Comprehensive Health and PE Curriculum
Alpha School

Pacing Guide Comprehensive Health and PE

Grade K-2

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

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Comprehensive Health and PE Curriculum
Alpha School

Grade: K-2

Standard: 2.1.2	**Content Topic:** Personal Growth and Development

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.1.2.PGD.1	Individuals enjoy different activities and grow at different rates	Explore how activity helps all human bodies stay healthy	Class discussion, article readings
2.1.2.PGD.2	Personal hygiene and self-help skills promote healthy habits	Develop an awareness of healthy habits (wash hands, cough in arm, brush teeth)	KidsHealth.org articles, youtube videos
2.1.2.PGD.3	Personal hygiene and self-help skills promote healthy habits	Explain what being "well" means and identify self-care practices that support wellness	Class discussion, coloring matching sheets
2.1.2.PGD.4	Personal hygiene and self-help skills promote healthy habits	Use correct terminology to identify body parts and explain how body parts work together to support wellness	Youtube vidoes, kidshealth.org
2.2.2.PGD.5	Personal hygiene and self-help skills promote healthy habits	List medically accurate names for body parts, including the genitals	Youtube videos, matching worksheets

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Matching worksheet	Discussion participation	Youtube, kidshealth.org,

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Youtube, Kidshealth.org, chromebook	ELA

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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: 2.1.2	**Content Topic:** Pregnancy and Parenting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.1.2.PP.1	All living things have the capacity to reproduce	Define reproduction	Article readings, powerpoint slideshow
2.1.2.PP.2	All living things have the capacity to reproduce	Explain the ways in which parents may care for their offspring (e.g., animals, people, fish)	Youtube videos, kidshealth.org, matching worksheets, coloring pages

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Matching worksheets, coloring pages	Discussion participation, worksheets	Youtube, kidshealth.org, powerpoint

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

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Standard: 2.1.2	**Content Topic:** Emotional Health

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.1.2.EH.1	Many factors influence how we think about ourselves and others	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others	Pillars of character worksheet, journal reflections
2.1.2.EH.2	Many factors influence how we think about ourselves and others	Identify what it means to be responsible and list personal responsibilities	Class discussion, powerpoint presentation
2.1.2.EH.3	Many factors influence how we think about ourselves and others	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)	Game play during PE, role play scenarios, conflict resolution practice during recess
2.1.2.EH.4	There are different ways that individuals handle stress, and some are healthier than others	Demonstrate strategies for managing one's own emotions, thoughts and behaviors	Role play scenarios, journal reflections, learning to cope with emotion article readings
2.1.2.EH.5	There are different ways that individuals handle stress, and some are healthier than others	Explain healthy ways of coping with stressful situations	Matching worksheets, answering questions based on different scenarios read to class

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Observing gameplay, roleplay scenarios, matching worksheets, pillars of character worksheet	Worksheets, acting out role play situations	Worksheets, kidshealth.org, Shape America

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

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Standard: 2.1.2	**Content Topic:** Social and Sexual Health

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.1.2.SSH.1	Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do	Discuss how individuals make their own choices about how to express themselves	Class discussion, youtube vidoes
2.1.2.SSH.2	Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do	Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior	Powerpoint presentation, article readings, scenario reading, family role discussion
2.1.2.SSH.3	Families shape the way we think about our bodies, our health and our behaviors	Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe	Types of Families Powerpoint and class discussion
2.1.2.SSH.4	Families shape the way we think about our bodies, our health and our behaviors	Determine the factors that contribute to healthy relationships within a family	Scenario readings and discussion
2.1.2.SSH.5	People have relationships with others in the local community and beyond	Identify basic social needs of all people	Article, class discussion
2.1.2.SSH.6	People have relationships with others in the local community and beyond	Determine the factors that contribute to healthy relationships	Powerpoint presentation, scenario readings and questions
2.1.2.SSH.7	Communication is the basis for strengthening relationships and resolving conflict between people	Explain healthy ways for friends to express feelings for and to one another	Class discussion, role play situations
2.1.2.SSH.8	Conflicts between people occur, and there are effective ways to resolve them	Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer)	Class discussion, role play situations
2.1.2.SSH.9	Conflicts between people occur, and there are effective ways to resolve them	Define bullying and teasing and explain why they are wrong and harmful	Class Article Reading, powerpoint presentation, class discussion

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Scenario questions and answers	Participation in class discussions	Youtube, kidshealth.org, shape america

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

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	CRP12. Work productively in teams while using cultural global competence.

Standard: 2.1.2	**Content Topic:** Community Health and Support

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.1.2.CHSS.1	People in the community work to keep us safe	Identify community professionals and school personnel who address health emergencies and provide reliable health information to us	Article readings, youtube vidoes
2.1.2.CHSS.2	People in the community work to keep us safe	Determine where to access home, school and community health professionals	Guided research done as a class together, website reliability worksheet
2.1.2.CHSS.3	People in the community work to keep us safe	Demonstrate how to dial and text 911 in the case of an emergency	Youtube videos, worksheets
2.1.2.CHSS.4	People in the community work to keep us safe	Describe how climate change affects the health of individuals, plants and animals	Article Readings, worksheets
2.1.2.CHSS.5	Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared	Scenario readings, role play situations
2.1.2.CHSS.6	Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important	Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals)	Scenario readings, class discussion

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Scenario questions and answers, participation in discussion, guided research results	worksheets	Kidshealth.org, youtube, worksheets

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

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Standard: 2.2.2	**Content Topic:** Movement Skills and Concepts

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.2.2.MSC.1	The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g. walking, balancing, hoping, skipping, running)	Variety of tag games, relay races, moving in general space
2.2.2.MSC.2	The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g. stretching, bending, twisting, curling)	Target throwing games (pin knockdown, castle ball, etc), basket making games, self toss practice, partner passing, etc.
2.2.2.MSC.3	The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities	Demonstrate manipulative movements (e.g, throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges	Partner passing, battleship, pin knockdown variations, station work
2.2.2.MSC.4	The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities	Differentiate manipulative movements (e.g, throwing, catching, dribbling)	Follow the leader, class discussion, partner work
2.2.2.MSC.5	Feedback impacts and improves the learning of movement skills and concepts	Adjust and correct movements and skills in response to feedback	Small group work (one person is the observer and others are practicing skill)
2.2.2.MSC.6	Teamwork consists of effective communication and respect among class and team members	Execute appropriate behaviors and etiquette with participating in and viewing activities, games, sports,	Small sided games with one team watching and helping officiate the game

		and other events to contribute to a safe environment	
2.2.2.MSC.7	Teamwork consists of effective communication and respect among class and team members	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment	Class discussion, role play situations
2.2.2.MSC.8	Teamwork consists of effective communication and respect among class and team members	Explain the difference between offense and defense	Worksheets, exit slips

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Worksheets, exit slips, observing gameplay	Small group work	Kidshealth.org, Shape America, PE Central

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

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SKILLS: 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.

Standard: 2.2.2	**Content Topic:** Physical Fitness

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.2.2.PF.1	The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health (e.g, healthy heart, strong bones, increased energy, strong muscles)	Class discussion, exit slips
2.2.2.PF.2	The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health	Explore how to move different body parts in a controlled manner	Create a workout activity, variety of tag games moving in different ways
2.2.2.PF.3	The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g, games, challenges, team building)	Card fitness, jump rope fitness, fitnessgram
2.2.2.PF.4	The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health	Demonstrate strategies and skills that enable team and group members to achieve goals	Cooperative games, problem solving activities

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Observing participation in game play settings, exit slips	Creating workout routine	PE Central, PE specialist, Youtube

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

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Chromebooks, pedometers	ELA,

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Standard: 2.2.2	**Content Topic:** Lifelong Fitness

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.2.2.LF.1	Exploring wellness components provide a foundational experience of physical movement activities	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors	Exit slips, class discussion
2.2.2.LF.2	Exploring wellness components provide a foundational experience of physical movement activities	Perform movement skills that involve controlling and adapting posture and balance to successfully negotiate different environments (e.g, mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity	Gymnastic introduction (front roll, shoulder roll, log roll, etc.), obstacle course, relay races
2.2.2.LF.3	Exploring wellness components provide a foundational experience of physical movement activities	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g,. Stretching, mindfulness, yoga)	Cosmic kids yoga, static and dynamic stretching, meditation introduction and practice
2.2.2.LF.4	Resources that support physical activity are all around you	Identify physical activities available outside of school that are in the community	Class discussion, guest speakers from outside organizations

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Exit slips, participation in discussions	Observing participation during learning activities	Youtube, PE Specialist

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

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Standard: 2.2.2	**Content Topic:** Nutrition

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.2.2.N.1	Nutritious food choices promote wellness and are the basis for healthy eating habits	Explore different types of foods and food groups	MyPlate.org worksheets and printables
2.2.2.N2	Nutritious food choices promote wellness and are the basis for healthy eating habits	Explain why some foods are healthier to eat than others	Food label introduction worksheets, powerpoint presentation
2.2.2.N.3	Nutritious food choices promote wellness and are the basis for healthy eating habits	Differentiate between healthy and unhealthy eating habits	Scenario readings, worksheets

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Worksheets, scenario readings	MyPlate.org worksheets	MyPlate.gov, Food label worksheets

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
MyPlate.org, chromebooks	ELA, Art

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students with IEPS, 504s and at risk of failure		

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Standard: 2.3.2	**Content Topic:** Personal Safety

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.3.2.PS.1	The environment can impact personal health and safety in different ways	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe	Acting out scenarios,
2.3.2.PS.2	Potential hazards exist in personal space, in the school, in the community, and globally	Discuss healthy and safe choices both indoors and outdoors (e.g using equipment, wearing bike helmets, vehicle, water, weather safety)	Article readings, worksheets, coloring sheets
2.3.2.PS.3	Potential hazards exist in personal space, in the school, in the community and globally	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle / scooter safety, fire safety, poison safety, accident prevention)	Youtube videos, coloring worksheets

2.3.2.PS.4	Potential hazards exist in personal space, in the school, in the community and globally	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol)	Powerpoint presentation, matching worksheet
2.3.2.PS.5	Any time children feel uncomfortable or in an unsafe situation they should reach out to a trusted adult for help	Define bodily autonomy and personal boundaries	Class discussion, article readings
2.3.2.PS.6	Any time children feel uncomfortable or in an unsafe situation they should reach out to a trusted adult	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family	Role play situations, scenario readings and discussions
2.3.2.PS.7	Any time children feel uncomfortable or in an unsafe situation they should reach out to a trusted adult	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual)	Youtube vidoes, Brainpop, article reading and class discussions
2.3.2.PS.8	Any time children feel uncomfortable or in an unsafe situation they should reach out to a trusted adult	Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g, bullying, teasing, child sexual abuse)	Class discussion, scenario reading, matching worksheets

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Matching worksheets, coloring worksheets, participating in class discussion	Role Play situations/Scenarios questions and answers	Kidshealth.org, youtube, Brainpop worksheets

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

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

-repeat directions -allow extra time **These modifications will include students with IEPS, 504s and at risk of failure	- Multisensory approach - Manipulatives	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: 2.3.2	**Content Topic:** Health Conditions, Disease and Medicines

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.3.2.HCDM.1	People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy	Explain the consequences on a person's health if he or she does not have adequate food and a clean environment	Article readings, class discussion
2.3.2.HCDM.2	People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy	Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g, precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep,	Youtube videos, coloring worksheets, class demonstrations

		appropriate dress for various weather conditions)	
2.3.2.HCDM.3	People need food, water, air, waste removal and a particular range of temperatures in their environment to stay healthy	Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g, Lyme disease, influenza, cardiovascular diseases)	Matching worksheets, class discussion, coloring sheets

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Matching worksheets, coloring worksheets,	Class discussion participation	Youtube, kidshealth.org, Shape America

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Youtube, online articles	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 Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u>	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.

Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career 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: 2.3.2	**Content Topic:** Alcohol, Tobacco and other Drugs

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.3.2.ATD.1	The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health	Explain what medicines are, how they are used, and the importance of utilizing medications properly	Youtube videos, coloring worksheets, Pills vs Candy Game
2.3.2.ATD.2	The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health	Identify ways in which drugs, including some medicines, can be harmful	Medicine bottle reading, kidshealth.org articles
2.3.2.ATD.3	The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health	Explain effects of tobacco use on personal hygiene, health and safety	Article Readings, class discussion

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Coloring worksheets, medicine bottle reading, article discussions	Pills vs Candy game	Pillsvscandy.com, kidshealth.org,

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

Written Aug 2022
Reapproved by Board Aug 2026

Youtube videos	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 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: 2.3.2	**Content Topic:** Dependency, Substances Disorder and Treatment

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
2.3.2.DSDT.1	Substance abuse is caused by a variety of factors	Recognize the some people may have difficulty controlling their use of alcohol, tobacco and other drugs	Article Readings, class discussion, youtube vidoes
2.3.2.DSDT.2	There are many ways to obtain help for treatment of alcohol, tobacco and other	Explain that individuals who abuse alcohol, tobacco, and other drugs can get help	Guided research, powerpoint presentation

	substance abuse problems		

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Class discussion participation, article discussion	Guided research	Kidshealth.org, google slides

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 -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.