In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

How to Use the HPELW Education Curriculum Maps

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course Description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas : movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learnings: This section focuses on student outcomes and expectations

Effective Components of HPELW: This section provides State and Local laws,

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Health Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom

Essential Guiding Questions: Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District’ goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online)resources available for teacher use.

National Standards for PK-12 Health Education

PK-12 were released in Spring 2007 and provide a revision of the 1995 standards. Revisions in the new standards include:

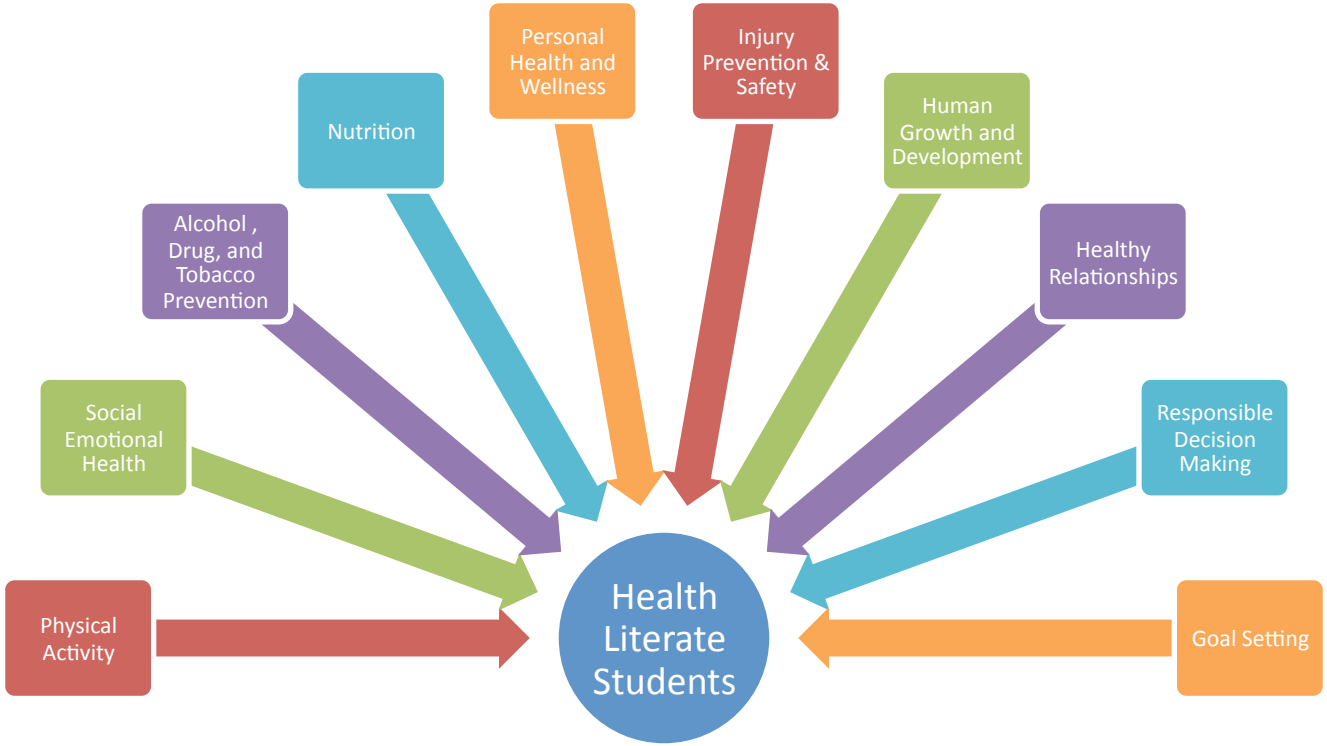
- Revised student standards – from 7 to 8 standards
- Revision of recommended grade levels for student evaluation
- Revised and expanded student performance indicators
- New chapter on student assessment
- New chapter on equity and access for all students

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition: Achieving Excellence*. Washington, D.C.: The American Cancer Society.
http://www.shapeamerica.org/standards/health/

Conceptual Framework: A PK-12 Road Map for Health Education

A progression of the health skills and concepts illustrated below are taught from PK-12 grades which are guided by national and state standards and research on health education. Health literate students are engaged in obtaining and understanding health information to make appropriate and responsible health decisions. The Centers for Disease (CDC) states that leading national education organizations recognize the close relationship between health and education, as well as the need to foster health and well-being within the educational environment for all students.



CDC. The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010.

The objective of the plan is to provide direction to ensure cohesion and full implementation of the Tennessee State Health Education Standards across the district. The standards are broken down into domain areas to focus on the eight components of health.

Domain: Personal Health and Wellness

Standard 1: The student will demonstrate the ability to implement decision making and goal setting skills to promote his/her personal health and wellness, thereby enhancing quality of life for himself/herself and those around him/her.
Standard 2: The student will understand the importance of personal hygiene practices as related to healthy living.
Standard 3: The student will understand the role of body systems as related to healthy living.
Standard 4: The student will understand the relationship of physical activity and rest to healthy living.

Domain: Nutrition

Standard 5: The student will understand the relationship of nutrition to healthy living.

Domain: Family Life

Standard 6: The student will understand the contributions of family relationships to healthy living.
Standard 7: The student will understand the stages of human growth and development.

Domain: Emotional, Social and Mental Health

Standard 8: The student will understand the importance of positive self-concept and interpersonal relationships for healthy living.

Domain: Disease Prevention and Control

Standard 9: The student will understand attitudes and behaviors for preventing and controlling disease.

Domain: Injury Prevention and Safety

Standard 10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury.
Standard 11: The student will understand appropriate care for injuries and sudden illness.
Standard 12: The student will understand the appropriate action to take when personal safety is threatened.

Domain: Substance Use and Abuse Prevention

Standard 13: The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse.

Domain: Environmental and Community Health

Standard 14: The student will recognize environmental practices, products and resources that affect personal and community health and promotes healthy living.

When implementing this curriculum map, each health educator should strive to:

- Be actively engaged in the instructional process whether in the role of lead or assisting teacher.
- Use a variety of assessment techniques when determining mastery of the SPI's/Outcomes. This can be accomplished using a combination of formal, informal, peer, and/or self--assessment, video performances, skill rubrics or cognitive assessment measures.
- Use best practices when introducing a new skill which include demonstrating the skill, identifying the critical elements/common mistakes, and then allowing for student practice in static situations. This process should be accompanied by timely and specific corrective feedback.
- Use appropriate culminating activities to allow the students to combine multiple skills. This should allow the students to take their skill development to a higher level by allowing them to apply the skills.
- Use appropriate classroom management techniques in order to maximize " tasks" and strive to keep the students engaged for a majority of the lesson. This can be accomplished by minimizing wait--time, planning for smooth/efficient transitions, and creative use of equipment.
- Engage in reflective analysis of instruction and frequently collaborate with others.

What Does The HPELW Curriculum Map Contain?

1. A Description of Each Unit of Instruction:

Title of the Unit		
6th-8th Standards	**Suggested Activities**	**Resources/ Connections/Assessments**
These are the 6-8 standards from the TN State Health Standards.	These are the activities that are suggested to use while teaching these activities.	These are the resources, curriculum connections and assessments that are suggested to use while teaching the lessons.
Level 1 Performance Indicator	**Level 2 Performance Indicator**	**Level 3 Performance Indicator**
These outcomes are level specific and are based on the National Health Education Standards & Tennessee State Health Education Standards (2015).	These outcomes are level specific and are based on the National Health Education Standards & Tennessee State Health Education Standards (2015).	These outcomes are level specific and are based on the National Health Education Standards & Tennessee State Health Education Standards (2015).

Curriculum Connections: Activities literacy and other related connections

Resource List: At the conclusion of this document is a Resource List which contains various organizations, websites, and books that can be valuable assets to a physical educator and physical education program.

Note:
Due to the unique challenges that face middle school Health Education teachers (multi-grade classes, variable access to equipment and facilities, class volume and school dynamics), this guide provides a set curriculum framework, yet is flexible enough to adjust to specific activities and exercises at the discretion of the teacher. The main goal of this guide is to provide a professional resource that will allow teachers to validate their methods and techniques while teaching to the Tennessee State Standards of which our curriculum is founded. Additionally, the guide unifies the district to a common end result while still allowing individual teachers to utilize their strengths, resources, and facilities as they see fit.

PERSONAL HEALTH AND WELLNESS

Unit Objectives/Essentials Understanding:

- Access information regarding healthy lifestyles
- Benefits of healthy relationships
- Behavior impact health
- Body System Functions
- Personal Hygiene

Guiding Questions:

- What is health and wellness?
- What is obesity? How does obesity effect your overall health?
- How can goal setting influence personal fitness levels?
- How can goal setting promote personal health?
- How can goal-setting strategies influence my personal health and wellness?
- What are the body systems?
- What effects does poor nutrition have on your personal health?
- What is personal hygiene?

Discussion:

Personal Health and Wellness, Goal Setting, Body systems and functions for the body, Nutrition, Hygiene

Purpose of Activity:

Students will understand the ability to implement decision-making and goal setting skills to promote his/her personal health and wellness.

Connections:

English: 5 paragraph essay

Physical Education: fitness, exercise, individual sports, team sports, lifelong activities, exercise equipment

Social Studies: economics, conflict

Technology:

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

Academic Vocabulary:

Cardiovascular endurance, friendship, adolescent, depression, heredity, flexibility, muscular endurance and strength, obesity, peer pressure, fatigue, stressors, distress, and eustress

Unit Assessment:

Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests

Notes:

Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do.

6th-8th Standards	Suggested Activities	Resources/Connections/Assessments
Standard 1: The student will demonstrate the ability to implement decision-making and goal setting skills to promote his/her personal health and wellness, thereby enhancing quality of life for himself/herself and those around him/her. **Standard 2:** The student will understand the importance of personal hygiene practices as related to healthy living.	• Write an essay on your favorite physical fitness activity and the benefits associated with that activity. • Develop and implement a personal fitness plan.	Michigan Model for Health Student Workbook http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9622#.Vkya2tKrQdU http://pe.dadeschools.net/healthliteracy/healthlit_elementary/pe

PERSONAL HEALTH AND WELLNESS		
		rsonalhygieneandsunsafety.ppt http://glencoe.mheducation.com/sites/0078774055/instructor_view0/glencoe_s_health_podcast_activities.html http://glencoe.mheducation.com/sites/0078774055/instructor_view0/lesson_plans.html http://glencoe.mheducation.com/sites/0078774055/instructor_view0/academic_vocabulary.html file:///C:/Users/greenekp/Downloads/TH_Crs2_Ch_2.pdf http://glencoe.mheducation.com/sites/0078774055/instructor_view0/health_espotlight_video_series.html http://www.slideshare.net/jhunangelopilar/traviss-illness-wellness-continuum-rle
Level 1 Performance Indicator:	**Level 2 Performance Indicator:**	**Level 3 Performance Indicator**
• Describe different kinds of relationships and their influence on the decision-making process • Describe how responsible decision making contributes to self-worth and self-reliance • Define different types of goals (e.g. Health, academic, etc.) • Demonstrate the ability to identify choices on a range of issues consistent with personal values that do not involve risking one's health and safety, others' health and safety or breaking the law	• Differentiate between long and short-term personal goals • Explain the influence that peer pressure has on personal decision-making and goal setting	• Debate realistic vs. Unrealistic goals • Design a personal health goal and evaluate how family and peers might hinder or enhance this goal (e.g. Healthy eating, substance use, physical activity, social behavior)

PERSONAL HEALTH AND WELLNESS				
Learning Expectations	**Core Content Objectives**		**Instructional Actions**	
Student Progress Indicators	***Concepts*** *What students will know*	***Skill*** *What students will do*	***Activities/Strategies***	***Assessments/Checks***
1.1 Analyze the effectiveness of personal decision-making as it relates to future health and wellness outcomes; **1.2** Describe individual goals and aspirations for healthy living; **1.3** Determine how setting healthy living goals can promote lifetime wellness; **1.4** Develop a list of questions that influence the decision-making process; **1.5** Identify choices and examine alternatives and consequences of each choice when making decisions as it relates to healthy living; **1.6** Evaluate the influence of media on the decision-making process related to healthy living.	• Personal Fitness Benefits • Elements of fitness • Three stages of exercise • Avoiding injury • Personal fitness plan • Equipment and facilities • Rating exercise activities • Individual and Team Sports • Health and social benefits of physical activity • Benefits and effects of physical fitness (short term and long term)	• Articulate the benefits of a regular exercise program during all stages of life • Describe and incorporate the elements of fitness into a personal fitness plan • Identify and incorporate the three stages of exercise into a personal fitness plan • Identify ways to avoid injury in various fitness, exercise, and sports programs • Devise and institute a personal fitness plan • Describe the equipment and facilities needed for an exercise program • Describe and rate various exercise activities • Compare and contrast the health benefits of individual sports and team sports • Describe the social health benefits of team sports • Critique individual and team sports for lifelong activities	• Poster Contest!..."Good Health and Fitness Practices" • Taking Charge of Your Health Activity	• Teacher Observation • Teacher Checklist/Rubric • Peer Assessment • Test • Role Play • Quiz

MENTAL AND EMOTIONAL HEALTH

Unit Objectives/Essentials Understanding:

- Emotional disorders can be treated so that they don't become lifelong problems.
- Peers can influence choices and behaviors.
- There are healthy and unhealthy ways to problem solve.
- Depression is a long-term feeling of hopelessness and sadness.
- There is an importance to building healthy relationships
- Are mental health problems as real/valid other health problems?
- When is it normal to experience anxiety? Depression?
- Understand how to be mentally and emotionally healthy
- Describe the benefits of healthy relationships

Guiding Questions:

- What determines a good decision?
- How do you recognize depression?
- How do peers influence your choices?
- Why is it important to have healthy relationships?
- How much stress is normal? How will my emotional health affect my financial status, now and in the future?
- How can goals for emotional health help to prevent depression and possible suicide?
- How can I help eliminate the social stigma associated with mental illness?
- What school and community resources are available for mental health problems?
- How can I accept, manage, and adapt to changes in relationships over the course of my lifetime?
- What strategies can be used to combat stress and depression?
- How can mental health disorders affect relationships in my life?
- How can a mother's mental health issues affect her unborn child?

Discussion:

Decision making, mental illnesses, managing stress, understanding your emotions, handling your emotions in a healthy way, Personality

Purpose of Activity:

Help students feel good about themselves, understand their emotions, and manage stress.

Connections:

Art: emotions in photos
English: writing letters, oral communication, interviewing skills
Music: effects on emotions
Social Studies: culture, families
Theatre: skits

Technology:

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

Academic Vocabulary:

Adrenaline, Depression, Emotional Health, Mental Health, Negative Stress, Peer Pressure, Peers Positive Stress , Refusal Skills, Risk Behaviors , Stress Management, Suicide, Conflict Resolution, Cope, Coping, guidance

Unit Assessment:

Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests

Notes:

Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do.

MENTAL AND EMOTIONAL HEALTH

6th-8th Standards	Suggested Activities	Resources/Connections/Assessments
Standard 8: The student will understand the importance of positive self-concept and interpersonal relationships for healthy living.	• Role-play scenarios where respect for others is exhibited. • Using Literature to Teach about Bullying http://www.educationworld.com/a_tsl/archives/03-1/lesson002.shtml • Striking Out Stress: A "Gallery Walk" Activity http://www.educationworld.com/a_tsl/archives/02-1/lesson045.shtml	Michigan Model for Health Student Workbook http://www.pkwy.k12.mo.us/homepage/sdavis1/File/Personal_Health_n_Wellness_Day_2_through_5.ppt http://glencoe.mheducation.com/sites/0078774055/instructor_view0/glencoe_s_health_podcast_activities.html http://glencoe.mheducation.com/sites/0078774055/instructor_view0/lesson_plans.html http://glencoe.mheducation.com/sites/0078774055/instructor_view0/academic_vocabulary.html

Level 1 Performance Indicator:	Level 2 Performance Indicator	Level 3 Performance Indicator
• List different emotions (e.g. Anger, jealousy, frustration, love, hate, and disappointment) • Identify how showing respect for others improves self-worth • Explain the difference between distress and eustress • Describe and demonstrate various stress management techniques	• Produce skits on decision-making and conflict resolution skills • Assess how communication skills manage emotions and build tolerance • Identify warning signs of depression • Assess the effects of peer pressure and offer effective ways of coping with negative influences	• Describe individual differences (e.g. Mental, physical, and medical disabilities) • Demonstrate strategies for including individuals who have disabilities • Explain how appropriate mental health care help prevent, detect and treat serious mental health problems (e.g. Anxiety disorders, mood disorders and suicide)

Learning Expectations	Core Content Objectives		Instructional Actions	
Student Progress Indicators	***Concepts*** *What students will know*	***Skill*** *What students will do*	***Activities/Strategies***	***Assessments/Checks***
8.1 Demonstrate healthy ways to express needs, wants, and feelings; **8.2** Demonstrate respect for individual and cultural differences that help develop healthy relationships; **8.3** Understand how mental, emotional, social and physical health dimensions are interrelated and that problems in one dimension can influence another; **8.4** Demonstrate skills to cope with attitudes and behaviors appropriately as related to social health;	• Emotions • Interpersonal Skills • Adolescence • Conflict resolution • Decision Making Skills • Emotional and Social Wellness • Understand how to be mentally and emotionally	• Demonstrate healthy ways to express needs, wants, and feelings • Evaluate attitudes and behaviors as related to personal and mental health • Describe different kinds of friendships: same gender and opposite gender	• Assign students a partner to practice proper introduction skills; • Elicit student volunteers to role play communication with body language; • Assign Students An Essay Entitled "Who Am I?" Include Cultural, Ethnic,	• Teacher Observation • Teacher Checklist/Rubric • Peer Assessment • Test • Role Play • Quiz

MENTAL AND EMOTIONAL HEALTH				
8.5 Evaluate attitudes and behaviors as related to personal and mental health; **8.6** Recognize stress is a normal part of life and appropriate stress management should be a life-long skill.	healthy	• Identify qualities needed for lasting relationships • Describe strategies for recovering when a friendship ends • Identify the developmental characteristics of adolescence including physical and emotional changes • Demonstrate sensitivity to others as physical changes occur during adolescence • Demonstrate effective ways to deal with negative peer pressure • Utilize the steps in the decision-making process	And Gender Roles; • Compare and contrast positive and negative responses to criticism and disappointment; • Have students discuss ways to help a friend or family member with an emotional conflict; • Have students write an essay that evaluates their social, emotional, and mental health practices for one day; • Have students list appropriate ways to deal with stress and prioritize which method would work best.	

FAMILY LIFE

Unit Objectives/Essentials Understanding:

- Individual's health at different life stages and the factors that influence lifestyle choices
- Family's influence in the development of personal values and beliefs
- Influence of family and they how they affect future decisions
- Roles and responsibilities throughout the life cycle as members of families
- Identify traditional and non-traditional responsibilities of males and females

Guiding Questions:

- What does the family structure look like?
- How does my family influence my decisions and values?
- How can goal setting create a safe environment for myself and my friends and family?
- What are Tennessee laws are related to surrendering an infant?

Discussion:

Family structure, heredity, Life cycles, role of the family, family influence on decisions, changes in family structure and it's impact, gender discrimination,

Purpose of Activity:

Understand contributions of family relationships to healthy living and promote appreciation and respect for the changes experienced by self and others.

Connections:

Science: life cycle, reproductive system

Technology:

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

Academic Vocabulary:

adolescence, heredity, the life cycle, genetics, hygiene,

Unit Assessment:

Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests

Notes:

Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do. See Michigan Model for Health. In addition, be sure to send out Family Life letters prior to teaching Family Life and Human Growth and Development. The form may be found on the SCS website (http://www.scsk12.org/uf/webadmin/foundation/ci/uploads/hpelw/FamilyLife_Parent_Letter_OptOut_Form.pdf).

6th-8th Standards	Suggested Activities	Resources/Connections/Assessments
Standard 6: The student will understand the contributions of family relationships to healthy living.	• Drawing a Life Map http://www.educationworld.com/a_tsl/archives/05-1/lesson023.shtml • Michigan Model Lessons	Michigan Model for Health Student Workbook http://shelby.filmideas.com/ http://glencoe.mheducation.com/sites/0078774055/instructor_view0/glencoe_s_health_podcast_activities.html http://glencoe.mheducation.com/sites/0078774055/instructor_view0/lesson_plans.html http://glencoe.mheducation.com/sites/0078774055/instructor_view0/academic_vocabulary.html

FAMILY LIFE

Level 1 Performance Indicator:	Level 2 Performance Indicator:	Level 3 Performance Indicator
• Describe family structures, roles, and how they may change • Understand that character is developed within the family structure (e.g., two parent, single parent, blended, extended, foster and adoptive families) • Understand how changes in family structure can impact emotional, social and physical well-being	• Identify how family values impact gender discrimination, harassment, and various types of abuse (domestic violence, sexual, emotional)	• Explain roles and influences on personality development • Describe the social, emotional and economic ramifications associated with teen parenting from the perspective of the teen mother, teen father and parents of the teens • Identify the signs of abuse (emotional and physical abuse) • Discuss Tennessee code annotated 68-11-255, procedure for surrendering custody of unwanted infant without criminal liability

Learning Expectations	Core Content Objectives		Instructional Actions	
Student Progress Indicators	***Concepts*** *What students will know*	***Skill*** *What students will do*	***Activities/Strategies***	***Assessments/Checks***
6.1 Identify family influences in the development of personal values and beliefs and how they will affect future decisions; **6.2** Analyze changing roles and responsibilities (physically, socially and emotionally) throughout the life cycle as individuals and members of families; **6.3** Evaluate the influence of attitudes, emotions, and behaviors on healthy family relationships.	• Family's influence • Effect of attitudes and behaviors on the family traditional responsibilities	• Analyze and describe changes that take place during adolescence • Analyze the changes in health and hygiene needs related to adolescence • Evaluate personal health and hygiene and modify as needed • Identify the changes that accompany each stage of sexual maturity • Explain how the male and female reproductive systems work • Describe strategies to care for the reproductive system • Explain the process of fertilization, development of a baby, and labor and	• Have students construct a character pyramid using words that support family development (e.g. Caring, honest, manners, respect, chores, cheerful, listens, helps, etc.) • Discuss expectations and stereotypes about the opposite sex; • Have students write an essay describing their personal life-plan ten years from the present; • Discuss emotional and physical abuse and research the available resources for help and support in the schools, local community, law	• Teacher Observation • Teacher Checklist/Rubric • Peer Assessment • Test • Role Play • Quiz

FAMILY LIFE				
		delivery • Justify reasons for abstaining from sexual activity • Recognize abstinence from sexual activity as the responsible choice for adolescents	enforcement and faith-based groups. • Complete Michigan Model lessons • Emotions and relationships • Growing strong	

HUMAN GROWTH AND DEVELOPMENT

HUMAN GROWTH AND DEVELOPMENT

Unit Objectives/Essentials Understanding:

- Understand the physical changes that occur during adolescence
- Understand the emotional changes and develop skills to cope with them successfully
- Understand the stages of sexual maturation
- Recognize changes in health and hygiene during puberty
- Recognize abstinence from sexual activity as the responsible choice for adolescence
- Development of a baby from conception to birth
- Understand circulatory system functions
- Review the anatomy of human body cells and roles of chromosomes, DNA and genes as the basic units of heredity

Guiding Questions:

- How do hormones affect growth and development?
- What is abstinence? What are the jobs of the male and female reproductive systems?
- What are positive ways to express interest in others? What are the physical and emotional benefits of sexual abstinence?
- What are some challenges of adolescent parenting?
- How can unhealthy relationships affect an unborn child?
- How does heredity affect my growth and development?
- What are some characteristics of healthy relationships?
- In what ways can I establish and communicate personal boundaries?

Discussion:

Physical Change, Puberty, Body System functions, Abstinence, chromosome roles, how gender is determined, Adolescent Parenting, Diseases that affect body systems (i.e.-STD's, HIV/AIDS)

Purpose of Activity:

- Students will learn about how the body changes over time, genetics, and how abstinence is safest method of any risk reducing behavior in order to make healthy and safe choices.
- Promote appreciation and respect for the amazing changes experienced by self and others. Equip students with the skills they need to postpone sexual activity.

Connections:

Art: brochure design

English: researching and making presentations

Science: body systems, diseases, pathogens, food absorption, chemical reactions, physical/ chemical changes, defense mechanisms, reproduction

Technology:

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

Academic Vocabulary:

Body Systems, Human reproduction, circulatory system, nervous system, adolescence, development, puberty, menstrual cycle, reproductive system, Chromosomes, DNA, fertilized cell, sperm cell, ovum, growth spurt, endocrine system, endocrine glands, hormones, pituitary glands, inherited traits, thyroid gland, hereditary, HIV/AIDS, Sexually Transmitted Infection/Disease

Unit Assessment:

Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests

Notes:

Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do. See Michigan Model for Health. In addition, be sure to send out Family Life letters prior to teaching Family Life and Human Growth and Development. The form may be found on the SCS website (http://www.scsk12.org/uf/webadmin/foundation/ci/uploads/hpelw/FamilyLife_Parent_Letter_OptOut_Form.pdf).

HUMAN GROWTH AND DEVELOPMENT

6th-8th Standards	Suggested Activities	Resources/Connections/Assessments
Standard 7: The student will understand the stages of human growth and development.	• Complete Michigan Model Family Life Lessons • View Michigan Model Family Life videos and participate in class discussion. • Develop and deliver a power point presentation on how the body systems work together.	Michigan Model for Health Student Workbook http://shelby.filmideas.com/ http://www.scsk12.org/uf/webadmin/foundation/ci/uploads/hpelw/http://shelby.filmideas.com/ http://www.pamf.org/teen/health/puberty/physicalchanges.html http://kidshealth.org/classroom/6to8/personal/growing/puberty.pdf http://lmslifescience7.weebly.com/uploads/2/9/1/8/2918057/reproductive_system.pdf http://pbskids.org/itsmylife/body/puberty/ http://glencoe.mheducation.com/sites/0078774055/instructor_view0/glencoe_s_health_podcast_activities.html http://glencoe.mheducation.com/sites/0078774055/instructor_view0/lesson_plans.html http://glencoe.mheducation.com/sites/0078774055/instructor_view0/academic_vocabulary.html
Level 1 Performance Indicator:	**Level 2 Performance Indicator:**	**Level 3 Performance Indicator**
• Define adolescence, puberty and human development • Identify the components of the male and female reproductive system • Describe the need for appropriate clothing as physical changes occur • Identify sexual feelings common to adolescents and differentiate between having sexual feelings and acting on them	• Prepare a chart that lists hiv/sti (sexually transmitted infection) symptoms, treatments, and complications • Identify reasons for abstaining from sexual activity; (e.g. Unplanned pregnancy, infection, infertility, and life-long illnesses) • Understand the key changes that occur during puberty	• Demonstrate decision-making skills that support good personal health (e.g. Role playing and refusal skills) • Understand the functions and processes of the male and female reproductive system • Identify nonsexual ways to express love toward others

HUMAN GROWTH AND DEVELOPMENT				
Learning Expectations	**Core Content Objectives**		**Instructional Actions**	
Student Progress Indicators	***Concepts*** *What students will know*	***Skill*** *What students will do*	***Activities/Strategies***	***Assessments/Checks***
7.1 Describe and demonstrate understanding of the developmental characteristics of adolescence including physical and emotional changes; **7.2** Exhibit respect for others as physical changes occur during adolescence; **7.3** Identify abstinence from sexual activity as the responsible and preferred choice for adolescents.	• Body Systems Functions • Risk behaviors and the effects the body systems • Digestive System Components • Circulatory System Components Endocrine System Components • Abstinence as the responsible and preferred choice	• Identify all body systems and their basic functions • Examine repercussions of risk behaviors on all body systems • Describe the emotional changes and analyze how to cope with them successfully • Explain the stages of sexual maturation • Analyze the changes in health and hygiene during puberty • Recognize abstinence from sexual activity as the best choice for adolescence • Assess the effects of substance use on the unborn child • Discuss the development of a baby from conception to birth	• Use data and class discussions about consequences related to sexually transmitted infections and/or teen pregnancy to defend the choice to practice abstinence; • Invite a speaker to discuss the impact of being a teen parent. • Write a letter to a friend discouraging early sexual activity describing the physical, emotional, social and economic consequences of such activity; • Create scenarios with students role playing refusal skills. • Complete Michigan Model lessons *I Wonder What Happens Next* *Growing Together* *Building Blocks of Life* *Fetal Development* *How My Body Works* *Changes in the Skin*	• Teacher Observation • Teacher Checklist/Rubric • Peer Assessment • Test • Role Play • Quiz

HUMAN GROWTH AND DEVELOPMENT				
			HIV/AIDS Education • Compose norms for family life discussion • Develop a plan for improving communication with parents or trusted adults regarding growing up • Describe the developmental milestones of a developing fetus	

DISEASE PREVENTION

Unit Objectives/Essentials Understanding:

Demonstrate refusal skills and how to avoid trouble in risk situations involving sexual health.

Michigan Model Family Life Curriculum Puberty: *Growing Up/HIV*

Guiding Questions:

- How can I contract and/or spread common communicable diseases?
- How can chronic, non-communicable diseases affect my financial future?
- What can I do to help prevent or reduce the severity of non-communicable diseases?
- Why are self-exams and annual physical examinations important to preventing cancer and other diseases?
- If I am sexually active, why is it important that I get tested for sexually transmitted diseases?
- What are the best ways to prevents STDs, including HIV/AIDS?

Discussion:

Spread of communicable disease, Disease Prevention, non-communicable disease, Abstinence, Sexually Transmitted Disease, Michigan Model Family Life Lessons

Purpose of Activity:

Understand the skills and behaviors needed to avoid risky behaviors in controlling and preventing disease.

Connections:

Art: pamphlet design, writing children's books

Science: pathogens, diseases, vaccines, mutations, cell growth, medical advancements, technology

Social Studies: history of diseases, economics

Technology:

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

Academic Vocabulary:

HIV/AIDS, Cells, tissues, heart disease, asthma, diabetes, family history, emphysema, dental health, chronic disease, communicable disease, non-communicable disease, body systems, bacteria and cancer

Unit Assessment:

Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests

Notes:

Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do.

6th-8th Standards	Suggested Activities	Resources/Connections/Assessments
Standard 9: The student will understand attitudes and behaviors for preventing and controlling disease.	• Design pamphlets on communicable and non-communicable diseases. • Write and illustrate a children's book on preventing disease. • Participate in Michigan Model Lessons and view videos for Family life.	Michigan Model for Health Student Workbook http://shelby.filmideas.com/ http://glencoe.mheducation.com/sites/0078774055/instructor_view0/glencoe_s_health_podcast_activities.html http://glencoe.mheducation.com/sites/0078774055/instructor_view0/lesson_plans.html http://glencoe.mheducation.com/sites/0078774055/instructor_view0/academic_vocabulary.html

DISEASE PREVENTION

Level 1 Performance Indicator:	Level 2 Performance Indicator:	Level 3 Performance Indicator
• List communicable diseases including HIV/AIDS, and other STI's • Define the following non-communicable diseases (lifestyle diseases) • Heart disease, hypertension, cancer, diabetes, obesity, stroke, and asthma/allergies	• Describe the prevention, warning signs, and treatment of heart disease, hypertension, cancer, diabetes, obesity, stroke and, asthma/allergies • Explain the importance of universal precautions • Explain that in terms of the relationship between sexual activity and the risk of being infected with HIV/AIDS or STI's, abstinence from all genital contact is the only sure method of preventing sexual transmission	• Assess the impact of environmental pollution, ozone depletion, etc. On one's health and of ergonomics in preventing health related injuries • Recognize the importance of hereditary influences on disease

Learning Expectations	Core Content Objectives		Instructional Actions	
Student Progress Indicators	***Concepts*** *What students will know*	***Skill*** *What students will do*	***Activities/Strategies***	***Assessments/Checks***
9.1 identify and define common pathogens; **9.2** describe ways pathogens and diseases are spread, prevented, and managed; **9.3** describe signs, symptoms, and risk factors related to communicable and non-communicable diseases; **9.4** evaluate how heredity, environment and lifestyle impact both the wellness and disease process.	• Communicable vs. non-communicable • Signs, symptoms, and risk factors of Pathogens • HIV infection and AIDS diagnosis • HIV and AIDS truths and myths • Reasons for sexual abstinence • Universal precautions • Signs, symptoms, and risk factors of Non-communicable Diseases • Treatments and cures • Heredity, environment, and lifestyle	• Participate in Michigan Model Family Life-HIV/AIDS discussion • Summarize peer refusal skills and how to avoid risky behaviors • Discuss warning signs, symptoms, treatments, and prevention of disease and infection • Discuss disease and how it is linked to heredity and lifestyle	• Have students design a pamphlet that includes origin, symptoms, prevention and treatment of a communicable or non-communicable disease;	• Teacher Observation • Teacher Checklist/Rubric • Peer Assessment • Test • Role Play • Quiz

NUTRITION

Unit Objectives/Essentials Understanding:

- The ability to discriminate between false advertising and accurate information is key for lifelong healthy food choices
- Access valid and reliable information, products, and services to enhance healthy eating behaviors

Guiding Questions:

- Does posting nutritional information on products and in restaurants change behavior?
- Who has the final say on what is "healthy food"?
- Is food labeled with nutritional all over the country? If so, then why do some states have higher obesity rates?
- What is Body Mass Index (BMI)?

Discussion:

Obesity, BMI, nutritional value, caloric intake, dietary guidelines, diseases linked poor nutritional choices, eating disorders, food plan, serving sizes, food labels, food borne illness

Purpose of Activity:

- Understand the skills and behaviors needed to address nutrition to maintain a healthy lifestyle.

Connections:

Math: measurements, calculations, percentages

Science: food absorption, chemical/ physical changes, chemical reactions

Technology:

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

Academic Vocabulary:

Carbohydrates, Fats, grains, vegetables, fruit, vitamins, Balanced Diet, serving, dietary guidelines, cholesterol, additive, empty calories, enrich, calorie, Ingredients, eating disorder, anorexia nervosa, bulimia, fad diets, and protein, body mass index

Unit Assessment:

Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests

Notes:

Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do.

6th-8th Standards	Suggested Activities	Resources/Connections/Assessments
Standard 5: The student will understand the relationship of nutrition to healthy living.	• Complete Menu Madness Activity http://www.educationworld.com/a_tsl/archives/01-1/lesson0007.shtml • Money Management: Grocery Shopping for a Family Profile http://www.educationworld.com/a_tsl/archives/03-1/lesson020.shtml • Design family meals for 3 days, considering nutrition, costs, and personal preferences. • Analyze your favorite foods for nutritional value.	Michigan Model for Health Student Workbook http://glencoe.mheducation.com/sites/0078774055/instructor_view0/glencoe_s_health_podcast_activities.html http://glencoe.mheducation.com/sites/0078774055/instructor_view0/lesson_plans.html http://glencoe.mheducation.com/sites/0078774055/instructor_view0/academic_vocabulary.html

NUTRITION

Level 1 Performance Indicator:	Level 2 Performance Indicator:	Level 3 Performance Indicator
• Explain the food and exercise pyramids • Describe appropriate portion sizes • Demonstrate principles of food storage, preparation, and sanitation • Interpret the statement "you are what you eat" (e.g., junk foods vs. Healthy foods, inappropriate vs. appropriate caloric intake, saturated vs. healthy fat) • Identify the energy nutrients (fats, carbohydrates and protein) and non-energy nutrients (vitamins, minerals and water) • Understand the relationship between energy intake and energy output ("calories in = calories out")	• Compare and contrast the USDA dietary guidelines to personal diet • Analyze a food label (calories, nutrients, minerals, fat and cholesterol content, serving size, percentage of RDA) • Explain how the essential nutrients relate to body growth and development • Evaluate how individual food choices are influenced by multiple factors (e.g., ethnic cultures, personal belief systems, advertising, peer pressure, and food fads	• Prepare a food diary for one week • Draw conclusions about individual food choices to set nutritional needs • Judge the need for nutritional supplements (e.g., vitamins, body enhancing supplements, and herbal) • Identify how the media influences unhealthful nutrition decisions that promote eating disorders • Analyze individual body mass index and formulate a physical activity/nutrition plan to maintain or improve body composition

Learning Expectations	Core Content Objectives		Instructional Actions	
Student Progress Indicators	***Concepts*** *What students will know*	***Skill*** *What students will do*	***Activities/Strategies***	***Assessments/Checks***
5.1 Explain the relationship of a balanced nutrition program and essential nutrients to appropriate weight, appearance, energy level and total wellness; **5.2** Evaluate how individual food choices are influenced by multiple factors; **5.3** Describe body composition and eating disorders; **5.4** Practice principles of food safety.	• Relationship between diet and wellness • My Plate • USDA Dietary Guidelines • Food labels • Healthy vs. unhealthy Food content • Food safety • Eating disorders	• Assess the relationship between a balanced nutritional program and appropriate weight, appearance, energy level, and total wellness • Evaluate how certain nutrients in foods have particular influences on health and appearance • Explain how food groups are arranged on the My Plate guide and tell why people have different nutritional needs • Critique various diets, including fad diets, based	• Have students compare and contrast the nutritional value of five different • Foods using the nutritional information found on food labels; • Administer written test to students on USDA dietary guidelines; • Have students analyze their food diary by comparing and contrasting it with the USDA dietary guidelines; • Access computer lab (web sites: CDC) to have students calculate and	• Teacher Observation • Teacher Checklist/Rubric • Peer Assessment • Test • Role Play • Quiz

NUTRITION				
		on USDA Dietary Guidelines • Analyze food labels • Compare and contrast healthy and unhealthy foods and food preparation • Evaluate foods based on their amounts of fiber, complex carbohydrates, calcium, iron, vitamin A, and vitamin C • Describe principles of food safety • Identify eating disorders and the symptoms of each • Identify resources for help with eating disorders	compare BMI to national norms and create plan to improve or maintain a healthy BMI.	

INJURY PREVENTION AND SAFETY

Unit Objectives/Essentials Understanding:

- Identify safety equipment used for injury prevention
- Evaluate ways to reduce the risks of accidents and injuries
- Demonstrate appropriate actions for emergency and non-emergency situations

Guiding Questions:

- What is an injury?
- Why is safety important?
- What is the appropriate action to take when safety is threatened?
- What are ways to reduce the risks of accidents and injury?
- What is the equipment used for safety prevention?
- What is bullying?
- What is anti-bullying?

Discussion:

Safety, first-aid, safety equipment, accidents and injuries, actions to take in emergency and non-emergency situations, bullying

Purpose of Activity:

- Understand attitudes and behaviors for preventing injuries and deaths from injury in order to maintain a healthy lifestyle.
- Understand the appropriate action to take when personal safety is threatened in order to maintain a healthy lifestyle.

Connections:

English: communication

Science: body systems

Theatre: role-plays, skits

Technology:

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

Academic Vocabulary:

Abducted, abused, chemicals, choking, consequence, contract, danger, decisions, detective, drowning, Electric shock, electricity, electrocuted, escape, evaluate, explosion, explosives, hazards, injury, outcomes, poisoning, private, safety, suffocation, stranger, syringe, trust, weapons, bullying

Unit Assessment:

Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests

Notes:

Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do.

6th-8th Standards	Suggested Activities	Resources/Connections/Assessments
Standard 11: The student will understand appropriate care for injuries and sudden illness. **Standard 12:** The student will understand the appropriate action to take when personal safety is threatened.	Complete the activity Making Life Decisions http://www.etr.org/healthsmart/assets/file/hs/MS_ViolenceAndInjuryPreventionLesson.pdf	Michigan Model for Health Student Workbook http://glencoe.mheducation.com/sites/0078774055/instructor_view0/glencoe_s_health_podcast_activities.html http://glencoe.mheducation.com/sites/0078774055/instructor_view0/lesson_plans.html http://glencoe.mheducation.com/sites/0078774055/instructor_v

INJURY PREVENTION AND SAFETY

		iew0/academic_vocabulary.html http://www.nobully.org/system http://www.pacerteensagainstbullying.org/tab/ http://www.pacer.org/bullying/resources/toolkits/classroom/ http://www.stopbullying.gov/prevention/at-school/
Level 1 Performance Indicator:	**Level 2 Performance Indicator:**	**Level 3 Performance Indicator**
• Identify different types of emergencies and proper first-aid techniques to address them • Identify important emergency phone numbers and where they should be posted for quick retrieval (poison center, suicide hotline, local hospital, physician, police, fire and emergency staff) • List situations that threaten personal safety (e.g. home alone for an extended period of time, personal relationships that may be abusive, walking home alone, catching a ride home) • Describe self-protection skills that may be used when personal safety is threatened	• List emergency response procedures (e.g. seizures, insect bites, poisoning, falls, allergic reactions, drug overdose, CPR, Heimlich Maneuver, and burns) • Identify situations where the use of universal precautions is needed for handling bodily fluids • Review types of abuse and evaluate appropriate resources for help	• Compare the similarities and differences of emergency procedures and emergency resources • Identify community resources that provide emergency and non-emergency first aid technique training (Red Cross, local scouts, local hospitals) • Evaluate high-risk situations and safety precautions involving sexual offenses, suicide, possible abduction, abuse, neglect, and violence

Learning Expectations	Core Content Objectives		Instructional Actions	
Student Progress Indicators	***Concepts*** *What students will know*	***Skill*** *What students will do*	***Activities/Strategies***	***Assessments/Checks***
11.1 Demonstrate appropriate actions for emergency and non-emergency situations **11.2** Demonstrate first aid techniques. **12.1** Identify situations that should be reported to a trusted adult **12.2** Formulate a plan for self-protection skills and identify appropriate resources for help, before and after an offense has occurred **12.3** Demonstrate techniques to assertively deal with peer pressure when personal safety is threatened (e.g., in car with drunk driver, pressured to take	• First Aid Procedures • Personal Safety • Promoting safety • Self-protection and assertiveness training • Reducing the risks of accidents and injury • Abuse • Disasters • Man-made and natural	• Demonstrate appropriate first aid procedures • Assess behaviors and circumstances that promote safety • Assess behaviors and circumstances that promote self-protection skills and assertiveness training • Evaluate ways to reduce	• Have students compile a list of personal safety threats and appropriate actions to take • Have students create a personal safety resource card, poster, or handout listing telephone numbers of appropriate resources • Lead a class discussion of high-risk situations seen on television, social media, or	• Teacher Observation • Teacher Checklist/Rubric • Peer Assessment • Test • Role Play • Quiz

INJURY PREVENTION AND SAFETY				
drugs, encouraged to participate in risky behaviors that can hurt others)	disasters • Impact on physical, mental, and emotional health	the risk of accidents and injuries at home, school, and in the community • Examine the effects of abuse and identify appropriate resources for help • Determine appropriate responses to both man-made and natural disasters • Analyze the impact on physical, mental and emotional health during and after a disaster	video games • Have the students simulate first aid responses and procedures • Review emergency response procedures by using written tests or verbal • Response scenarios for students provided by a certified instructor • Assess your school for emergency preparedness (i.e. First aid kits, AED, fire extinguishers, evacuation plan)	

DRUG AND ALCOHOL PREVENTION

DRUG AND ALCOHOL PREVENTION

Unit Objectives/Essentials Understanding:

- Recognize the importance of a drug-free lifestyle
- Understand appropriate use and misuse of chemical substances
- Understand school and community treatment and intervention resources for substance use and abuse
- Understand the effects of drug abuse

Guiding Questions:

- What is substance abuse?
- What is a drug-free lifestyle?
- What is appropriate use and misuse of chemical substances?
- What are the effects of chemical substances on my body?
- What effect does tobacco have on my organs?
- What are the effects of drug use/abuse?

Discussion:

Chemical substances, alcohol, tobacco, Drugs and their effects on the body, peer pressure, refusal skill and strategies to say "NO" to drugs

Purpose of Activity:

Understand appropriate and inappropriate uses of chemical substances as well as the effects of substance use and abuse to maintain a healthy lifestyle.

Connections:

English: writing and presenting information

Science: chemical composition, chemical reactions

Social Studies: drug trafficking, laws, government, economics, geography

Theatre: skit

Technology:

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

Academic Vocabulary:

Opiods, cigarettes, e-cigarettes, snuff, chewing tobacco, prescribed medications, over-the-counter- medicine, alcohol, tobacco, inhalants, cocaine, side effects, drug addition, drug abuse, drug misuse, tolerants, dependents, depressant, steroid, anabolic steroids, drug, hallucinogen, nicotine, marijuana, inflammation, mucus, asthma, wheezing, second hand smoke, bronchitis, alcoholic, addicted and exposure

Unit Assessment:

Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests

Notes:

Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do.

6th-8th Standards	Suggested Activities	Resources/Connections/Assessments
Standard 13: The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse.	• Create and deliver a minute "infomercial" about the harmful effects of chemical substances on society. • Create a power point presentation about the different types of drugs and their effects.	Michigan Model for Health Student Workbook http://glencoe.mheducation.com/sites/0078774055/instructor_view0/glencoe_s_health_podcast_activities.html http://glencoe.mheducation.com/sites/0078774055/instructor_view0/lesson_plans.html http://glencoe.mheducation.com/sites/0078774055/instructor_v

DRUG AND ALCOHOL PREVENTION

		iew0/academic_vocabulary.html http://www.drugabuse.gov/free-resources-teachers-middle-school http://www.drugfreeworld.org/download.html
Level 1 Performance Indicator:	**Level 2 Performance Indicator:**	**Level 3 Performance Indicator**
• Explain the importance of always having an adult present when taking medication • Identify a list of gateway drugs (e.g. tobacco, alcohol and marijuana) • List mood altering and addictive drugs (e.g. methamphetamines, cocaine, ecstasy, etc.) • Recognize the dangers and consequences of performance enhancing drugs (e.g. steroids, herbs, caffeine, amphetamines) • List ways in which substance use and abuse affect a person • Understand the relationship between substance abuse and other high-risk behaviors (e.g. unintended sexual activity, car crashes, self injury, and physical and mental abuse toward others)	• Evaluate appropriate use and the consequences of misuse of prescription and over the counter (OTC) drugs by reading labels and instructions • Analyze peer and media influences regarding tobacco, alcohol, and illegal drug use • Describe the quality of a lifestyle free of tobacco, alcohol and drugs • Demonstrate awareness of school and community treatment and intervention resources for substance use and abuse	• Explain the effects that gateway drugs have on one's physical, social, emotional, and mental health • Explain the effects of tobacco, alcohol, and drug use and abuse on self, family, and society • Understand the addiction process • Assess the effects of substance use on the unborn child

Learning Expectations	Core Content Objectives		Instructional Actions	
Student Progress Indicators	***Concepts*** *What students will know*	***Skill*** *What students will do*	***Activities/Strategies***	***Assessments/Checks***
13.1 distinguish between appropriate use and misuse of chemical substances for healthy living; **13.2** assess the influences of family, peers, and community on chemical substance use and abuse **13.3** identify how substance (e.g. tobacco, alcohol, and drugs) use and abuse affects people physically, emotionally, socially, financially, and legally; **13.4** explain how choices relate to consequences; **13.5** recognize treatment programs and support	• Chemical Substances • Use, misuse, and abuse • Harmful effects on society • Drug dependence • Treatment and intervention resources • Negative peer pressure • Impact of substance abuse	• Differentiate between appropriate use, misuse, and abuse of chemical substances • Discuss the effects of drug misuse and abuse on society • Evaluate how drug dependence affects people	• Assist students with an Internet search on drug use and abuse and their physical, social and emotional consequences and create a presentation for the class; • Have students compile alcohol and tobacco magazine advertisements	• Teacher Observation • Teacher Checklist/Rubric • Peer Assessment • Test • Role Play • Quiz

DRUG AND ALCOHOL PREVENTION				
groups for those dealing with addiction; **13.6** recognize certain behaviors can lead to drug abuse and addiction (e.g. huffing, inhalant abuse, smoking, alcohol consumption, over the counter and prescription medication).	on an unborn child • Alternatives to drug use • Harmful effects & examples of : Stimulants Depressants Hallucinogens Narcotics	• Demonstrate awareness of school and community treatment and intervention resources • Demonstrate techniques for handling negative peer pressure situations dealing with drugs • Assess the effects of substances on an unborn child • Identify alternatives to drug use • Identify the harmful effects of stimulants on the body • Recognize examples of stimulants • Identify the harmful effects of depressants on the body • Recognize examples of depressants • Identify the harmful effects of hallucinogens on the body • Recognize examples of hallucinogens • Identify the harmful effects of narcotics on the body • Recognize examples of narcotics	to identify media influences; • Have students write an essay entitled "Why I Should Choose to be Drug Free"; • Have students create scenarios in which refusal skills are needed to refrain from substance use; • Have students interview two tobacco users to assess why they started • Using tobacco and why they continue to use tobacco products; • Provide students warning labels from tobacco and alcohol products for evaluation and discussion; • Have students write an essay entitled "What If I Got Caught"; • Invite guest speakers from law enforcement, substance support groups or medical profession to discuss the consequences of substance abuse.	

ENVIRONMENTAL AND COMMUNITY HEALTH	
Unit Objectives/Essentials Understanding:	**Purpose of Activity:**

ENVIRONMENTAL AND COMMUNITY HEALTH

- Identify environmental health concerns and problems caused by human activities
- Understand the role of health services and health services provided by the federal, state, and local governments

Guiding Questions:

- What is Environmental Health?
- What is the environment?
- What is toxicity?
- What are health services?
- What is the reduce, reuse, and recycle concept?
- What are careers related to health services?
- What are community health resources?
- What is pollution?

Discussion:

Environmental Signs and symptoms, Environmental things that help us stay healthy, environmental health laws, pollution, community health

Understand environmental practices, recognize products and resources that affect personal and community health in order to maintain a healthy lifestyle.

Connections:

English: creating lists

Science: ecosystems, conservation, pollution

Social Studies: natural resources, conservation, pollution, economics

Technology:

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

Academic Vocabulary:

Environment, Community, toxic, inhalation, dermal absorption, exposure, recycle, reuse,

Unit Assessment:

Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests

Notes:

Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do.

6th-8th Standards	Suggested Activities	Resources/Connections/Assessments
Standard 14: The student will recognize environmental practices, products and resources that affect personal and community health and promotes healthy living.	• Develop a recycling plan for the school. • Create a resource list of health care facilities and services in the community	Michigan Model for Health Student Workbook http://glencoe.mheducation.com/sites/0078774055/instructor_view0/glencoe_s_health_podcast_activities.html http://glencoe.mheducation.com/sites/0078774055/instructor_view0/lesson_plans.html http://glencoe.mheducation.com/sites/0078774055/instructor_view0/academic_vocabulary.html http://depts.washington.edu/ceeh/downloads/Intro_to_EH_slide

ENVIRONMENTAL AND COMMUNITY HEALTH

		set.ppt
Level 1 Performance Indicator:	**Level 2 Performance Indicator:**	**Level 3 Performance Indicator**
• List and explain environmental health concerns that impact human health (e.g. air, water and noise pollution) • List ways to reduce and dispose of solid waste properly • Describe ways to reduce air, water and noise pollution • Name community healthcare resources and their purposes • Describe various careers in health • Identify volunteer agencies that promote community health • Differentiate between effective and non-effective health products, their uses, and services	• Explain the concepts and processes involved in the terms reduce, reuse, and recycle • Demonstrate the concepts of reduce, reuse, and recycle in daily life • Explain health effects of air, water and noise pollution on humans • Identify sources of air, water and noise pollution • Describe how the social-emotional environment can effect health • Evaluate services and resources provided by community healthcare facilities (e.g. hospitals, nursing homes, public health departments, and YMCAs/YWCAs) • Identify ways to volunteer in the community • Describe training and job requirements of health professionals (e.g. public health educators, doctors, nurses)	• Analyze environmental concerns regarding disposal of solid and hazardous waste, pollutants, chemical and biological warfare, and ergonomics • Describe ways to reduce noise pollution • Describe environmental agencies' role in promoting a healthful environment • Identify health conditions related to pollution (air, water, and noise) • Research health professional careers • Describe ways to volunteer for a not-for-profit organization (e.g. American Heart Association, diabetes Foundation, YMCA/YWCA, American Red Cross) • Identify valid and reliable informational medical resources on the Internet.

Learning Expectations	Core Content Objectives		Instructional Actions	
Student Progress Indicators	***Concepts*** *What students will know*	***Skill*** *What students will do*	***Activities/Strategies***	***Assessments/Checks***
14.1 identify major environmental health concerns that impact human health (e.g. air, water and noise pollution; negative social-emotional environment); **14.2** demonstrate ways to reduce, reuse, and recycle solid waste; **14.3** evaluate and critique products and their effects on the environment; **14.4** demonstrate understanding of ways to promote a healthful environment; **14.5** assess various health care facilities and services;	• Ways to conserve • Pre-cycling and recycling • Solid waste disposal • Effects of Hazardous Waste • Reduction of waste • Community Health • Importance of Healthcare facilities and services	• Identify ways to conserve energy • Describe the importance of pre-cycling and recycling • Reduce, reuse and recycle • Describe the problems associated with solid waste disposal • Analyze the health effects of hazardous waste • Plan ways to reduce the	• Have the students create a video promoting responsible environmental practices • Assist the students in developing a school wide recycling program • Assist students with an internet search for information about environmental concerns;	• Teacher Observation • Teacher Checklist/Rubric • Peer Assessment • Test • Role Play • Quiz

ENVIRONMENTAL AND COMMUNITY HEALTH				
14.6 analyze the importance of community organizations to healthy living; **14.7** identify different health professionals and their role in promoting community health; **14.8** evaluate the effect of media and technology on individual, family, and community health.		problems of hazardous and nuclear waste • Assess various health care facilities and services • Analyze the importance of community organizations to healthful living	• Have students bring a "brown paper bag lunch" and throw all the waste in a trashcan, then have the students discuss ways to reduce the amount of trash generated from the bagged lunches • Have students create a collage showing the problems to the environment caused by pollution (air, water, noise, waste) • Assist the students in compiling a list of community healthcare facilities and other health resources (e.g. Volunteer agencies, local gym and recreation facilities, faith-based resources such as food pantries and other programs) • Have students develop and implement a survey of available community health resources • Have students prepare a written health professional career report • Have students discuss ways the media influences health choices • Have students bring in ads from newspapers or magazines promoting a	

ENVIRONMENTAL AND COMMUNITY HEALTH				
			health topic. Evaluate the message of the media and discuss factors that influence health choices • Have students list ways to become "media smart." (e.g. Who's promoting the product? Is it scientifically based? Does it sound too good to be true?)	

Cross-Content Connections:

English: communication, following directions, listening skills

Health: body systems, first aid, problem solving, decision-making, peer pressure, wellness, health, fitness, nutrition, drugs and alcohol, mental, emotional, social and family health, disease prevention, community, consumer and environmental health issues

Social Studies: laws, rules, cooperation/conflict, cooperation/conflict, community

Dance: alignment, axial movement, elevation, body propulsion, initiation, rhythmic acuity

Science: movement, space, speed, gravity, friction, energy, force, muscles, skeletal system

Math: speed, time, patterns, sequence, grouping, levels, counting, estimation, scoring in games and activities.

Music: beats, rhythms, syncopation, timing

Character Education: cooperation, self esteem, values, personal accountability, personal responsibility, respect, conflict resolution

Related KidsHealth Links: Articles for Students:

RESOURCE LIST

Professional Organizations:
www.shapeamerica.org/ (Society of Health and Physical Educators)
www.tahperd.us (TN Association for Health, Physical Education, Recreation, & Dance)

National Health Standards & Performance Outcomes:
http://www.shapeamerica.org/standards/health/

TN State Health Standards:
https://www.tn.gov/assets/entities/education/attachments/std_pe_health_gr_6_8.pdf

Helpful Websites:

- http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp
- http://responsibility.org/start-a-conversation/drinking-responsibly/virtual-bar/
- http://www.learntobehealthy.org/teens/
- http://www.learninggamesforkids.com/health_games.html
- http://www.nasbe.org/healthy_schools/hs/bytopics.php?topicid=1100
- http://www.discoveryeducation.com//search/page/6-8/health/-/-/index.cfm?campaign=flyout_teachers_68_health
- http://www.planet-health.org/teacherInformation.cfm
- http://www.connectionsacademy.com/blog/posts/2014-01-18/Finding-the-Right-Words-Helping-Kids-Build-Vocabulary.aspx
- http://www.drugfreeworld.org/download.html

Resources Available Throughout the District:
Online :
http://www.scsk12.org
http://www.hpelw.weebly.com
http://www.tennesseestandards.com
www.tennesseeassessments.com
http://glencoe.mheducation.com/sites/0078774055/instructor_view0/health_espotlight_video_series.html
www.pecentral.org
www.sparkpe.org
www.scholastic.com (build your own webpage to be placed on school's homepage as a link.)
www.bowlersed.com
www.cdc.gov
www.classroomteacher/integratedlessonideas.com
www.linelinks.com
www.lessonplanz.com
www.discoveryeducation.com
www.teachablemoments.com

DVD's, Videos, and Apps:

- http://www.glencoe.com/sites/common_assets/health/eSpotlight_videos/bbc_eSpotlight.html
- http://physedreview.weebly.com/health-education-apps.html

Professional Development:
TAHPERD -Annual Physical Education Conference (Fall of each year)-state
SHAPE Annual Health and Physical Education Conference (Spring of each year)- national

Music:

- https://www.ecu.edu/cs-hhp/exss/upload/MSE%20Music.pdf
- http://www.pbs.org/inthemix/educators/lessons/selfimage2/

Books

- **http://www.drugfreeworld.org/request-info/truth-about-drugs-booklet.html?bk=truth**
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