Comprehensive Health and PE Curriculum
Alpha School

Pacing Guide Comprehensive Health and PE

Grade 3-5

Topic	Grade	Marking Period	Number of Days
Personal Growth and Development	Grade 3-5	1st	12
Pregnancy and Parenting	Grade 3-5	4th	2
Emotional Health	Grade 3-5	1st	3
Social and Sexual Health	Grade 3-5	4th	3
Community Health Services and Support	Grade 3-5	4th	2
Movement Skills and Concepts	Grade 3-5	1st	15
Physical Fitness	Grade 3-5	1st	9
Lifelong Fitness	Grade 3-5	2nd	2
Nutrition	Grade 3-5	2nd	3
Personal Safety	Grade 3-5	1st	4
Health Conditions, Diseases and Medicines	Grade 3-5	4th	4
Alcohol, Tobacco and other Drugs	Grade 3-5	3rd	5
Dependency, Substances Disorder and Treatment	Grade 3-5	3rd	1

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Grade: 3-5

Standard: 2.1.5	**Content Topic:** Personal Growth and Development

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.1.5.PGD.1	Health is influenced by the interaction of body systems	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)	BrainPop, Kids Health.org videos/worksheet
2.1.5.PGD.2	Puberty is a time of physical, social and emotional changes	Examine how the body changes during puberty and how these changes influence personal self-care	"Always Changing and Growing Up" Video for boys and Girls, discussion
2.1.5.PGD.3	Puberty is a time of physical,, social and emotional changes	Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary	"Always Changing and Growing Up" Video for boys and Girls, discussion
2.1.5.PGD.4	Puberty is a time of physical, social and emotional changes	Explain common human sexual development and the role of hormones (e.g, romantic and sexual feelings, masturbation, mood swings, timing of puberty onset)	Videos, worksheets, discussion
2.1.5.PGD.5	Puberty is a time of physical, social and emotional changes	Identify trusted adults, including family members, caregivers, school staff and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health	Small group discussions, journal questions, researching health care professional project

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Discussion questions Journal questions	Research project	Spark curriculum PE Central

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
YouTube videos	Science ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-small groups -repeat directions -allow extra time **These modifications will include students with IEPS, 504s and at risk of failure	ELL- Visual aids - Multisensory approach - Manipulatives	T&G-Personal Health Challenges and Research

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

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Standard: 2.1.5	**Content Topic:** Pregnancy and Parenting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.1.5.PGD.1	Pregnancy can be achieved through a variety of methods	Explain the relationship between sexual intercourse and human reproduction	Articles, diagrams, worksheets
2.1.5.PGD.2	Pregnancy can be achieved through a variety of methods	Explain the range of ways pregnancy can occur (e.g, IVG, surrogacy)	Articles

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Article discussion, worksheets	Diagrams	Kidshealth.org

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Online articles, chromebooks	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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21st Century Education	Career Education

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Standard: 2.1.5	**Content Topic:** Emotional Health

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.1.5.EH.1	Self-management skills impact an individual's ability to recognize, cope and express emotions about difficult events	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors	Scenarios, journal questions
2.1.5.EH.2	Self-management skills impact an individual's ability to recognize, cope and express emotions about difficult events	Explain how to cope with rejection, loss, difficult learning situations and / or separation from family or others	Graffiti Wall, Class discussion
2.1.5.EH.3	Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g, anger, fear, happiness, sadness, hopelessness, anxiety)	Scenarios/group skits
2.1.5.EH.4	Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and / or community and where to go for assistance	Small group Jigsaw cooperative learning

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Class discussion Q&A Journal questions	Group skits	kidshealth.org

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements

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Chromebooks	ELA SS

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Standard: 2.1.5	**Content Topic:** Social and Sexual Health

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.1.5.SSH.1	All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation	Describe gender-role stereotypes and their potential impact on self and others	Kidshealth.org articles, Class Q&A
2.1.5.SSH.2	All individuals should feel welcome and included regardless of their gender, gender expression or sexual orientation	Differentiate between sexual orientation and gender identity	Articles, Class discussion
2.1.5.SSH.3	All individuals should feel welcome and included regardless of their gender, gender expression or sexual orientation	Demonstrate ways to promote dignity and respect for all people (e.g., sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration)	Scenarios (discussed and skits presented),
2.1.5.SSH.4	Family members impact the development of their children physically, socially and emotionally	Describe how families can share common values, offer emotional support, and set boundaries and limits	Powerpoint presentation, class discussion
2.1.5.SSH.5	Family members impact the development of their children physically, socially, and emotionally	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics	Article, small group discussion
2.1.5.SSH.6	People in healthy relationships share thoughts and feelings, as well as mutual respect	Describe the characteristics of healthy versus unhealthy relationships among friends and family members	‘Red Flag’ scenario discussion, worksheet, T-chart group work
2.1.5.SSH.7	People in healthy relationships share thoughts and feelings, as well as mutual respect	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others	Role play situations, Real life story example stories and follow-up questions

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Journal questions Discussion Q &A	Skit and follow up questions	Articles Newsela

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Newsela Chromebooks / Projector	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Standard: 2.1.5	**Content Topic:** Community Health Services and Support

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.1.5.CHSS.1	Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information	Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals)	Guided research,
2.1.5.CHSS.2	Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information	Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change	Articles, small group presentations presenting thoughts and opinions
2.1.5.CHSS.3	Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety or stress	Role play situations, journal writing

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
KWL Chart	Guided research	Kidshealth.org, brainpop worksheets, Shape America

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Chromebooks	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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of failure		

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Standard: 2.2.5	**Content Topic:** Movement Skills and Concepts

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.2.5.MSC.1	Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports, and recreational activities	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g, coordination, balance, flexibility, agility)	Variety of tag games, relay races, invasion games
2.2.5.MSC.2	Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports, and recreational activities	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms and musical styles	Small group gymnastic routine set to music
2.2.5.MSC.3	Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of	Demonstrate and perform movement skills with developmentally appropriate	Basketball, Soccer, Football, Floor Hockey, Ultimate Frisbee, Wiffle

	movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports, and recreational activities	control in isolated settings (e.g, skill practice) and applied settings (e.g., games, sports, dance, recreational activities)	Ball, Softball - skill work leading into game play
2.2.5.MSC.4	Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports and recreational activities	Develop the necessary body control to improve stability and balance during movement and physical activity	Line tag, introductory gymnastics, tag games
2.2.5.MSC.5	Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance	Use of rubrics to help correct form of different skills while playing variety of games
2.2.5.MSC.6	Teams apply offensive, defensive, and cooperative strategies in most games, sports and physical activities	Execute appropriate behaviors and etiquette while participating as a player viewing as an observer during physical activity, games, and other events, contributes to a safe environment	Exit slips analyzing rating their behavior for the day in relation to their behavior and eitquette
2.2.5.MSC.7	Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment	Flag football, ultimate frisbee, basketball, soccer, handball, volleyball, yoshi, capture the flag

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Rubrics for rules of game	Performance assessment	Rule sheets Games in different lands

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements

You tube vidoes	ELA SS

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Standard: 2.2.5	**Content Topic:** Physical Fitness

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.2.5.PF.1	The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g, speed, agility, endurance,	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health	Guided research examining effects of physical activity in each aspect of a person's life

	strength, balance)		
2.2.5.PF.2	The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance)	Accept and respect others of all skill levels and abilities during participation	Students create game modifications to help all students be successful
2.2.5.PF.3	The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g, speed, agility, endurance, strength, balance)	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance)	Fitness stations, Uno fitness, Roll the dice fitness
2.2.5.PF.4	The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g, speed, agility, endurance, strength, balance)	Develop a short term and / or long-term health related fitness goal (e.g., cardiorespiratory endurance “heart & lungs”, muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health	List goals and create workout routines to achieve goals
2.2.5.PF.5	The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g, speed, agility, endurance, strength, balance)	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology)	Research and class discussions

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Goal sheet	Guide research rubrics	Kidshealth.org, PE specialist, PE Central

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Chromebooks, pedometers	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-small groups -repeat directions -allow extra time **These modifications will include students with IEPS, 504s and at risk of failure	ELL- Visual aids - Multisensory approach - Manipulatives	T&G-Personal Health Challenges and Research

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Standard: 2.2.5	**Content Topic:** Lifelong Fitness

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.2.5.LF.1	Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment	Guided research
2.2.5.LF.2	Wellness is maintained, and gains occur over time (dimensions and components	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and	Graffiti wall,

	of health) when participating and setting goals in a vigorous age appropriate physical activities	wellness	
2.2.5.LF.3	Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a vigorous age appropriate physical activities	Proactively engage in movement and physical activity for enjoyment individually or with others	List and discuss activities students enjoy and talk about importance of participating regularly
2.2.5.LF.4	Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a vigorous age appropriate physical activities	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga)	Yoga, gymnastics, dynamic and static stretching
2.2.5.LF.5	Personal and community resources can support physical activity	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness	Research and small group presentations

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Participation assessment	Guided research	Youtube, PE Central, PE Specialist, Kidshealth.org

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Online articles, chromebooks	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-small groups -repeat directions	ELL- Visual aids - Multisensory approach	T&G-Personal Health Challenges and Research

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Standard: 2.2.5	**Content Topic:** Nutrition

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.2.5.N.1	Understanding the principals of a balanced nutritional plan (e.g, moderation, variety of fruits, vegetables, limiting processed food) assists in making nutrition-related decisions that will contribute to wellness	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively	Kids Health articles, Articles from MyPlate.gov
2.2.5.N.2	Understanding the principals of a	Create a healthy meal based on	Food label worksheet,

	balanced nutritional plan (e.g., moderation, variety of fruits, vegetables, limiting processed food) assists in making nutrition related decisions that will contribute to wellness	nutritional content, value, calories and cost	MyPlate scavenger hunt
2.2.5.N.3	Understanding the principals of a balanced nutritional plan (e.g., moderation, variety of fruits, vegetables, limiting processed food) assists in making nutrition related decisions that will contribute to wellness	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs and culture	One week meal planning

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Food label worksheet	One week meal planning	My plate.gov Nutrition labels

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
MyPlate.gov, Kids Health	Math - Budgeting for meal planning

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Standard: 2.3.5	**Content Topic:** Personal Safety

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.3.5.PS.1	Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness	Develop strategies to reduce the risk of injuries at home, school, and in the community	Bike Safety, Water Safety,
2.3.5.PS.2	Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T)	Google Slides, American Heart Association,
2.3.5.PS.3	Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness	Examine the impact of unsafe behaviours when traveling in motor vehicles and when using other modes of transportation	YouTube video, safety billboard poster
2.3.5.PS.4	There are strategies that individuals can use to communicate safely in an online environment	Develop strategies to safely communicate through digital media with respect	Journal, graffiti wall, class discussion
2.3.5.PS.5	Children who practice setting healthy boundaries know how to say no and what to do	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries	Small group discussion talking about what their boundaries are and creating a plan to vocalize

	when they feel uncomfortable or find themselves in unsafe situations		said boundaries
2.3.5.PS.6	Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse	Role play situations, open ended questions,

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Small group discussions, open ended journal questions, safety billboard posters	Role play situations	Kidshealth.org, youtube, PE Specialist

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Chromebooks, youtube	ELA, Art

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-small groups -repeat directions -allow extra time **These modifications will include students with IEPS, 504s and at risk of failure	ELL- Visual aids - Multisensory approach - Manipulatives	T&G-Personal Health Challenges and Research

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career

Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Standard: 2.3.5	**Content Topic:** Health Conditions, Diseases and Medicine

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.3.5.HCDM.1	There are actions that individuals can take to help prevent diseases and stay healthy	Identify conditions that may keep the human body from working properly, and the ways in which the body responds	Kids Health articles,
2.3.5.HCDM.2	There are actions that individuals can take to help prevent diseases and stay healthy	Describe how to prevent the spread of communicable and infection diseases and conditions	Group presentations,
2.3.5.HCDM.3	There are actions that individuals can take to help prevent diseases and stay healthy	Examine how mental health can impact one's wellness (e.g. depression, anxiety, stress, phobias)	Guided research,

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)

Group presentations	Guided research	Kidshealth.org, Shape America, youtube, brainpop

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Chromebooks, google slides	ELA, Technology

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-small groups -repeat directions -allow extra time **These modifications will include students with IEPS, 504s and at risk of failure	ELL- Visual aids - Multisensory approach - Manipulatives	T&G-Personal Health Challenges and Research

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Standard: 2.3.5	**Content Topic:** Alcohol, Tobacco and other Drugs

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.3.5.ATD.1	The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer)	Kids Health articles, powerpoint presentations
2.3.5.ATD.2	The use of alcohol, tobacco, and drugs may affect the user, family and community members in negative ways and have unintended consequences	Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products	Class discussion, article readings, worksheets
2.3.4.ATD.3	Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways	Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available	Article readings, research

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Powerpoint presentation, participation in class discussion, research	Worksheets	Kidshealth.org, youtube

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Online articles, chromebooks	ELA, Technology

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-small groups -repeat directions	ELL- Visual aids - Multisensory approach	T&G-Personal Health Challenges and Research

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-allow extra time **These modifications will include students with IEPS, 504s and at risk of failure	- Manipulatives	

21st Century Education	Career Education
THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Standard: 2.3.5	**Content Topic:** Dependency, Substances Disorder and Treatment

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.3.5.DSDT.1	The short and long term effects of substance abuse are dangerous and harmful to one's health	Differentiate between drug use, misuse, abuse, and prescription and illicit drugs	Online Scavenger Hunt worksheet
2.3.5.DSDT.2	The short and long term effects of substance abuse are dangerous and harmful to one's health	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and / or drug use problem	Article readings, worksheet, YouTube Videos
2.3.5.DSDT.3	The short and long term effects of substance abuse are dangerous and harmful to one's health	Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health	I-Statements, Role play situations

2.3.5.DSDT.4	The use / abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations	Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use / abuse of alcohol or drugs	Skits, small group presentations
2.3.5.DSDT.5	The use / abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations	Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use / abuse (e.g., school nurse, counselor, peer leadership group)	Jigsaw group work, think-pair-share

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Think-pair-share, jigsaw group work, I-statements, role play situations	Skits/small group presentations	kidshealth.org

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Youtube, online scavenger hunt	ELA, Technology

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-small groups -repeat directions -allow extra time **These modifications will include students with IEPS, 504s and at risk of failure	ELL- Visual aids - Multisensory approach - Manipulatives	T&G-Personal Health Challenges and Research

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

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Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.