Comprehensive Health and PE Curriculum
Alpha School

Pacing Guide Comprehensive Health and PE

Grade

Topic	Grade	Marking Period	Number of Days
Personal Growth and Development	6-8	1	3
Pregnancy and Parenting	6-8	4	4
Emotional Health	6-8	1	3
Social and Sexual Health	6-8	1 + 4	6
Community Health Services and Support	6-8	4	2
Movement Skills and Concepts	6-8	1	15
Physical Fitness	6-8	2	12
Lifelong Fitness	6-8	2	6
Nutrition	6-8	2	5
Personal Safety	6-8	2	3
Health Conditions, Diseases and Medicines	6-8	4	4
Alcohol, Tobacco and other Drugs	6-8	3	3
Dependency, Substances Disorder and Treatment	6-8	3	3

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Grade: 6-8

Standard: 2.1.8	**Content Topic:** Personal Growth and Development

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.1.8.PGD.1	Individual actions, genetics and family history can play a role in an individual's personal health	Explain how appropriate health care can promote personal health	Think-pair-share, class discussion, guided research
2.1.8.PGD.2	Individual actions, genetics and family history can play a role in an individual's personal health	Analyze how genetics and family history can impact personal health	Guided research, youtube videos, scenario questions
2.1.8.PGD.3	Individual actions, genetics and family history can play a role in an individual's personal health	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies	Worksheets, kidshealth.org articles, youtube videos
2.1.8.PGD.4	Responsible actions regarding behavior can impact the development and health of oneself and others	Analyze the relationships between healthy behaviors and personal health	Journal reflections, small group discussions, graffiti wall

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Worksheets, think-pair-share, guided research	Scenario question and answers	Kidshealth.org, testimonials

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

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Youtube videos, chromebooks, online articles	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.

Standard: 2.1.8	**Content Topic:** Pregnancy and Parenting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.1.8.PP.1	An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion and adoption	Kidshealth.org articles, guided research, class discussion
2.1.8.PP.2	An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child	Summarize the stages of pregnancy from fertilization to birth	Kidshealth.org articles, guided research, small group presentations
2.1.8.PP.3	An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child	Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care	Guided research, powerpoint presentation, worksheets
2.1.8.PP.4	There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood	Predict challenges that may be faced by adolescent parents and their families	Testimonial readings, class discussion, youtube vidoes
2.1.8.PP.5	There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood	Identify resources to assist with parenting	Research, class discussion

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Participation in class discussion, small group presentations	Guided research	Kidshealth.org, testimonials

Technology	Crosscutting Concepts / Interdisciplinary

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

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Standard: 2.1.8	**Content Topic:** Emotional Health

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.1.8.EH.1	Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence)	Coping articles, graffiti wall, think-pair-share
2.1.8.EH.2	Self-management skills impact an individual's ability to cope with different types of mental, psychological and emotional situations	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health	Class discussion, self reflection journal, worksheets

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Graffiti wall, think-pair-share, worksheets	Self reflection journals	Articles

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

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students with IEPS, 504s and at risk of failure		

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Standard: 2.1.8	**Content Topic:** Social and Sexual Health

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.1.8.SSH.1	Inclusive schools and communities are accepting of all people and make them feel welcome and included	Differentiate between gender identify, gender expression and sexual orientation	Class discussion, teacher led powerpoint
2.1.8.SSH.2	Inclusive schools and communities are accepting of all people and make them feel welcome and included	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community	Small group work, researching different districts to find out what clubs/activities they use that could be brought here
2.1.8.SSH.3	Relationships are influenced by a wide variety of factors, individuals, and behaviors	Demonstrate communication skills that will support healthy relationships	Role play skits, scenario acting out
2.1.8.SSH.4	Relationships are influenced by a wide variety of factors, individuals, and behaviors	Compare and contrast the characteristics of healthy and unhealthy relationships	Venn Diagram, T-chart class discussion, scenario question and answers
2.1.8.SSH.5	Relationships are influenced by a wide variety of factors individuals, and behaviors	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships	Think-pair-share, small group discussions turning into class discussion
2.1.8.SSH.6	Relationships are influenced by a wide variety of factors, individuals, and behaviors	Examine how culture influences the way families cope with traumatic situations, crisis, and change	Guided research, testimonials from different peoples past experiences
2.1.8.SSH.7	There are factors that contribute to making healthy decisions about sex	Identify factors that are important in deciding whether and when to engage in sexual behaviors	Class discussion
2.1.8.SSH.8	There are factors that contribute to making healthy decisions about sex	Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g. body image, self-esteem, alcohol, other substances)	Scenario questions and answers, class discussion
2.1.8.SSH.9	There are factors that contribute to making healthy decisions about sex	Define vaginal, oral and anal sex	Worksheets, kidshealth.org articles
2.1.8.SSH.10	There are factors that contribute to making healthy decisions about sex	Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence,	Kidshealth.org articles, small group presentations, teach led powerpoint

		condom)	
2.1.8.SSH.11	There are factors that contribute to making healthy decisions about sex	Develop a plan to eliminate or reduce risk or unintended pregnancy and STIs (including HIV)	Worksheet based off small group presentations

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Role play situations, T-chart, venn diagrams, participation in class discussion, think-pair-share	Small group presentation worksheet	Kidshealth.org, powerpoints, worksheets

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

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Standard: 2.1.8	**Content Topic:** Community Health Services and Support

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.1.8.CHSS.1	Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community	Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life-skills training and describe how they can be accessed (e.g, suicide prevention, CPR/ AED, breast self-examination, traumatic stress)	Guided research, kidshealth.org articles
2.1.8.CHSS.2	Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community	Describe the state and federal laws related to the age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking	Guided research, class discussion
2.1.8.CHSS.3	Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community	Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs / HIV prevention, testing, care and treatment	Guided research, small group discussions, worksheets
2.1.8.CHSS.4	Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community	Identify community resources and / or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited or trafficked	Guided research, class discussion
2.1.8.CHSS.5	Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community	Identify medically accurate sources of information about STIs, including HIV, such as local STIs / HIV prevention, steps to obtain PrEP and PEP, testing and treatment resources	Internet reliability worksheet, youtube video, guided research

2.1.8.CHSS.6	Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting	Small group poster project
2.1.8.CHSS.7	Advocacy for personal, family, community and global health can influence and change the interaction of people and their health	Collaborate with other students to develop a strategy to address health issues related to climate change	Think-pair-share, jigsaw group work
2.1.8.CHSS.8	Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial	Analyze difficult situations that might lead to feelings sadness, anxiety or depression and identify individuals, agencies or places in the community where assistance may be available	Scenario reading and questions, class discussion, journal reflections

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Think-pair-share, journal reflections, guided research, scenario readings and questions	Small group posters	Kidshealth.org, youtube, choices magazine

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

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Standard: 2.2.8	**Content Topic:** Movement Skills and Concepts

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.2.8.MSC.1	Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities)	Explain and demonstrate the transition of movement skills from isolated settings (e.g, skill practice) into applied settings (e.g, games, sports, dance, recreational activities)	Skill practice leading into small sided games of basketball, football, soccer, ultimate frisbee, volleyball, floor hockey, etc.
2.2.8.MSC.2	Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities)	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments	Tag games, invasion games, cooperative activities, small sided competitive activities
2.2.8.MSC.3	Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music and physical activities	Gymnastic routine creation, small group dance practice, yoga, pilates

	range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities)	(e.g., creative, cultural, social, fitness aerobics, dance, yoga)	
2.2.8.MSC.4	Feedback from others and self-assessment impacts performance of movement skills and concepts	Analyze, and correct movements and apply to refine movement skills	Small group skill work using rubrics with key elements of skills such as throwing, catching, kicking, etc.
2.2.8.MSC.5	Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games	Exit slips, class discussion
2.2.8.MSC.6	Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings	Soccer, flag football, basketball, ultimate frisbee, speedball, softball, kickball, wiffle ball, floor hockey, handball
2.2.8.MSC.7	Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities	Effectively manage emotions during physical activity (e.g, anger, frustration, excitement) in a safe manner to self and others	Team games, cooperative games, class discussion

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Active participation, class discussion, interaction with peers	Exit slips	Shape america, PE specialist, PE Central

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Pedometers, stop watches, chromebooks	Science

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Standard: 2.2.8	**Content Topic:** Physical Fitness

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.2.8.PF.1	A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g, Frequency, Intensity, Time, Type (F.I.T.T)	Summarize the short and long-term physical, social, mental and emotional health benefits of regular physical fitness activity	Class discussion, journal questions, exit slips
2.2.8.PF.2	A variety of effective fitness principles applied consistently over time, enhance personal	Recognize and involve others of all ability levels into a physical activity	Team games, class discussion, journal reflection

	fitness levels, performance, and health status (e.g, Frequency, Intensity, Time, Type (F.I.T.T)		
2.2.8.PF.3	A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g, Frequency, Intensity, Time, Type (F.I.T.T)	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g, pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames)	Small group research of piece of technology and presentations to class
2.2.8.PF.4	A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g, Frequency, Intensity, Time, Type (F.I.T.T)	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health / fitness indicators before, during and after the workout program	Create a workout routine that can be done over multiple weeks increasing in length of time and repetitions based off current status of each individual
2.2.8.PF.5	A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g, Frequency, Intensity, Time, Type (F.I.T.T)	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health	Small group research, FitnessGram,

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Journal reflections, exit slips, class participation	FitnessGram	Kidshealth.org,

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

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Standard: 2.2.8	**Content Topic:** Lifelong Fitness

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.2.8.LF.1	Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness	Develop and build an effective movement and physical fitness vocabulary for self, peers and family members that can enhance wellness	Exit slips, guided research
2.2.8.LF.2	Effective Fitness principles combined with mental and emotional endurance over time will enhance	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's	Class discussion

	performance and wellness	lifetime	
2.2.8.LF.3	Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness	Explore by leading self and others to experience and participate in different cultures' physical fitness activities	Student led learning activities based on researching different sports and activities done around the world
2.2.8.LF.4	Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities	Exit slips, class discussion, journal reflections
2.2.8.LF.5	Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness	Engages in a variety of physical activities (e.g. aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross training, and lifetime activities	Team games, yoga, pilates, self created workouts
2.2.8.LF.6	Community resources can provide participation in physical activity for self and family members	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities	Small group research and presentations
2.2.8.LF.7	Community resources can provide participation in physical activity for self and family members	Evaluate personal attributes as they relate to career options in physical activity and health professions	Journal reflections, Guided Research

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Worksheets, journal reflections, exit slips	Group created workouts	Shape America, PE Specialist, Youtube, Kidshealth.org

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

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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: 2.2.8	**Content Topic:** Nutrition

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.2.8.N.1	Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits	Think-pair-share, research, small group work, open ended questions
2.2.8.N.2	Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect	Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weight	Small group research, worksheets, fad diet evaluations

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	nutritional wellness		
2.2.8.N.3	Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness	Design sample nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans	Week long meal plan with budgeting, research meals from different cultures
2.2.8.N.4	Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition)	Small group research, self assessment exit slips

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Exit slip, open ended questions, think-pair-share,	Meal plan project	Myplate.gov, kidshealth.org, choices magazine

Technology	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements**
Chromebooks, online articles, Kahoot	ELA, Social Studies

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>	Career Ready Practices describe the career-ready skills that all educators in all content areas should

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	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: 2.3.8	**Content Topic:** Personal Safety

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.3.8.PS.1	Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations	Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g, digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence)	Scenario readings and questions, article readings, research
2.3.8.PS.2	Individuals may experience interpersonal and / or sexual violence for a variety of reasons, but the victim is never to blame	Define sexual consent and sexual agency	Article readings, class discussion
2.3.8.PS.3	Individuals may experience interpersonal and / or sexual violence for a variety of reasons, but the victim is never to blame	Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence)	Article readings, class discussion,

2.3.8.PS.4	Individuals may experience interpersonal and / or sexual violence for a variety of reasons, but the victim is never to blame	Describe strategies that sex traffickers / exploiters employ to recruit youth	Guided research, class discussion
2.3.8.PS.5	Individuals may experience interpersonal and / or sexual violence for a variety of reasons, but the victim is never to blame	Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g. consent, child pornography, human trafficking, parental notification, drugs)	Scenario readings, small group work, article readings, class discussion
2.3.8.PS.6	Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships	Demonstrate strategies to use social media safely, legally, and respectfully (e.g, sexting, sextortion)	Role play situations, article readings, journal reflections
2.3.8.PS.7	Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships	Evaluate the impact of technology and social media on relationships (e.g. consent, communication, respect)	Class discussion, graffiti wall, think-pair-share

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Graffiti wall, think-pair-share, journal reflections	Role play situations	Kidshealth.org, Shape America, getrealeducation.org

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

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

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**These modifications will include students with IEPS, 504s and at risk of failure		

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: 2.3.8	**Content Topic:** Health Conditions, Diseases and Medicines

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.3.8.HCDM.1	Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions	KWL chart, Guided research, small group presentations
2.3.8.HCDM.2	Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition	Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors	research , comparing and contrasting different cultures and health issues related to each
2.3.8.HCDM.3	Diseases can be contracted	Describe behaviors which may	Open ended questions, guided

	from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition	contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV / AIDS, breast cancer, HPV, testicular cancer)	research,
2.3.8.HCDM.4	Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition	Describe the signs, symptoms, and potential impacts of STIs (including HIV)	Kidshealth.org articles, creating powerpoints as small groups
2.3.8.HCDM.5	Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition	Compare and contrast behaviors, including abstinence to determine the potential risk of pregnancy and / or STIs (including HIV) transmission	Guided research, class discussions, class debate
2.3.8.HCDM.6	The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies	Explain how the immune system fights diseases	Research, open ended questions, body system review
2.3.8.HCDM.7	The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors	Powerpoint creations, research articles

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
KWL chart, guided research, open ended questions	Google slide presentations	Kidshealth.org, getrealeducation.org

Technology	Crosscutting Concepts / Interdisciplinary

	Connections across grade levels and content areas (at least 1) / Intercultural Statements
Google slides, online articles, chromebooks	ELA, Science, 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: 2.3.8	**Content Topic:** Alcohol, Tobacco, and other Drugs

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.3.8.ATD.1	The use of alcohol, tobacco (including e-cigarettes, vaping) and other drugs	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their	Class discussion, guided research, powerpoint presentations

	(including cannabis products) can result in social, emotional, and physical harm to oneself and others	lives and the lives of family members socially, emotionally, and physically	
2.3.8.ATD.2	The use of alcohol, tobacco (including e-cigarettes, vaping) and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others	Relate the use of alcohol and other drugs to decision making, consent, and risk for sexual assault and abuse	KWL chart, venn diagram, research, class discussion
2.3.8.ATD.3	The use of alcohol, tobacco (including e-cigarettes, vaping) and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others	Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco, (including e-cigarettes, vaping, cannabis products), and other drugs	Jigsaw small group work to brainstorm, online scavenger hunt
2.3.8.ATD.4	The use of alcohol, tobacco (including e-cigarettes, vaping) and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment and memory	Guided research, youtube videos, powerpoint presentations
2.3.8.ATD.5	The use of alcohol, tobacco (including e-cigarettes, vaping) and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and / negative outcomes)	Scenario reading and questions, role play situations, class discussion

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Small group participation, KWL chart, venn diagrams	Scenario questions and answer/role play situations	Kidshealth.org, teens.drugabuse.gov, choices magaine

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Google Slides, chromebooks, online articles	ELA, Social Studies

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: 2.3.8	**Content Topic:** Dependency, Substances Disorder and Treatment

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.3.8.DSDT.1	A variety of factors can	Summarize the signs and	Kidshealth.org articles, scenario

	contribute to alcohol, tobacco, and drug disorders (e.g. mental health, genetics, environment) and a wide variety of treatment options are available depending on the need of the individual	symptoms of alcohol, tobacco, and drug disorders	reading and questions, role play situations
2.3.8.DSDT.2	A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g. mental health, genetics, environment) and a wide variety of treatment options are available depending on the need of the individual	Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level	Guided research, online scavenger hunt
2.3.8.DSDT.3	The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families	Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being	Youtube videos, testimonial videos, guided research, class discussion
2.3.8.DSDT.4	The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families	Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members	Youtube videos, testimonial articles, class discussion
2.3.8.DSDT.5	The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families	Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level	Class discussion, small group research and presentations

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Scenario answers, participation in discussions, small group presentations, online scavenger hunt	"Say No" Brochure	Teens.drugabuse.gov. Kidshealth.org, choices magazine

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and

	content areas (at least 1) / Intercultural Statements
Online articles, chromebooks, youtube	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.