

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 1.5.5 (4, 5, PE3, PE4, PE5) 1.5.8 (PE3, PE4, PE5) 1.5.9 (PE3, PE4, PE5) 1.5.11 (PE3, PE4, PE5) Skill Expectations 2.5.2 (PE3, PE4, PE5) 3.5.3 (3, PE3, PE4, PE5) 3.5.4 (PE3, PE4, PE5) 5.5.1 (5, PE3, PE4, PE5) 5.5.3 (PE3, PE4, PE5) 7.5.3 (PE3, PE4, PE5)</p>	<p>1.5.5 Identify ways to increase physical activity. 1.5.8 Identify basic safety precautions to help prevent injury during physical activity. 1.5.9 Discuss the benefits of drinking water before, during, and after physical activity. 1.5.11 Identify personal protection equipment needed for sports and recreational activities, such as mouthpieces, pads, and helmets. 2.5.2 Describe how television, computer, and video games can influence an individual's level of physical activity. 3.5.3 Identify places where young people and families can be physically active. 3.5.4 Identify places to get physical activity equipment. 5.5.1 Choose active over inactive behaviors. 5.5.3 Identify physically active alternatives to watching television or playing video games. 7.5.3 Demonstrate a variety of ways to be physically active.</p>	<p>Ongoing-throughout the year</p>	<p>Ongoing-throughout the year</p>	<p>Observations, Formative, or Summative</p>	<p>PE equipment i.e. soccer balls, basketballs, posters</p>	<p>Informally-one on one or as a group (4,5) Class Meetings (4,5) Class discussion 4,(5) Class discussion as part of social studies unit on places in a community. (3)</p>

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<p>Promoting Safety (S)</p>	<p>S 1. Follow appropriate safety rules when riding in or on a motor vehicle. S 4. Apply safety rules and procedures to avoid risky behaviors and injury.</p>	<p>Knowledge Expectations 1.5.2 (5, PE3, PE4, PE5) 1.5.4 (5, PE3, PE4, PE5) 1.5.5 (PE3, PE4, PE5) 1.5.6 (PE4, PE5) 1.5.11 (5) Skill Expectations 7.5.2 (3, 4) 7.5.4 (3, 4, 5, C3, C4, C5)</p>	<p>1.5.2 List ways to prevent injuries at school. 1.5.4 Explain how injuries can be prevented. 1.5.5 List examples of dangerous or risky behaviors that might lead to injuries. 1.5.6 Identify ways to reduce the risk of injuries around water. 1.5.11 Identify ways to reduce risk of injuries while riding in a motor vehicle. 7.5.2 Demonstrate ability to develop and execute a fire escape plan. 7.5.4 Demonstrate the ability to follow playground safety rules.</p>	<p>Ongoing-throughout the year</p>	<p>Ongoing-throughout the year</p>	<p>Observations, Formative, or Summative</p>	<p>Informally-one on one or as a group (5) Class Meetings (5) Class discussion (5) 1.5.11 (as part of the Force and Motion Unit in Science—see Science Curriculum for Details) (5) PE – scooters Discuss spatial awareness</p>	<p>Class Meetings (3,4)</p>

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Promoting Sexual Health (SH)				Ongoing- throughout the Year	Ongoing- throughout the Year	Observations, Formative, or Summative		

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<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.</p>	<p>Knowledge Expectations 1.5.1 (C3, C4, C5) 1.5.2 (C3, C4, C5) 1.5.3 (C3, C4, C5) 1.5.5 (C3, C4, C5) 1.5.7 (C3, C4, C5) Skill Expectations 2.5.2 (C4, C5) 4.5.1(C4, C5) 5.5.1 (C3, C4, C5) 6.5.1 (C3, C4, C5) 6.5.3 (C3, C4, C5) 6.5.4 (C3, C4, C5)</p>	<p>1.5.1 Identify the short and long term physical effects of using tobacco. 1.5.2 Identify the short and long term physical effects of being exposed to others' tobacco use. 1.5.3 Describe the benefits of abstaining from our discontinuing tobacco use. 1.5.5 Summarize the dangers of experimenting with tobacco. 1.5.7 Explain that tobacco use is an addiction that can be treated. 2.5.2 Identify the influence of peers on tobacco use. 4.5.1 Demonstrate effective verbal and nonverbal ways to refuse pressures to use tobacco. 5.5.1 Explain positive outcomes for being tobacco free. 6.5.1 Set a goal to avoid using tobacco. 6.5.3 Make a commitment to be tobacco free. 6.5.4 Describe how using tobacco can harm personal goals for physical fitness and athletic performance.</p>	<p>Ongoing-throughout the year</p>	<p>Ongoing-throughout the year</p>	<p>Observations, Formative, or Summative</p>		<p>Counselor activities (4)</p> <p>All objectives – Guidance discussions</p>

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<p>Prevent Violence (V)</p>	<p>V 1. Manage interpersonal conflict in nonviolent ways. V 2. Manage emotional distress in nonviolent ways. V 3. Avoid bullying, being a bystander to bullying, or being a victim of bullying. V 7. Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes. V 8. Get help to prevent or stop inappropriate touching.</p>	<p>Knowledge Expectations 1.5.1. (PE3, PE4, PE5, C3, C4, C5) 1.5.2 (C3, C4, C5) 1.5.4 (PE3, PE4, PE5, C3, C4, C5) 1.5.5 (3, PE3, PE4, PE5, C3, C4, C5) 1.5.6 (3, C3, C4, C5) 1.5.7 (4, C3, C4, C5) 1.5.11 (C3, C4, C5) 1.5.12 (C3, C4, C5) 1.5.13 (3, C3, C4, C5) 1.5.14 (3, 5, C3, C4, C5) 1.5.21 (3, C3, C4, C5) 1.5.22 (3, 5, C3, C4, C5) 1.5.23 (3, C3, C4, C5) 1.5.26 (C3, C4, C5) 1.5.28 (C3, C4, C5) Skill Expectations 2.5.5 (4, 5, C3, C4, C5) 3.5.1 (C3, C4, C5) 4.5.1 (C3, C4, C5) 4.5.6 (4, C3, C4, C5) 7.5.3 (4, C3, C4, C5) 8.5.3 (4, C3, C4, C5)</p>	<p>1.5.1 Distinguish between “appropriate” and “inappropriate” touch. 1.5.2 Explain that inappropriate touches should be reported to a trusted adult. 1.5.4 Explain that everyone has a right to tell others not to touch his or her body. 1.5.5 Explain the importance of respecting the personal space and boundaries of others. 1.5.6 Describe appropriate ways to express emotions and feelings. 1.5.7 Examine the importance of being aware of one’s own feelings and of being sensitive to the feelings of others. 1.5.11 List causes and effects of stress. 1.5.12 Identify positive and negative ways of dealing with stress. 1.5.13 Describe what do if self or someone else is being bullied. 1.5.14 Explain the difference between tattling and reporting aggression, bullying, or violence. 1.5.21 Describe non-violent ways to manage anger. 1.5.22 Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). 1.5.23 Identify examples of self-control. 1.5.26 Describe the benefits of using non-violent means to solve interpersonal conflict. 1.5.28 Identify qualities of a healthy relationship. 2.5.5 Explain why making fun of others is harmful 3.5.1 Identify how to report unsafe, scary, or hurtful situations in the home, school, or community. 4.5.1 Demonstrate verbal and non-verbal ways to refuse or report inappropriate touch. 4.5.6 Demonstrate what to say and do when witnessing bullying. 7.5.3 Demonstrate the ability to use multiple nonviolent alternatives to conflict (e.g., walking away, negotiation). 8.5.3 Stand up for those being bullied.</p>	<p>Ongoing-throughout the year</p>	<p>Ongoing-throughout the year</p>	<p>Observations, Formative, or Summative</p>	<p>Informally-one on one or as a group (5) Class Meetings (5) Class discussion (5) We follow the BIST procedures.</p>	<p>Class meetings or individually (3,4) All Objectives – Guidance Discussion, Hope Crisis Center speaker</p>

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Alcohol and Other Drugs (AOD)	<p>AOD 1. Avoid misuse and abuse of over the counter and prescription drugs.</p> <p>AOD 3. Avoid the use of alcohol.</p> <p>AOD 4. Avoid the use of illegal drugs.</p> <p>AOD 8. Support others to be alcohol and other drug-free.</p>	<p>Knowledge Expectations 1.5.4 (C3, C4, C5) 1.5.5 (C3, C4, C5) 1.5.6 (C3, C4, C5) 1.5.7 (C3, C4, C5) 1.5.8 (C3, C4, C5)</p> <p>Skill Expectations 4.5.2 (C5) 6.5.3 (C3, C4, C5) 7.5.1 (C3, C4, C5)</p>	<p>1.5.4 Summarize the potential risks associated with inappropriate use of over-the-counter medicines.</p> <p>1.5.5 Summarize the potential risks associated with inappropriate use and abuse of prescription medicines.</p> <p>1.5.6 Explain the difference between medicines and illicit drugs.</p> <p>1.5.7 Identify short and long term effects of alcohol use.</p> <p>1.5.8 Identify family and school rules about alcohol use.</p> <p>4.5.2 Demonstrate effective verbal and nonverbal ways to refuse alcohol.</p> <p>6.5.3 Make a commitment to be alcohol and drug free.</p> <p>7.5.1 Express intention to be alcohol free.</p>	Ongoing-throughout the year	Ongoing-throughout the year	Observations, Formative, or Summative		<p>Counselor lessons (4)</p> <p>All Objectives – Guidance Discussion</p>

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<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 5. Drink plenty of water every day.</p>	<p>Knowledge Expectations 1.5.1 (5) 1.5.2 (5) 1.5.3 (5) 1.5.4 (5, N4, N5) 1.5.6 (5, N4, N5) 1.5.7 (5, PE3, PE4, PES) Skill Expectations 5.5.3 (5) 6.5.1 (5)</p>	<p>1.5.1 Name the food groups and a variety of nutritious food choices for each food group. 1.5.2 Explain the importance of eating a variety of foods from all the food groups. 1.5.3 Identify the number of servings of food from each food group that a child needs daily. 1.5.4 Summarize the benefits of healthy eating. 1.5.6 Describe the benefits of eating plenty of fruits and vegetables. 1.5.7 Summarize the benefits of drinking plenty of water. 5.5.3 Describe positive outcomes from choosing healthy foods. 6.5.1 Assess the strengths and weaknesses of personal diet.</p>	<p>Ongoing-throughout the year</p>	<p>Ongoing-throughout the year</p>	<p>Observations, Formative, or Summative</p>	<p>Meet the Power Foods PowerPoint (5) Meet the Power Foods Worksheet (5) What's in Each Food Group Worksheet (5) Choose My Plate Yummy Curriculum (5) Top 10 Producing Wheat States Worksheet (5) Ingredients in Wheat Bread Worksheet (5) Bread Making Worksheet (5) Eat Smart to Play Hard Poster (5) Classes of U.S. Wheat (5) Structure of Wheat Kernel Video (5) Chemistry of Making Bread Video (5) Bread from Farm to Table Video (5) New Uses for Wheat Video (5) We informally discuss how important it is to drink water and they are allowed several water breaks during class and after class.</p>	<p>Bread Making Activity (5) Kernel Stem Beard Roots Leaves Bran Endosperm Germ Presentations (N4,5)</p>

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<p>Mental and Emotional Health (MEH)</p>	<p>MEH 1. Express feelings in a healthy way. MEH 7. Show tolerance and acceptance of differences in others.</p>	<p>Knowledge Expectations 1.5.1 (C3, C4, C5) 1.5.2 (C3, C4, C5) 1.5.4 (C3, C4, C5) 1.5.6 (4, C3, C4, C5) 1.5.7 (C3, C4, C5) 1.5.8 (C3, C4, C5) 1.5.11 (C3, C4, C5) 1.5.12 (C3, C4, C5) 1.5.13 (4, PE3, PE4, PE5, C3, C4, C5) 1.5.14 (4, PE3, PE4, PE5, C3, C4, C5) 1.5.21 (PE3, PE4, PE5, C3, C4, C5) Skill Expectations 2.5.1 (C3, C4, C5) 2.5.2 (C3, C4, C5) 2.5.5 (C3, C4, C5) 4.5.2 (C3, C4, C5) 4.5.3 (C3, C4, C5) 4.5.4 (C3, C4, C5) 4.5.7 (C3, C4, C5) 5.5.1 (C3, C4, C5) 6.5.6 (3, C4, C5) 7.5.3 (C3, C4, C5) 8.5.1 (C3, C4, C5) 8.5.2 (C3, C4, C5)</p>	<p>1.5.1 Explain what it means to be mentally or emotionally healthy. 1.5.2 Identify characteristics of a mentally and emotionally healthy person. 1.5.4 Analyze the relationship between feelings and behaviors. 1.5.7 Describe appropriate ways to express and deal with emotions and feelings. 1.5.8 Explain that anger is a normal emotion. 1.5.11 Identify examples of self-control. 1.5.12 Identify characteristics of someone who has self-respect. 1.5.13 Give examples of pro-social behaviors (e.g. helping others, being respectful of others, cooperation, consideration). 1.5.14 Summarize the importance of respecting the personal space and boundaries of others. 1.5.21 Acknowledge the value of others' talents and strengths. 2.5.1 Identify internal factors that influence mental and emotional health. 2.5.2 Identify external factors that influence mental and emotional health. 2.5.5 Describe how culture, media and others influence what we think about attractiveness and relationships. 4.5.2 Demonstrate communication skills necessary to express personal needs and wants appropriately. 4.5.3 Demonstrate ways to communicate directly, respectfully, and assertively. 4.5.4 Demonstrate appropriate ways to respond to feedback from others. 4.5.7 Demonstrate how to express emotions in healthy ways.</p>	<p>Ongoing-throughout the year</p>	<p>Ongoing-throughout the year</p>	<p>Observations, Formative, or Summative</p>	<p>We talk about spatial awareness. We use the BIST procedure to identify that it is okay to have intense feelings, but not okay to hurt others.</p> <p>We discuss that not everyone will be the best at the activity we are doing, everyone has their own strengths and areas to improve.</p>	<p>Class meetings & Informative class discussions (4)</p> <p>All objectives – Guidance discussions</p>

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			<p>5.5.1 Discuss the importance of thinking about the effects of one's actions on other people.</p> <p>6.5.6 Make a personal commitment to show respect and consideration for others.</p> <p>7.5.3 Demonstrate the ability to use self-control when angry.</p> <p>8.5.1 Demonstrate support and respect for people with differences (e.g., cultural, disabilities, gender, religious).</p> <p>8.5.2 Explain how to be supportive to peers.</p>	Ongoing- throughout the year	Ongoing- throughout the year	Observations, Formative, or Summative		Class meetings and individually (3,4)

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<p>Personal Health and Wellness (PHW)</p>	<p>PHW 2. Practice appropriate hygiene habits. PHW 5. Prevent damage from the sun. PHW 6. Practice behaviors that prevent infectious diseases.</p>	<p>Knowledge Expectations 1.5.1 (N4, N5) 1.5.3 (3) 1.5.10 (3, 5, PE3, PE4, PE5) 1.5.11 (3) Skill Expectations 5.5.1 (5) 5.5.2 (3, 5, PE3, PE4, PE5, N4, N5) 7.5.1 (3, 4, 5, PE3, PE4, PE5) 8.5.2 (3, 4, 5, PE3, PE4, PE5)</p>	<p>1.5.1 Describe values that promote healthy behaviors. 1.5.3 Explain the difference between infectious diseases and non-infectious diseases. 1.5.10 Explain that hand washing is an effective way to prevent many infectious diseases. 1.5.11 Describe how hearing can be damaged by loud sounds. 5.5.1 Summarize positive outcomes for washing hands regularly. 5.5.2 Explain positive outcomes for getting adequate rest and sleep. 7.5.1 Demonstrate the steps for proper hand washing. 8.5.2 Advocate that others wash hands regularly.</p>	<p>Ongoing-throughout the year</p>	<p>Ongoing-throughout the year</p>	<p>Observations, Formative, or Summative</p>	<p>Informally-one on one or as a group (5) Class Meetings (5) Class discussion (5) Adequate rest and sleep emphasized during testing (5) We emphasize that it is especially important to wash hands because of how many germs get passed along giving high-fives and touching the same equipment. We talk about how long to lather with soap before rinsing.</p>	<p>Presentations (N4,5) Class meetings (3,4) Science Unit on Sound (3) Class meetings and letter home to parents (3) Demonstration (3)</p>