)

[Germ Check](#)

[Germ PPT](#)

Aldrich Materials

[Can you catch me](#)

[Chronic](#) Disease WS

Chronic Disease [Info](#)

Partner [Disease](#) Monitoring

Health Smart

[Infectious/Noninfectious Disease Info](#)

[Disease Plan](#)

UNIT - Alcohol & Drugs

Unit focus - Physical, Mental & Social Effects of Tobacco, Drugs (Legal and Illegal) and Alcohol

Number of Class Periods: 12-15

Standards:

Standard 1

AOD1.8.1 Distinguish between proper use and abuse of over-the-counter medicines.

AOD1.8.2 Differentiate between proper use and abuse of prescription medicines.

AOD1.8.4 Describe the health risks of using performance-enhancing drugs.

AOD1.8.5 Summarize the consequences of using alcohol and other drugs.

AOD1.8.6 Determine reasons why people choose to use or not to use alcohol and other drugs.

AOD1.8.7 Describe situations that lead to the use of alcohol and other drugs.

AOD1.8.10 Describe the relationship between using alcohol and other drugs and other health risks such as unintentional injuries, violence, suicide, sexual risk behaviors, and

tobacco use.

AOD1.8.11 Determine the benefits of being alcohol-free and other drug-free.

AOD1.8.12 Describe positive alternatives to using alcohol and other drugs.

AOD1.8.14 Explain the risks associated with using alcohol and other drugs and driving a motor vehicle.

T1.8.1 Describe short and long term physical effects of using tobacco.

T1.8.2 Summarize the dangers of experimenting with tobacco products.

T1.8.4 Describe the relationship between using tobacco and alcohol or other drugs.

T1.8.5 Summarizes the benefits of being tobacco free.

T1.8.6 Describe the social, economic, and cosmetic consequences of tobacco use.

T1.8.8 Explain school policies and community laws related to the sale and use of tobacco products.

T1.8.9 Summarize that tobacco use is an addiction that can be treated.

T1.8.10 Summarize the effects of secondhand smoke.

T1.8.12 Summarize how addiction to tobacco can be treated.

S1.8.19 Describe potential risks associated with over the counter medicines.

Describe the short-and long-term physical effects of using e-cigarettes and vaping.

Standard 2

T2.8.3 Explain how social expectations influence behaviors related to tobacco related behaviors and practices.

T2.8.5 Describe how health risk behaviors such as alcohol use influence the likelihood of engaging in tobacco use.

T2.8.8 Analyze how relevant influences of media and technology affect tobacco related practices and behaviors.

T2.8.9 Analyze how relevant influences of peers affect tobacco related practices and behaviors.

AOD2.8.1 Explain the influences of rules and community laws on alcohol-and other drug-related practices and behaviors.

AOD 2.8.3 Explain how social expectations influence healthy and unhealthy alcohol-and other drug-use practices and behaviors.

AOD2.8.5 Describe how alcohol and other drug use can influence the likelihood of engaging in other unhealthy behaviors.

AOD2.8.6 Assess relevant influences of family and culture affect alcohol-and other drug-us practices and behaviors.

AOD2.8.8 Analyze how relevant influences of media and technology affect alcohol- and other drug-use practices and behaviors.

AOD2.8.9 Analyze how relevant influences of peers affect alcohol- and other drug-use practices and behaviors.

Standard 3

AOD 3.8.2 Describe the validity and reliability of information for alcohol and other drug use prevention

Standard 4

AOD 4.8.4 & 5 Demonstrate effective negotiation skills and resistance to peer pressure to avoid or reduce the exposure to alcohol and drug use.

AOD 4.8.7 Demonstrate how to effectively communicate empathy and support to a family member or friend who is trying to quit alcohol or other drug use.

Standard 5

AOD 5.8.2 Determine when situations related to alcohol and other drug use require a decision (ex.when a peer offers a peer a drink, deciding about getting into a vehicle with a driver who has been using alcohol and other drugs.)

AOD 5.8.4 Explain how family, culture, media, peers, and personal beliefs affect a decision related to alcohol and other drug use.

Standard 6

AOD 6.8.3 Identify the barriers to achieving a personal goal to be alcohol and drug free.

AOD 6.8.4 Describe strategies to overcome barriers to achieving a personal goal to be alcohol and other drug free.

Standard 7

AOD 7.8.1 Explain the importance of being responsible for being alcohol and other drug free

AOD 7.8.2 Analyze personal practices and behaviors that reduce or prevent alcohol and other drug use.

Critical Vocabulary:

Stimulant, Depressant, Over the counter, Steroids, Vaping, E-cigarettes, Alcohol, Marijuana, Ecstasy, Heroin, Opiates, BAC (Blood Alcohol Content) Second Hand Smoke, Cocaine, Hallucinogens, Gateway, Tobacco, Smokeless, Addiction, Narcotic

Skills Used/Developed: (HBOs)

Avoid misuse and abuse of over-the-counter and prescription drugs.

Avoid experimentation with alcohol and other drugs.

Avoid the use of alcohol.

Avoid the use of illegal drugs.

Avoid riding in a motor vehicle with a driver who is under the influence of alcohol and other drugs.

Support others to be alcohol and other drug free (friends, family, etc.)

Avoid using (or experimenting with) any form of tobacco.

Avoid secondhand smoke.
Support others to be tobacco free (family, friends, etc.)
Recognize and avoid dangerous surroundings.

Identify physical and social consequences of using tobacco, marijuana, inhalants, alcohol, and other drugs

Possible resources or materials:

Health Smart resources
Deadly Drive, Surviving Southside High novel
Choices Magazine
Drunk vision Goggles

Pre-Test Health Smart

<https://drive.google.com/open?id=191tbD7r7bSGY01RvlsBKEm4lPY3Ke- E>
[1/2 oz Alcohol illustration](#) Health Smart
[Health Smart: Health Triangle](#)
<https://teens.drugabuse.gov/>
www.drugfreeworld.org
[What Do You Know about Alcohol?](#)

Possible Assessment or Rubric:

Infomercial Guidelines:
https://docs.google.com/document/d/17Fds1JmgXCp_WPlgqa8G3P4qcotzMuEYWiGcZCvnUGg/edit

Infomercial Sample
https://docs.google.com/presentation/d/1lwY7TDwjlGCiaDn-BHq6W7LzQhEaL4uogDcAqr_2h5U/edit#slide=id.p

UNIT - Human Reproduction

Unit focus- Understand the Male and Female Reproductive Systems, Birth Process, and Contraception

Number of Class Periods: 12-15

Standards:

Standard 1

SH 1.8.27 Summarize basic male and female reproductive body parts and their functions.

SH 1.8.28 Describe conception and its relationship to the menstrual cycle.

SH 1.8.30 Summarize ways to prevent pregnancy, including not having sex and effective use of contraceptives.

SH 1.8.31 Describe how the effectiveness of condoms can reduce the risk of pregnancy.

SH 1.8.32 Describe ways sexually active people can reduce the risk of pregnancy.

Explain the stages of the birth process during pregnancy.

Standard 2

SH2.8.4 Describe how some health risk behaviors influence the likelihood of engaging in sexual risk behaviors.

SH 2.8.8 Analyze how relevant influences of peers affect sexual health practices, behaviors, and relationships

Standard 3

SH3.8.7/8 Locate valid and reliable sexual health care products and services.

Standard 5

SH5.8.1 Identify circumstances that help or hinder making a decisions related to a potentially risky sexual situation.

SH5.8.2 Determine when potentially risky sexual health-related situations require a decision.

SH5.8.4 Explain how family, culture, media, peers, and personal beliefs affect a sexual health-related decision.

Standard 7

SH7.8.1 Explain the importance of being responsible for practicing sexual abstinence.

Critical Vocabulary:

Penis	Vagina	Fallopian Tubes	Ovaries
Testes	Menstruation	Sperm	Eggs
Ovulation	Uterus		
Afterbirth	Ejaculation	Epididymis	Scrotum
Vas Deferens	Seminal Vesicles	Prostate Gland	Urethra
Cervix	Abstinence	Dilation	

Skills Used/Developed: (HBOs)

Be sexually abstinent.

Engage in behaviors that prevent or reduce unintended pregnancy.

Address benefits of abstinence and increase awareness of risks associated with sexual activity.

Develop support systems to maintain the healthiest personal choice in relationships.

Possible resources or materials:

FLASH, Healthsmart, DVDs, 3-D Models, Sunny D's present on HIV/ AIDS Video Link

Possible Assessment or Rubric:

Birth Control Commercial,

Health Smart

[Abstinence](#)

[Female Reproductive System Labeling](#)

[Female Image](#)

[Male Reproductive System Labeling](#)

[Male Image](#)

[Menstruation](#)

[Ovulation](#)

[Menstruation/Ovulation/Pregnancy](#) Info

Sub Unit: STDs (under the Disease and/or Human Reproduction Unit)

Unit Focus: Recognizing the different STDs, causes, symptoms, prevention & treatment now and into the future.

Number of Class Periods: 5-7

Standard 1

PHW 1.8.11 Explain ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles.

SH 1.8.7 Determine the benefits of being sexually abstinent.

SH 1.8.9 Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy.

SH 1.8.13 Describe the relationship between using alcohol and other drugs and sexual risk behaviors.

SH 1.8.16 Explain how the most common way STDs are transmitted.

SH 1.8.17 Explain how HIV is transmitted.

SH 1.8.18 Describe usual signs and symptoms of common STDs.

SH 1.8.19 Describe usual signs and symptoms of HIV.

SH 1.8.20 Explain that some STDs and HIV are asymptomatic.

SH 1.8.21 Explain the short- and long-term consequences of common STDs.

SH 1.8.22 Explain the short- and long-term consequences of HIV.

SH 1.8.23 Explain which STDs can be cured and which can be treated.

SH 1.8.24 Explain ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly when having sex, not touching blood, and not touching used hypodermic needles.

SH 1.8.25 Describe how the effectiveness of condoms can reduce the risk HIV, and other STDs.

SH 1.8.26 Describe ways sexually active people can reduce the risk of HIV and other STDs including HPV (Human Papillomavirus).

Critical Vocabulary:

STD/STI

HIV/AIDS

Skills Used/Developed: (HBOs)

Engage in behaviors that prevent or reduce sexually transmitted disease (STD), including HIV infection

Seek out help for common infectious diseases and chronic disease and conditions (STDs).

Possible resources or materials:

FLASH, Health Smart, Pictures, Videos

Possible Assessment or Rubric

UNIT: Textile Design

Unit focus- Constructing a textile project with a fabric and a sewing machine

Number of Class Periods: 15

Standards:

HSE.MS.7.11 Identify and practice safety while using sewing equipment.

HSE.MS.7.12 Identify parts of the sewing machine, correct threading of the sewing machine and correct use of the sewing machine.

HSE.MS.7.13 Demonstrate basic sewing skills before and during the construction of a project.

HSE.MS.7.14 Read & follow oral and written directions while completing a sample/project.

HSE.MS.7.15 Identify and practice clothing care - laundry, iron, repair.

Critical Vocabulary:

Hand wheel	Presser foot lifter	Foot pedal	Backstitch
Take up lever	Needle	Seam ripper	Pivot
Seam	Straight stitch	Zig-zag stitch	Hem, press

Skills Used/Developed: (HBOs)

Follow written and illustrated instructions to design a pillowcase from one yard of fabric.

Stitch a straight $\frac{3}{8}$ " or $\frac{5}{8}$ " seam with a zig-zag finish.

Use a seam gauge to measure and press a hem.

Possible resources or materials:

Fabric, thread, sewing machine, seam ripper, pins, irons and ironing boards.

Teacher created YouTube video for threading the sewing machine

Possible Assessment or Rubric:

[Final project \(pillowcase\) with rubric](#)

[Rubric](#)

Other instructions

UNIT: Careers

Unit focus- Use the interest and skills assessments to investigate a career of interest.

Number of Class Periods: 12 days

Standards:

HSE. MS.8.12 Use the Nebraska Career Education Model, Nebraska Career Connections and related resources to investigate and learn about the world of work.

HSE.MS. 8.16 Incorporate technology tools & skills as they complete research and projects throughout the unit.

Critical Vocabulary:

Career Interests Skills

Skills Used/Developed: (HBOs)

Find out their work related interests by taking the Career Interest Assessments

Explore occupation in the pathway of highest interest

Assess skills related to work by taking the Skills Confidence Assessment

See how interest and skills go together

With HS Counselors, tie interests and skills into pathway with the academies.

Possible resources or materials:

NE Career Connections <http://www.nebraskacareerconnections.org/>

School Counselor, possibly Freshman Academy?

Possible Assessment or Rubric:

Interest Assessment (explore after)

Skills Assessment (on a different day)

Career research project

UNIT: Dating & Healthy Partnerships

Unit focus- Understand healthy relationships through dating and partnerships

Number of Class Periods:10-12

Standards:

HSE.MS.7.1 Identify characteristics of healthy and unhealthy relationships and behaviors knowing limits, boundaries, and refusal skills.

HSE.MS.7.3 Address benefits of abstinence and increase awareness of risks associated with sexual activity.

HSE.MS.7.4 Develop support systems to maintain the healthiest personal choice in relationships.

MEH 1.8.12 Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, email, websites, phone and tablet apps) can negatively impact mental and emotional health,

SH3.8.7/8 Locate valid and reliable sexual health care products and services.

SH4.8.3/4 Demonstrate effective peer resistance and negotiation skills to avoid or reduce sexual risk behaviors

SH4.8.5 Demonstrate how effectively to ask for assistance and communicate to improve and/or maintain sexual health and healthy relationships to someone you trust.

SH5.8.8 Analyze the effectiveness of a sexual health-related decision.

(**SH8.8.3** Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal characteristics or aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity)).

Critical Vocabulary:

Sexual Health

Consent

Emotional Abuse

Partnerships

Decision Making

Physical Abuse

Mutual Agreement

Involuntary

Dating Violence

Sexual Abuse

Dating

Threat

Partnership

Sexual Identity/Orientation

Skills Used/Developed: (HBOs)

Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.

Establish and maintain healthy dating relationships.

Engage in behaviors that prevent or reduce unintended pregnancy.

Be sexually abstinent.

Treat others with courtesy and respect without regard to their sexuality.

Possible resources or materials:

Beaten Book, Choices Magazine, Saying NO! Handout, Videos, FLASH, Health Smart

[Decision Making](#)

[Equality Wheel Illustrated](#)

Possible Assessment or Rubric:

Dating & Healthy Relationship Advertisement, Wanted Poster, & Dating SC

UNIT - Nutrition and Meal Preparation

Unit focus - Understand preparing healthy meals, as well as how to find your way around the kitchen with simple tasks.

Number of Class Periods: 15

Standards:

HSE.MS.6.9 Examine farm to family food production.

HSE.MS.6.10 Demonstrate/practice character pillars while working as a team. Discuss how behavior relates to job skills and success.

HSE.MS.6.11 Incorporate technology tools & skills as they complete research and projects throughout the unit.

HSE.MS.6.12 Demonstration of appropriate table manners.

HSE.MS.6.13 Introduce the role that food science plays in food safety, preparation, and production.

HSE.MS.8.9 Analyze factors affecting consumer decisions for individuals and families.

PHW 1.8.10 Describe food safety strategies that can control germs that cause foodborne illnesses.

Critical Vocabulary:

Nutrients	Chop	Cooking	Dice	Baking
Combine	Poach	Brown	Fry	Meal plan
Menu	YOu			

Skills Used/Developed: (HBOs)

Eat the appropriate number of servings from each food group every day.

Drink plenty of water every day.

Eat breakfast every day.

Eat healthy snacks.

Prepare food in healthful ways.

Follow an eating plan for healthy growth and development.
Support others to eat healthy (family, friends, etc.)

Possible resources or materials:

Kitchen utensils, foods , soap, towels.
Video library, food models, You Tube cooking demos

Possible Assessment or Rubric:

Follow a recipe

UNIT: Architecture & Interior Design

Unit focus- Elements and Principles of Design as related to living space needs

Number of Class Periods: 12-15

Standards:

HSE.MS.8.17 Identify the purpose and function of a home.

HSE.MS.8.18 Understand color theory.

HSE.MS.8.19 Design a basic design for a room reflecting personal style and needs.

HSE.MS.8.20 Incorporate technology tools & skills as they complete research and projects throughout the unit.

Critical Vocabulary:

Blueprint	Templates	To-scale	Color
Texture	Space	Line	Shape
Balance	Symmetrical	Asymmetrical	Warm colors
Cool colors	Color schemes	Complementary	Primary
Secondary	Tertiary	Tria	

Skills Used/Developed: (HBOs)

Determine living space needs.

Design a 3-D blueprint of your “Dream Room” incorporating the elements and principles of design.

Possible resources or materials:

Chromebooks, video library, Unit google slides and google classroom.

Possible Assessment or Rubric:

[Project](#)

[Rubric for the “Dream Room Project”](#)

UNIT: Family Life-6th or 8th grade

Unit focus- Identify what makes up a family unit.

Number of Class Periods: 2-5 class periods

Standards:

HSE.MS.7.6 Identify and explain family functions. (Ex: physical needs, intellectual development, emotional well-being, socialization)

HSE.MS.7.7 Describe the characteristics of the family life cycle stages.

HSE.MS.7.8 Identify healthy characteristics of families and explain how to use these characteristics to improve and strengthen family relationships.

HSE.MS.7.9 Examine resources and methods of handling family crisis.

Critical Vocabulary:

Adopted	Extended Family
Traditional/Nuclear Family	Step Parent
Blended Family	Foster Child
Single-Parent Family	Traditions
Privileges	Responsibilities

Skills Used/Developed: (HBOs)

Establish and maintain healthy family relationships.

Establish how a family functions.

Possible resources or materials:

Videos, Handouts, Choices

Possible Assessment or Rubric:

Family Project Assessment

UNIT: Pregnancy, Childbirth, Parenting-7th or 8th

Unit focus-Identify pregnancy through trimester development, labor & delivery, and what it takes to raise a child.

Number of Class Periods: 12-15 class periods

Standards:

HSE.MS.7.3 Address benefits of abstinence and increase awareness of risks associated with sexual activity.

HSE.MS.6.18 Describe how infants/children grow and develop physically, intellectually, emotionally, and socially.

HSE.MS.6.19 Identify the stages of human development and describe in influence of heredity and environment on human development.

SH 1.8.28 Describe conception and its relationship to the menstrual cycle.

SH 1.8.30 Summarize ways to prevent pregnancy, including not having sex and effective use of contraceptives.

SH 1.8.31 Describe how the effectiveness of condoms can reduce the risk of pregnancy.

SH 1.8.32 Describe ways sexually active people can reduce the risk of pregnancy.

Standard 3

SH3.8.7/8 Locate valid and reliable sexual health care products and services.

Critical Vocabulary:

Conception/Fertilization

Sexual Intercourse

Implantation

Fetal Development
Zygote
Umbilical Cord
Cervical Dilation
C-Section Delivery

Embryo
Trimesters
Labor
Afterbirth

Fetus
Placenta
Contractions
Vaginal Delivery

Skills Used/Developed: (HBOs)

Be sexually abstinent.
Engage in behaviors that prevent or reduce unintended pregnancy.
Demonstrate how to take care of a baby.
Identify the cost to raise a baby from birth to year one!
Identify problems that can happen during pregnancy.

Possible resources or materials:

Videos, FLASH, HealthSmart, Models, Handouts, Baby/Car seat

Possible Assessment or Rubric:

Pregnancy Problem Project, Baby Demonstration Project, Stages of labor/delivery assessment