

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
<p>Promoting Physical Activity (PA)</p>	<p>PA 1. Engage in moderate to vigorous physical activity for at least 60 minutes every day. PA 2. Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength. PA 3. Engage in warm-up and cool-down activities before and after structured exercise. PA 4. Drink plenty of water before, during, and after physical activity. PA 6. Avoid injury during physical activity.</p>	<p>Knowledge Expectations 1.8.1 (7th FCS and 7th Health) 1.8.2 (7th FCS and 7th Health) 1.8.3 (7th FCS and 7th Health) 1.8.4 (7th Health) 1.8.5 (7th FCS and 7th Health) 1.8.7 (7th FCS and 7th Health) 1.8.8 (7th FCS and 7th Health) 1.8.9 (7th FCS) 1.8.10 (7th FCS) 1.8.12 (7th Health) 1.8.17 (7th FCS) Skill Expectations 2.8.2 (7th Health, 7th FCS) 2.8.5 (7th Health, 7th FCS) 2.8.6 (7th Health, 7th FCS) 5.8.1 (7th Health, 7th FCS) 5.8.2 (7th Health, 7-8 FCS) 6.8.1 (7th Health, 7-8 FCS) 6.8.2 (7th Health, 7-8 FCS) 6.8.3 (7th Health, 7th FCS) 6.8.4 (7th Health, 7th FCS) 7.8.1 (7th Health, 7-8 FCS) 7.8.3 (7th Health)</p>	<p>1.8.1 Explain that incorporating daily moderate to vigorous physical activity into one's life does not require a structured exercise plan or special exercise equipment. 1.8.2 Differentiate between physical activity, exercise, health-related fitness, and skill-related fitness. 1.8.3 Analyze the short-term and long-term physical benefits of moderate and vigorous physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing risks for chronic diseases. 1.8.4 Analyze the mental and social benefits of physical activity. 1.8.5 Describe the recommended amounts and types of moderate and vigorous physical activity for adolescents and adults. 1.8.7 Summarize how physical activity and eating habits can contribute to maintaining a healthy body weight. 1.8.8 Describe physical activities that contribute to maintaining or improving the components of health-related fitness, such as cardio-respiratory fitness, muscular strength, endurance, flexibility, and body composition. 1.8.9 Summarize the benefits of drinking water before, during, and after physical activity. 1.8.10 Discuss climate-related physical conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia. 1.8.12 Explain the importance of warming up before and cooling down after physical activity.</p>	<p>25-30 days</p>	<p>Nov/Dec or Apr/May</p>	<p>Chapter Quizzes and Tests</p>	<p>Textbook Computer iPad DVDs Interventions Series Presenters</p>	<p>Worksheets Quizzes Labs DVDs Presenters Projects</p>

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
			<p>1.8.17 Describe ways to reduce risk of injuries from participation in sports and other physical activities.</p> <p>2.8.2 Discuss the influence of television, computers, and video games on physical activity behavior.</p> <p>2.8.5 Analyze how peers and family can influence a person's physical activity level.</p> <p>2.8.6 Analyze how media can influence decisions to be physically active.</p> <p>5.8.1 Choose active over inactive behaviors.</p> <p>5.8.2 Summarize positive outcomes for being physically active.</p> <p>6.8.1 Assess personal physical activity level.</p> <p>6.8.2 Set a goal to increase physical activity.</p> <p>6.8.3 Analyze barriers to being regularly physically active.</p> <p>6.8.4 Develop a plan for overcoming barriers to physical activity.</p> <p>7.8.1 Express intentions to be physically active regularly.</p> <p>7.8.3 Demonstrate a variety of activities for cardio-respiratory fitness, muscular strength and endurance, and flexibility.</p>					

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
<p>Promoting Safety (S)</p>	<p>S 1. Follow appropriate safety rules when riding in or on a motor vehicle. S 2. Avoid driving a motor vehicle-or riding in a motor vehicle driven by someone- while under the influence of alcohol or other drugs.</p>	<p>Knowledge Expectations 1.8.8 (8th TL) 1.8.10 (7th Health) 1.8.16 (7th Health) 1.8.17 (8th TL) 1.8.18 (8th TL) 1.8.19 (7th Science) Skill Expectations 2.8.4 (8 TL) 3.8.1 (8th TL) 4.8.2 (8th TL)</p>	<p>1.8.8 Describe potential risks associated with over-the-counter medicines. 1.8.10 Describe ways to reduce risk of injuries from participation in sports and other physical activities. 1.8.16 Identify actions to take to prevent injuries during severe weather (e.g., thunderstorms, tornadoes, blizzards) 1.8.17 Describe the relationship between using alcohol and other drugs and injuries. 1.8.18 Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. 1.8.19 Discuss climate-related physical conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia. 2.8.4 Analyze the relationship between alcohol and other drugs and unintentional injury. 3.8.1 Demonstrate how to follow directions for correct use of over-the-counter and prescription medications. 4.8.2 Demonstrate effective negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.</p>	<p>5-8 days</p>	<p>Sept.</p>	<p>Chapter Quizzes and Tests</p>	<p>Textbook Computer iPad DVDs</p>	<p>Worksheets Quizzes DVDs</p>

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
Promoting Sexual Health (SH)	<p>SH 1. Practice and maintain sexual abstinence.</p> <p>SH 2. Seek support to be sexually abstinent.</p> <p>SH 3. Avoid pressuring other to engage in sexual behaviors.</p> <p>SH 4. Return to sexual abstinence is sexually active.</p> <p>SH 5. Support others to avoid risky sexual behaviors.</p> <p>SH 6. Seek health care professional to promote sexual health.</p> <p>SH 10. Discuss contraception, disease prevention and HIV and STD status risk and status with sexual partners if sexually active.</p>	<p>Knowledge Expectations</p> <p>1.8.1 (6-7 FCS, 8th TL)</p> <p>1.8.2 (8th TL)</p> <p>1.8.3 (8th TL)</p> <p>1.8.4 (8th TL)</p> <p>1.8.5 (7th Health)</p> <p>1.8.8 (8th TL)</p> <p>1.8.10 (8th TL)</p> <p>1.8.11 (8th TL)</p> <p>1.8.12 (8th TL)</p> <p>1.8.13 (8th TL)</p> <p>1.8.14 (8th TL)</p> <p>1.8.15 (8th TL)</p> <p>1.8.18 (8th TL, 7th Health)</p> <p>1.8.19 (8th TL)</p> <p>1.8.21 (8th TL, 7th Health)</p> <p>1.8.22 (7th Health)</p> <p>1.8.23 (7th Health)</p> <p>1.8.24 (8th TL, 7th Health)</p> <p>1.8.25 (8th TL)</p> <p>1.8.26 (8th TL)</p> <p>1.8.27 (8th TL)</p> <p>1.8.28 (8th TL)</p> <p>1.8.31 (8th TL)</p> <p>1.8.32 (7th Health)</p> <p>Skills Expectations</p> <p>2.8.1 (8th TL)</p> <p>2.8.2 (8th TL)</p> <p>2.8.3 (8th TL)</p> <p>2.8.4 (8th TL)</p> <p>2.8.7 (8th TL)</p> <p>3.8.1 (8 TL, 7th Health)</p> <p>3.8.2 (8 TL)</p> <p>3.8.3 (8 TL)</p> <p>3.8.5 (8th TL)</p> <p>4.8.1 (8th TL)</p> <p>4.8.2 (8th TL, 8th FCS)</p> <p>4.8.3 (8th TL, 8th FCS)</p> <p>4.8.4 (8th TL, 7th Health)</p> <p>4.8.5 (8th TL)</p> <p>4.8.6 (8th TL)</p> <p>4.8.7 (8th TL)</p> <p>4.8.8 (8th TL)</p>	<p>1.8.1 Describe appropriate ways to express and deal with emotions and feelings.</p> <p>1.8.2 Summarize the benefits of talking with trusted adults about feelings.</p> <p>1.8.3 Describe impulsive behaviors and strategies for controlling them.</p> <p>1.8.4 Describe healthy ways to express affection, love, friendship, and concern.</p> <p>1.8.5 Summarize basic male and female reproductive body parts and their functions.</p> <p>1.8.8 Explain the qualities of a healthy dating relationship.</p> <p>1.8.10 Describe effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.</p> <p>1.8.11 Describe situations that could lead to pressure for sex.</p> <p>1.8.12 Explain why individuals have the right to refuse sexual contact.</p> <p>1.8.13 Recognize techniques that are used to coerce or pressure someone to have sex.</p> <p>1.8.14 Analyze the risks of impulsive behavior.</p> <p>1.8.15 Describe the relationship between using alcohol and other drugs and sexual risk behaviors.</p> <p>1.8.18 Explain how HIV and the most common STDs are transmitted.</p> <p>1.8.19 Describe signs and symptoms of common STDs, including HIV.</p> <p>1.8.21 Explain the short and long-term consequences of HIV and common STDs.</p> <p>1.8.22 Summarize which STDs can be cured and which can be treated.</p> <p>1.8.23 Analyze ways to decrease the spread of germs that cause communicable diseases, such as preventing the spread of HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles.</p> <p>1.8.24 Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy.</p>	<p>30-45 days (TL)</p> <p>5-10 days (7 H)</p>	<p>Nov/Dec or Apr/May (TL)</p> <p>April (7H)</p>	<p>Chapter Quizzes and Tests</p>	<p>Textbook</p> <p>Computer iPad</p> <p>DVDs</p> <p>Interventions Series</p> <p>Presenters</p>	<p>Worksheets</p> <p>Quizzes</p> <p>DVDs</p> <p>Presenters</p> <p>Projects</p>

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
		5.8.1 (8 th TL) 5.8.2 (8 th TL) 5.8.3 (7 th Health, 8 TL) 5.8.4 (7 th Health, 8 TL) 5.8.5 (7 th Health, 8 th TL) 6.8.1 (8 th TL) 6.8.3 (8 th TL) 6.8.5 (8 th TL) 7.8.1 (8 th TL, 8 th FCS) 7.8.3 (8 th TL) 7.8.4 (8 th TL) 7.8.5 (8 th TL) 7.8.6 (8 th TL) 7.8.7 (8 th TL) 7.8.8 (8 th TL) 8.8.1 (8 th TL)	1.8.25 Determine the benefits of being sexually abstinent. 1.8.26 Describe the factors that contribute to one engaging in sexual risk behaviors. 1.8.27 Describe the factors that protect one against engaging in sexual risk behaviors. 1.8.28 Explain the importance of setting personal limits to avoid sexual risk behaviors. 1.8.31 Describe how to reduce the risk of pregnancy and the sexual transmission of HIV and other STDs. 1.8.32 Justify why it is safe to be a friend of someone who has HIV infection or AIDS. 2.8.1 Describe how internal influences, such as curiosity, interests, desires, and fears affect sexual behavior. 2.8.2 Describe how personal and family values influence decisions about sexual behavior and relationships. 2.8.3 Describe a variety of external influences, such as parents, the media, culture, peers, and society that affect sexual decision making and sexual behavior. 2.8.4 Analyze the influence of alcohol and other drugs on sexual behavior. 2.8.7 Explain that most students are not having sex. 3.8.1 Identify adults, such as a parent, teacher, or health care provider, who can provide accurate information about puberty, sexual health, relationships, and responsible sexual behaviors among young people. 3.8.2 Demonstrate the ability to access accurate and reliable data on abstinence and sexual risk behaviors among young people. 3.8.3 Demonstrate the ability to access appropriate community resources about puberty, sexual health, and family relationships. 3.8.5 Describe ways to seek help to report sexual harassment, sexual assault, child abuse, and other types of violence.					

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
			<p>4.8.1 Demonstrate effective communication skills to express feelings appropriately.</p> <p>4.8.2 Demonstrate actions that express personal values.</p> <p>4.8.3 Demonstrate communication skills necessary to maintain a healthy relationship.</p> <p>4.8.4 Demonstrate effective negotiation and refusal skills to avoid sexual risk behavior.</p> <p>4.8.5 Demonstrate how to ask for help from a parent, other trusted adult, or friend when pressured to participate in sexual behaviors.</p> <p>4.8.6 Demonstrate how to communicate clear expectations, boundaries, and personal safety strategies.</p> <p>4.8.7 Demonstrate how to communicate clear limits on sexual behaviors.</p> <p>4.8.8 Demonstrate assertiveness skills in dealing with sexually aggressive behavior.</p> <p>5.8.1 Describe the benefits of delaying romantic involvement.</p> <p>5.8.2 Explain the possible consequences of early sexual behavior and the emotional, social, and physical benefits for delaying sexual behavior.</p> <p>5.8.3 Summarize the benefits of sexual abstinence.</p> <p>5.8.4 Summarize the benefits of reducing the risk of HIV infection, other STD infection, and pregnancy.</p> <p>5.8.5 Summarize the options for reducing the risk of HIV infection, other STD infection, and pregnancy.</p> <p>6.8.1 Explain how early sexual behavior can affect achieving long-term goals.</p> <p>6.8.3 Set personal boundaries and limits related to sexual behavior.</p>					

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
			<p>6.8.5 Make a personal commitment to remain sexually abstinent.</p> <p>7.8.1 Demonstrate strategies for expressing feelings appropriately.</p> <p>7.8.3 Acknowledge personal responsibility for sexual abstinence.</p> <p>7.8.4 Acknowledge personal responsibility for sexual and reproductive health.</p> <p>7.8.5 Plan strategies for maintaining sexual abstinence.</p> <p>7.8.6 Plan strategies for avoiding situations that place one at risk for engaging in sexual behavior.</p> <p>7.8.7 Demonstrate setting personal limits to avoid sexual risk behavior.</p> <p>7.8.8 Express intentions to be sexually abstinent.</p> <p>8.8.1 Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence is sexually active.</p>					

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
<p>Promote a Tobacco-Free Lifestyle (T)</p>	<p>T 1. Avoid using (or experimenting with) any form of tobacco. T 2. Avoid second-hand smoke. T 3. Support a tobacco free environment. T 5. Quit using tobacco, if already using.</p>	<p>Knowledge Expectations 1.8.1 (8th TL, 7th Health) 1.8.2 (8th TL, 7th Health) 1.8.3 (8th TL, 7th Health) 1.8.4 (8th TL, 7th Health) 1.8.5 (8th TL, 7th Health) 1.8.6 (8th TL, 7th Health) 1.8.7 (8th TL, 7th Health) 1.8.8 (8th TL, 7th Health) 1.8.9 (8th TL, 7th Health) 1.8.10 (8th TL, 7th Health) 1.8.11 (8th TL, 7th Health) 1.8.13 (8th TL) Skill Expectations 2.8.1 (8th TL, 7th Health) 2.8.2 (8th TL, 7th Health) 2.8.3 (8th TL, 7th Health) 2.8.4 (8th TL, 7th Health) 2.8.5 (7th Health) 2.8.6 (7th Health) 2.8.7 (8th TL) 2.8.8 (8th TL, 7th Health) 2.8.9 (8th TL, 7th Health) 3.8.2 (8th TL, 7th Health) 4.8.1 (8th TL, 7th Health) 4.8.3 (8th TL) 4.8.6 (8th TL) 5.8.1 (8th TL) 5.8.2 (8th TL) 5.8.3 (8th TL, 7th Health) 6.8.1 (8th TL) 6.8.3 (8th TL) 7.8.1 (8th TL, 7th Health) 7.8.2 (8th TL, 7th Health) 7.8.3 (8th TL, 7th Health) 8.8.1 (6th DARE) 8.8.2 (6th DARE) 8.8.3 (6th DARE) 8.8.4 (6th DARE)</p>	<p>1.8.1 Describe the short and long term physical effects of using tobacco. 1.8.2 Summarize the short and long term physical effects of being exposed to other's tobacco use. 1.8.3 Discuss the social, economic, and cosmetic consequences of tobacco use. 1.8.4 Evaluate the dangers of experimenting with tobacco products. 1.8.5 Summarize the benefits of being tobacco free. 1.8.6 Explain that tobacco is addictive. 1.8.7 Describe the effects of second hand smoke. 1.8.8 Analyze the effects of tobacco use on social relationships. 1.8.9 Explain school policies and community laws related to the sale and use of tobacco products. 1.8.10 Explain reasons most individuals do not use tobacco products. 1.8.11 Explain why using tobacco, alcohol, or other substances is an unhealthy way to manage stress. 1.8.13 Describe the relationship between using tobacco and alcohol and other drugs. 2.8.1 Analyze the factors that influence a person's decision to use or not use tobacco. 2.8.2 Describe how personal and family values influence decisions about using tobacco. 2.8.3 Explain family and societal influences on tobacco use and exposure to second hand smoke. 2.8.4 Summarize how peers influence tobacco use. 2.8.5 Analyze various strategies the media use, including advertisements, to encourage or discourage tobacco use. 2.8.6 Delineate advertising techniques used to promote tobacco use among adolescents. 2.8.7 Discuss how peers can support being tobacco free.</p>	<p>10-15 days (7thH) 30 days (TL) DARE 18 days (6th)</p>	<p>Sept/Oct or Jan/Feb</p>	<p>Chapter Quizzes and Tests</p>	<p>Textbook Computer iPad DVDs Interventions Series Presenters</p>	<p>Worksheets Quizzes Labs DVDs Presenters Projects</p>

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
			<p>2.8.8 Explain that most young people and adults do not use tobacco.</p> <p>2.8.9 Identify a role model who demonstrates non-use of tobacco products.</p> <p>3.8.2 Analyze warning labels on tobacco products.</p> <p>4.8.1 Demonstrate verbal and nonverbal ways to refuse tobacco use.</p> <p>4.8.3 Demonstrate ways to support friends and family members who are trying to stop smoking.</p> <p>4.8.6 Demonstrate ways to help others who are trying to stop smoking.</p> <p>5.8.1 Predict how not using tobacco products produces positive health outcomes.</p> <p>5.8.2 Identify health-enhancing alternatives to tobacco use.</p> <p>5.8.3 Analyze positive outcomes for avoiding second hand smoke.</p> <p>6.8.1 Discuss plans for the future and how the use or non-use of tobacco might affect those plans.</p> <p>6.8.3 Make a commitment to be tobacco free.</p> <p>7.8.1 Express intentions to remain tobacco free.</p> <p>7.8.2 Demonstrate ways to avoid second-hand smoke.</p> <p>7.8.3 Demonstrate ways to avoid use of tobacco products.</p> <p>8.8.1 Demonstrate effective persuasion skills that encourage friends and family not to use tobacco.</p> <p>8.8.2 Advocate for a tobacco-free school.</p> <p>8.8.3 Articulate to others why clean indoor air is important</p> <p>8.8.4 Demonstrate ways to support friends and family who are trying to stop using tobacco.</p>					

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
Prevent Violence (V)	<p>V 1. Manage interpersonal conflict in nonviolent ways.</p> <p>V 2. Manage emotional distress in non-violent ways</p> <p>V 3. Avoid bullying, being a bystander to bullying, or being a victim of bullying.</p> <p>V 4. Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.</p> <p>V 7. Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes.</p> <p>V 8. Get help to prevent or stop inappropriate touching.</p> <p>V 9. Get help to stop being subjected to violence or physical abuse.</p>	<p>Knowledge Expectations</p> <p>1.8.1 (6-8 FCS, 8th TL) 1.8.2 (6-8 FCS, 8th TL) 1.8.3 (7th FCS) 1.8.4 (8th TL) 1.8.5 (8th TL) 1.8.6 (8th FCS, 7th Health) 1.8.7 (8th FCS, 7th Health) 1.8.8 (8th TL) 1.8.9 (8th TL) 1.8.19 (7th Health) 1.8.21 (8th TL) 1.8.25 (8th TL, 8th FCS) 1.8.26 (8th TL) 1.8.32 (7th Health) 1.8.33 (7th Health) 1.8.34 (7th Health) 1.8.38 (8th TL) 1.8.39 (8th TL) 1.8.40 (8th TL) 1.8.41 (8th TL) 1.8.42 (8th TL)</p> <p>Skill Expectations</p> <p>2.8.1 (8th TL) 2.8.2 (7th Health) 2.8.9 (8th TL) 2.8.10 (8th TL) 3.8.1 (8th TL, 7th Health) 3.8.2 (8th TL) 3.8.4 (8th TL, 7th Health) 3.8.7 (8th TL) 3.8.8 (8th TL) 4.8.1 (7th Health) 4.8.5 (8th TL, 7th Health) 4.8.6 (8th TL, 7th Health) 7.8.1 (7th Health) 7.8.2 (8th FCS, 8th TL) 7.8.6 (8th TL) 7.8.9 (7th FCS, 8th FCS, 8th TL) 7.8.10 (8th TL) 7.8.12 (8th FCS) 8.8.1 (7th Health, 8th TL) 8.8.3 (8th FCS, 7th Health) 8.8.4 (8th TL, 7th Health)</p>	<p>1.8.1 Describe appropriate ways to express and deal with emotions and feelings.</p> <p>1.8.2 Explain how the expressions of emotions and feelings can help or hurt oneself and others.</p> <p>1.8.3 Summarize the benefits of talking with trusted adults about feelings.</p> <p>1.8.4 Describe healthy ways to express affection, love, friendship, and concern.</p> <p>1.8.5 Describe physical and emotional reactions to stressful situations.</p> <p>1.8.6 Explain causes and effects of stress.</p> <p>1.8.7 Explain positive and negative ways of dealing with stress.</p> <p>1.8.8 Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape)</p> <p>1.8.9 Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.</p> <p>1.8.19 Explain why it is important to understand the perspectives of others in resolving a conflict situation.</p> <p>1.8.21 Identify a variety of non-violent ways to respond when angry or upset.</p> <p>1.8.25 Describe examples of self-control.</p> <p>1.8.26 Analyze techniques that are used to coerce or pressure someone to use violence.</p> <p>1.8.32 Describe how power and control differences in relationships (e.g., peer, dating, or family relationships) can contribute to aggression and violence.</p> <p>1.8.33 Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.</p>	10-15	Oct or March	Chapter Quizzes and Tests	<p>Textbook Computer iPad DVDs Interventions Series Presenters</p>	<p>Worksheets Quizzes DVDs Presenters Projects</p>

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
			<p>1.8.34 Describe the signs and symptoms of people who are in danger of hurting themselves or others.</p> <p>1.8.38 Explain that acquaintance rape and sexual assault are illegal.</p> <p>1.8.39 Recognize techniques that are used to coerce or pressure someone to have sex.</p> <p>1.8.40 Explain why individuals have the right to refuse sexual contact.</p> <p>1.8.41 Explain that a person who has been sexually assaulted or raped is not at fault.</p> <p>1.8.42 Explain that rape and sexual assault should be reported to a trusted adult.</p> <p>2.8.1 Describe how personal values and feelings influence choices.</p> <p>2.8.2 Describe internal influence on behavior that could lead to violence (e.g., curiosity, aggression, and fear)</p> <p>2.8.9 Describe the role of alcohol and other drug use in violence-related situations (e.g., fighting, sexual assault, suicide)</p> <p>2.8.10 Explain how sexual exploitation can occur via the Internet.</p> <p>3.8.1 Describe ways to seek help to report sexual harassment, sexual assault, child abuse, and other types of violence.</p> <p>3.8.2 Demonstrate the ability to access accurate sources of information about abuse, violence, or bullying.</p> <p>3.8.4 Demonstrate the ability to access safe people and places to go to if feeling unsafe or threatened (e.g., police department, fire department, school counselor).</p> <p>3.8.7 Demonstrate the ability to locate reliable school and community resources to assist with problems related to violence.</p> <p>3.8.8 Demonstrate ways to seek help from trusted adults or friends.</p>					

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
			<p>4.8.1 Demonstrate ways to appropriately deal with a conflict with another person that might result in violence.</p> <p>4.8.5 Demonstrate nonviolent conflict resolution strategies.</p> <p>4.8.6 Demonstrate effective ways to address bullying.</p> <p>7.8.1 Demonstrate strategies that could be used to prevent a conflict from starting.</p> <p>7.8.2 Demonstrate ways to avoid and manage stress.</p> <p>7.8.6 Demonstrate how to prevent or stop bullying (as a bystander, perpetrator, or victim)</p> <p>7.8.9 Demonstrate strategies for expressing feelings appropriately.</p> <p>7.8.10 Demonstrate tolerance for individual differences.</p> <p>7.8.12 Demonstrate methods for coping with disappointment and loss.</p> <p>8.8.1 Advocate for a positive and respectful school environment that prevents or stops bullying and harassment.</p> <p>8.8.3 Object to teasing of peers based on their body type or other personal characteristic.</p> <p>8.8.4 Stand up for those being bullied.</p>					

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
<p>Alcohol and Other Drugs (AOD)</p>	<p>AOD 1. Avoid misuse and abuse of over the counter and prescription drugs. AOD 2. Avoid experimentation with alcohol and other drugs. AOD 3. Avoid the use of alcohol. AOD 4. Avoid the use of illegal drugs. AOD 5. Avoid driving while under the influence of alcohol or other drugs. AOD 6. Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.</p>	<p>Knowledge Expectations 1.8.1 (6th DARE and 8th TL) 1.8.2 (8th TL) 1.8.3 (8th TL) 1.8.4 (6th DARE and 8th TL) 1.8.5 (8th TL) 1.8.6 (6th DARE and 8th TL) 1.8.7 (6th DARE and 8th TL) 1.8.8 (6th DARE and 8th TL) 1.8.9 (8th TL) 1.8.11 (8th TL) 1.8.12 (8th TL) 1.8.15 (6th DARE and 8th TL) 1.8.16 (6th DARE and 8th TL) Skill Expectations 2.8.1 (8th TL) 2.8.2 (8th TL) 2.8.3 (8th TL) 2.8.4 (8th TL) 3.8.3 (8th TL) 4.8.1 (7th Health, 8th TL) 4.8.2 (8th TL) 4.8.3 (7th Health, 8th FCS) 4.8.5 (8th TL) 5.8.1 (8th TL) 5.8.2 (8th TL) 5.8.3 (8th TL) 5.8.4 (7th Health, 8th TL) 6.8.1 (8th TL) 6.8.2 (6th DARE, 7th Health, 8th TL) 6.8.3 7th Health, 8th TL) 6.8.4 (8th TL) 7.8.1 (6th DARE) 7.8.2 (6th DARE)</p>	<p>1.8.1 Explain the dangers of alcohol and experimenting with other drugs, including inhalants. 1.8.2 Differentiate between proper use and abuse of over-the-counter medicines. 1.8.3 Differentiate between proper use and abuse of prescription medicines. 1.8.4 Summarize the negative consequences of using alcohol and other drugs. 1.8.5 Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. 1.8.6 Determine reasons why people choose to use or not to use alcohol and other drugs. 1.8.7 Describe situations that could lead to the use of alcohol and other drugs. 1.8.8 Describe how mental and emotional health can affect alcohol or other drug-use behaviors. 1.8.9 Explain why using alcohol or other substances is an unhealthy way to manage stress. 1.8.11 Describe the health risks of using performance-enhancing drugs. 1.8.12 Explain the dangers of drug dependence and addiction. 1.8.15 Determine the benefits of being alcohol and drug-free. 1.8.16 Describe positive alternatives to using alcohol and other drugs. 2.8.1 Analyze the factors that influence a person's decision to use or not use alcohol and other drugs. 2.8.2 Describe how personal family values influence decisions about using alcohol and other drugs. 2.8.3 Explain family and societal influences on alcohol and other drug-use. 2.8.4 Describe how peers can influence choices about using alcohol and other drugs.</p>	<p>15 days (TL) 15 Days (7H) DARE 18 days (6th)</p>	<p>October or April</p>	<p>Chapter Quizzes and Tests</p>	<p>Textbook Computer iPad DVDs Interventions Series Presenters</p>	<p>Worksheets Quizzes Labs DVDs Presenters Projects</p>

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
			<p>3.8.3 Distinguish accurate information about alcohol from inaccurate information.</p> <p>4.8.1 Demonstrate effective refusal skills when pressured to use alcohol or other drugs.</p> <p>4.8.2 Demonstrate how to ask for help from a trusted adult for someone with an alcohol or drug problem.</p> <p>4.8.3 Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs.</p> <p>4.8.5 Demonstrate how to ask for help from a parent, other trusted adults, or friend when pressured to use alcohol or other drugs.</p> <p>5.8.1 Demonstrate decision-making skills to be alcohol and drug free.</p> <p>5.8.2 Explain how decisions about alcohol and drug use will affect relationships with friends and family.</p> <p>5.8.3 Predict how not using alcohol or other drugs contributes to positive health outcomes.</p> <p>5.8.4 Summarize positive alternatives to using alcohol and other drugs.</p> <p>6.8.1 Discuss how the use or non-use of alcohol or other drugs might affect plans for the future.</p> <p>6.8.2 Make a commitment to be alcohol and drug free.</p> <p>6.8.3 Make a commitment to avoid riding in a motor vehicle with a driver who has been drinking alcohol or using other drugs.</p> <p>6.8.4 Develop a personal plan to improve health by staying alcohol and drug-free.</p> <p>7.8.1 Express intentions to be alcohol and drug free.</p> <p>7.8.2 Express intentions to avoid riding in a motor vehicle with a driver who has been drinking alcohol or using other drugs.</p>					

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
<p>Healthy Eating (HE)</p>	<p>HE 1. Eat the appropriate number of servings from each food group every day. HE 2. Eat a variety of foods within each food group every day. HE 3. Eat an abundance of fruits and vegetables every day. HE 4. Choose to eat whole grain products and fat-free or low-fat milk or equivalent milk products regularly. HE 5. Drink plenty of water every day. HE 6. Limit foods and beverages high in added sugar, solid fat, and sodium HE 7. Eat breakfast every day. HE 8. Eat healthy snacks. HE 9. Eat healthy foods when dining out.</p>	<p>Knowledge Expectations 1.8.1 (8th FCS) 1.8.2 (6th FCS) 1.8.3 (7-8 FCS) 1.8.4 (6-8 FCS, 7th Health) 1.8.5 (6th FCS) 1.8.6 (7-8 FCS) 1.8.7 (7-8 FCS) 1.8.8 (7-8 FCS) 1.8.9 (7th Health) 1.8.10 (7-8 FCS, 7th Health) 1.8.11 (8th FCS, 7th Health) 1.8.13 (8th FCS) 1.8.14 (8th FCS) 1.8.15 (8th FCS) 1.8.16 (6-8 FCS) 1.8.17 (6-8 FCS) 1.8.20 (8th FCS) 1.8.21 (8th FCS, 7th Health) 1.8.22 (8th FCS) Skill Expectations 5.8.1 (7-8 FCS) 5.8.2 (7-8 FCS) 5.8.3 (7-8 FCS) 8.8.2 (7-8 FCS)</p>	<p>1.8.1 Summarize a variety of nutritious food choices for each food group. 1.8.2 Classify the number and appropriate sizes of servings of food from each food group that a person needs each day. 1.8.3 Explain why some food groups have a greater number of recommended portions than other food groups. 1.8.4 Analyze the benefits of healthy eating. 1.8.5 Describe the federal dietary guidelines for teens. 1.8.6 Explain the similarities and differences among proteins, fats, and carbohydrates regarding nutritional value and food sources. 1.8.7 Describe the benefits of eating in moderation. 1.8.8 Summarize the benefits of eating plenty of fruits and vegetables. 1.8.9 Analyze the benefits of drinking plenty of water. 1.8.10 Differentiate between nutritious and non-nutritious beverages. 1.8.11 Identify foods that are high in fiber. 1.8.13 Identify examples of whole grain foods 1.8.14 Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium. 1.8.15 Describe the benefits of eating a variety of foods high in iron. 1.8.16 Summarize the benefits of limiting the consumption of fat and added sugar. 1.8.17 Describe the relationship between what people eat, their physical activity level, and their body weight.</p>	<p>10-15 days 45 days (FCS)</p>	<p>Nov. Dec or May</p>	<p>Chapter Quizzes and Tests</p>	<p>Textbook Computer iPad DVDs Interventions Series Presenters</p>	<p>Worksheets Quizzes Labs DVDs Presenters Projects</p>

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
			<p>1.8.20 Differentiate between a positive and a negative body image, and state the importance of a positive body image.</p> <p>1.8.21 Describe the signs, symptoms, and consequences of common eating disorders.</p> <p>1.8.22 Summarize how eating disorders impact proper nutrition.</p> <p>5.8.1 Choose healthy food and beverages instead of less healthy food and beverages.</p> <p>5.8.2 Demonstrate the ability to select healthy from unhealthy foods on a fast food restaurant menu.</p> <p>5.8.3 Describe the consequences of an unhealthy diet.</p> <p>8.8.2 Negotiate with parents or guardians for healthy food choices at home and at restaurants.</p>					

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
<p>Mental and Emotional Health (MEH)</p>	<p>MEH 1. Express feelings in a healthy way. MEH 2. Engage in activities that are mentally and emotionally healthy. MEH 3. Prevent and manage interpersonal conflict in healthy ways. MEH 4. Prevent and manage emotional stress and anxiety in healthy ways. MEH 5. Use self-control and impulse-control strategies to promote health. MEH 6. Get help for troublesome thoughts, feelings, or actions for oneself and others. MEH 7. Show tolerance and acceptance of differences in others. MEH 8. Establish and maintain healthy relationships.</p>	<p>Knowledge Expectations 1.8.1 (7th Health) 1.8.2 (6-8 FCS) 1.8.3 (7-8 FCS and TL) 1.8.5 (6-8 FCS) 1.8.6 (6-8 FCS and TL) 1.8.7 (8 FCS) 1.8.9 (8FCS) 1.8.10 (7th Health, 8 TL) 1.8.11 (7th Health, 8 TL) 1.8.14 (8th TL) 1.8.16 (8th TL) 1.8.17 (7th Health, 6th FCS) 1.8.18 (7th Health) 1.8.19 (6-8 FCS, 7th Health) 1.8.21 (8th TL) 1.8.23 (6, 7 FCS) 1.8.24 (8th FCS) 1.8.25(6-8 FCS) 1.8.30 (7 health, 8FCS) 1.8.31 (8th FCS, 7 health) 1.8.32 (8th FCS, 7 Health) Skill Expectations 2.8.13 (7th Health) 3.8.3 (8th TL) 3.8.4 (7th Health) 3.8.5 (8th TL) 3.8.6 (7th Health) 3.8.6 (8th TL) 3.8.7 (8th FCS) 4.8.1 (6th FCS) 4.8.3 (6th FCS) 4.8.5 (6th FCS) 4.8.6 (7th Health, 8th FCS) 4.8.10 (6, 7 FCS) 4.8.11 (6-8 FCS) 5.8.3 (8th TL) 6.8.6 (8th FCS) 6.8.7 (6th FCS) 6.8.8 (8th FCS) 7.8.2 (8th FCS) 7.8.6 (8th TL) 7.8.10 (8th FCS) 8.8.1 (8th TL) 8.8.3 (8th TL, 8 FCS, 7th Health)</p>	<p>1.8.1 Describe characteristics of a mentally and emotionally healthy person. 1.8.2 Describe what it means to be a responsible person. 1.8.3 Discuss how emotions change during adolescence. 1.8.5 Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others. 1.8.6 Summarize the benefits of talking with parents or other trusted adults about feelings. 1.8.7 Explain appropriate ways to express needs, wants, and feelings. 1.8.9 Summarize feelings and emotions associated with loss and grief. 1.8.10 Explain the causes, symptoms, and effects of depression. 1.8.11 Explain the causes, symptoms, and effects of anxiety. 1.8.14 Describe healthy ways to express affection, love, friendship, and concern. 1.8.16 Explain the qualities of a healthy dating relationship. 1.8.17 Describe personal stressors at home, in school, and with friends. 1.8.18 Explain causes and effects of stress. 1.8.19 Explain positive and negative ways of dealing with stress. 1.8.21 Explain why it is wrong to tease others based on their body type or other personal characteristic. 1.8.23 Analyze characteristics of a responsible family member. 1.8.24 Describe role models that demonstrate positive mental and emotional health.</p>	<p>10-15 days</p>	<p>Sept. Or Jan.</p>	<p>Chapter Quizzes and Tests</p>	<p>Textbook Computer iPad DVDs Interventions Series</p>	<p>Worksheets Quizzes Labs DVDs Projects</p>

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
			<p>1.8.25 Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others.</p> <p>1.8.30 Explain the importance of a positive body image.</p> <p>1.8.31 Describe the signs, symptoms, and consequences of common eating disorders.</p> <p>1.8.32 Recognize that people with eating disorders need professional help.</p> <p>2.8.13 Explain why stereotypes exist about people with mental disabilities and illness.</p> <p>3.8.3 Demonstrate the ability to access school and community resources to help with mental and emotional health concerns.</p> <p>3.8.4 Explain when a person would benefit from asking for help for an emotional health problem.</p> <p>3.8.5 Explain when it is necessary to seek help for mental and emotional health problems (e.g., depression, mood disorders, and anxiety disorders).</p> <p>3.8.6 Explain that getting help for mental and emotional health problems is appropriate and sometimes necessary.</p> <p>3.8.7 Demonstrate the ability to access sources of accurate information about eating disorders.</p> <p>4.8.1 Demonstrate techniques of effective listening.</p> <p>4.8.3 Demonstrate effective communication skills to express feelings appropriately.</p> <p>4.8.5 Demonstrate appropriate ways to respond to feedback from others.</p> <p>4.8.6 Demonstrate ways to ask for help with mental and emotional health problems from trusted adults or friends.</p> <p>4.8.10 Demonstrate communication skills necessary to maintain a healthy relationship.</p>					

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
			<p>4.8.11 Demonstrate how to express emotions in healthy ways.</p> <p>5.8.3 Explain how decisions regarding alcohol and drug use affect relationships with friends and family.</p> <p>6.8.6 Demonstrate ability to set goals to be successful in school.</p> <p>6.8.7 Make a personal commitment to show respect and consideration for others.</p> <p>6.8.8 Describe steps needed to reach personal goals for the future.</p> <p>7.8.2 Demonstrate techniques to manage stress.</p> <p>7.8.6 Demonstrate methods for coping with disappointment and loss.</p> <p>7.8.10 Express intentions to treat others with caring and respect.</p> <p>8.8.1 Demonstrates support and respect for people with differences (cultural, disabilities, gender, and sexual orientation).</p> <p>8.8.3 Object to teasing of peers based on their body type or other personal characteristic.</p>					

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
<p>Personal Health and Wellness (PHW)</p>	<p>PHW 2. Practice appropriate hygiene habits. PHW 3. Get an appropriate amount of sleep and rest. PHW 4. Prevent vision and hearing loss. PHW 5. Prevent damage from the sun. PHW 6. Practice behaviors that prevent infectious diseases. PHW 7. Practice behaviors that prevent from chronic diseases. PHW 8. Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy.</p>	<p>Knowledge Expectations 1.8.2 (7th Health) 1.8.3 (7th Health) 1.8.4 (7th Health) 1.8.5 (6th Science) 1.8.6 (7th Health) 1.8.7 (7th Health) 1.8.8 (6th Science, 7th Health) 1.8.10 (6th Science) 1.8.11 (6th Science) 1.8.12 (6th Science) 1.8.13 (6th Science, 7th Health) Skill Expectations 5.8.1 (7th FCS) 6.8.2 (6th FCS) 6.8.3 (6-7 FCS)</p>	<p>1.8.2 Summarize the behavioral and environmental factors that contribute to the major chronic diseases. 1.8.3 Explain the difference between infectious, non-infectious, acute, and chronic diseases. 1.8.4 Analyze ways common infectious diseases are transmitted. 1.8.5 Summarize the symptoms that occur when someone is sick or getting sick. 1.8.6 Summarize health practices to prevent the spread of foodborne illnesses, air-borne illnesses, illnesses spread through indirect contact, and illness spread through person-to-person contact. 1.8.7 Describe food safety strategies that can control germs that cause foodborne illnesses. 1.8.8 Evaluate the benefits of getting proper rest and sleep for healthy growth and development. 1.8.10 Identify common causes of noise induced hearing loss. 1.8.11 Describe appropriate ways to protect vision and hearing. 1.8.12 Summarize actions to take to protect oneself against potential damage from exposure to the sun. 1.8.13 Explain the benefits of good hygiene practices for promoting health and maintaining social relationships. 5.8.1 Explain positive outcomes from reducing exposure to direct ultraviolet rays, such as from the sun or tanning beds. 6.8.2 Assess and evaluate personal health practices.</p>	<p>25-30 days</p>	<p>Nov/Dec or Apr/May</p>	<p>Chapter Quizzes and Tests</p>	<p>Textbook Computer iPad DVDs Interventions Series Presenters</p>	<p>Worksheets Quizzes Labs DVDs Presenters Projects</p>

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
			<p>6.8.3 Develop a personal plan to improve personal health practices, such as brushing and flossing teeth daily, washing hands regularly, avoiding or minimizing exposure to loud sounds including amplified music, getting adequate amount of sleep, and preventing the spread of an infectious disease. (6-7 FCS)</p>					