

Curriculum Map - Unpacking the Standards - Health Education Core Content Portion

	<i>Subject: H/PE</i>	<i>Grade: 6,7,8</i>	<i>Unit: Health -Personal Wellness</i>	
Date	Standard(s)	Learning Targets	I CAN	Critical Vocab
Week 1-9	<p>PL-08-1.1.6</p> <p>Students will explain how individual behavior choices and habits relating to diet, exercise, rest, and other choices (e.g tobacco, alcohol, illegal drugs) affect body systems (e.g., circulatory, respiratory, digestive).</p> <p align="right"><u>DOK 2</u></p>	<p>Students will explore and analyze how an individual's behaviors and choices of diet, exercise and rest affect the body</p> <p>Students will demonstrate an understanding of how to maintain a healthy body</p> <p>Students will explain basic structures and function of the body systems</p>	<p>1.) "I Can" explain how individual behavior choices affect body systems</p> <p>2.) I can demonstrate how to maintain a healthy body.</p> <p>3. I can explain the basic functions of the body systems,</p>	<p>Health Wellness</p> <p>Mental/Emotional, Social and Physical Health</p> <p>Preventative Health Care (Prevention)</p> <p>Self-assessment (self-check)</p>
Week 2-5	<p>PL-08-1.1.1</p> <p>Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship).</p> <p align="right">DOK 2</p> <p>PL-08-1.1.2</p> <p>Students will recommend effective strategies (e.g., communication, problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure, and bullying</p> <p align="right">DOK 2</p> <p>PL-08-1.1.9</p> <p>Students will explain causes, symptoms, and prevention of social (e.g., not getting along with others, disagreeable, being uncooperative), mental, and emotional problems (e.g., depression, anxiety, eating disorders).</p> <p align="right"><u>DOK 2</u></p>	<p>Students will demonstrate social interaction skills</p> <p>Students will analyze various communication methods and barriers for expressing health information and ideas.</p> <p>Students will be able to explain causes, symptoms, and prevention strategies of social, mental and emotional problems</p>	<p>4.) "I Can" explain the importance of effective social interaction skills</p> <p>5.) "I Can" apply effective strategies for responding to stress, conflict, peer pressure, and bullying</p> <p>6.) "I Can" explain causes, symptoms, and prevention of social, mental, and emotional problems</p>	<p>Cooperation</p> <p>Communication</p> <p>Conflict Resolution</p> <p>Stress</p> <p>Bullying</p> <p>Respect, responsibility, trustworthiness, citizenship, caring and fairness.</p> <p>Advocacy</p> <p>Problem solving</p> <p>Friendship</p> <p>Empathy/Sympathy</p> <p>Decision-Making</p> <p>Process</p> <p>Refusal skills</p>

Week 2-5	<p>PL.08.1.1.11</p> <p><i>Students will recommend effective self-management and coping strategies (e.g., goal-setting, time-management, personal learning styles and preferences, decision-making) for maintaining mental and emotional health.</i></p> <p>DOK 2</p>	<p>Students will demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively</p> <p>Students will identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self-management and coping strategies (goal setting, refusal skills, decision making and time management) for addressing these problems</p>	<p>7) "I Can" apply strategies and skills needed to obtain my personal health goals and identify changes that occur during adolescence.</p> <p>8.) "I can" identify common social and emotional problems and self-management and coping strategies for addressing these problems.</p>	<p>Anger management Conflict resolution Responding to stress Peer pressure Bullying Time Management Goal Setting</p>
Week 4-7	<p>PL-08-1.1.8</p> <p><i>Students will explain risks associated with unhealthy habits and behaviors (e.g., substance use/abuse of tobacco, alcohol, illegal drugs, prescription drugs, dietary habits/eating disorders, irregular exercise habits, sexual activity).</i></p> <p>DOK 2</p>	<p>Students will demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs</p>	<p>9.) "I Can" explain risks associated with unhealthy habits and behaviors</p>	<p>Inhalants Tobacco, alcohol and drugs STI's/HIV/AIDS Stroke Heart attack Hypertension Diabetes/ Insulin Arthritis Diet Prescription drugs Eating disorders (bulimia/anorexia) Disease (non-)Communicable diseases Germs Pathogens Infection</p>
Week 2-9	<p>PL-08-1.1.7</p> <p>Students will explain symptoms, causes, patterns of transmission, prevention, and treatments of communicable (colds, flu/influenza, mononucleosis, hepatitis, HIV/AIDS/STD, tuberculosis) and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema).</p> <p>DOK 2</p>	<p>Students will investigate family history, environment, lifestyle and other risk factors related to the cause or prevention of disease and other health problems</p> <p>Students will explain transmission, prevention and treatment patterns for communicable and non-communicable diseases.</p> <p>Students will demonstrate an understanding of diseases</p>	<p>10.) "I can" investigate my family history, environment and lifestyle factors related to the cause or prevention of diseases & health problems</p> <p>11.) "I Can" explain symptoms, causes, patterns of</p>	

			transmission, prevention, and treatments of communicable and non-communicable diseases	Viruses/bacteria/fungi Protozoa Vaccine Antigens Influenza Tuberculosis Mononucleosis Pneumonia Cooperation Disagreeing Depression Anxiety Eating disorders (bulimia, anorexia)
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	<i>Subject: H/PE</i>	<i>Grade: 6,7,8</i>	<i>Unit: Health -Nutrition</i>	
Date	Standard(s)	Learning Targets	I CAN	Critical Vocab
Week 4-7	<p>PL-08-1.2.1</p> <p>Students will explain how nutrients (protein, carbohydrates, fats, minerals, vitamins, water) are important for the growth and development of healthy bodies (e.g., strong bones and muscles, energy, healthy organs).</p> <p><u>DOK 2</u></p>	<p>Students will explain how nutrients are important for the growth and development healthy bodies.</p> <p>Students will explain what nutrients and healthy body development is.</p>	<p>1.) "I Can" explain how nutrients are important for the growth and development of healthy bodies.</p> <p>2.) "I Can" explain what nutrients and healthy body development is.</p>	<p>Nutrients</p> <p>Carbohydrates</p> <p>Proteins</p> <p>Fats</p> <p>Saturated fats</p> <p>Unsaturated fats</p> <p>Vitamins</p> <p>Minerals</p> <p>Fiber</p> <p>Cholesterol</p>
Week 4-7	<p>PL-08-1.2.2</p> <p>Students will explain why key recommendations made in the Dietary Guidelines for Americans contribute to good health.</p> <p><u>DOK 2</u></p>	<p>Students will explain why key recommendations in the Dietary Guidelines for Americans contribute to good health.</p> <p>Students will explain what good health is.</p> <p>Students will describe the key recommendations made in the Dietary Guidelines.</p>	<p>3.) "I Can" explain why key recommendations in the Dietary Guidelines for Americans contribute to good health.</p> <p>4.) "I can" explain what good health is</p> <p>4) "I Can" describe the key recommendations made in the Dietary Guidelines.</p>	<p>Food Plate</p> <p>Nutrition</p> <p>Calorie</p>

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Date	Standard(s)	Learning Targets	I CAN	Critical Vocab
Week 7-9	<p>PL-08-1.3.1</p> <p>Students will explain how health hazards (e.g., firearms, motorized vehicles, all terrain vehicles, personal water craft, potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence their personal health.</p> <p><u>DOK 3</u></p>	<p>Students will explain how health hazards and safety practices may influence their personal health.</p> <p>Students will describe what health hazards are and describe influences for their personal health.</p>	<p>1.) "I Can" explain how health hazards and safety practices may influence my personal health.</p> <p>2.) "I Can" describe what health hazards are and describe influences of my personal health.</p>	<p>Safety conscious</p> <p>Hazards</p> <p>Unintentional injury</p> <p>Intentional injury</p> <p>Smoke alarm</p> <p>Weather emergencies</p>
Week 7-9	<p>PL-08-1.3.2</p> <p>Students will explain how basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones) can help reduce the severity of injuries and save lives.</p> <p><u>DOK 2</u></p>	<p>Students will explain how basic first-aid procedures for responding to a variety of life-threatening emergencies can help reduce the severity of injuries and save lives.</p> <p>Students will describe and perform basic first-aid procedures for responding to a variety of life-threatening emergencies.</p> <p>Students will be able to determine the appropriate course for first-aid response in varying life-threatening emergencies.</p>	<p>3.) "I Can" explain how basic first-aid procedures for responding to a variety of life-threatening emergencies can help reduce the severity of injuries and save lives.</p> <p>4) "I Can" describe and perform basic first-aid procedures for responding to a variety of life-threatening emergencies.</p> <p>5.) "I Can" determine the appropriate course for first-aid response in varying life-threatening emergencies.</p>	<p>First aid</p> <p>CPR</p> <p>Rescue breathing</p> <p>1st/2nd/3rd Degree burns</p> <p>Fracture</p> <p>Bruise /contusion</p> <p>Laceration</p> <p>911</p> <p>Staying calm</p> <p>Heimlich maneuver</p> <p>Poison</p> <p>Allergic reaction</p> <p>Broken bones</p> <p>Temperature related emergencies</p> <p>Prevention</p> <p>Safety</p>

Technical Literacy Standards – Personal Wellness

Reading / 6-8 / #1 – Cite specific textual evidence to support analysis of science and technical texts.

Reading / 6-8 / #2 – Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Reading / 6-8 / #3 – Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Reading / 6-8 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 6-8 / #10 – By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing / 6-8 / #1 – Write arguments focused on discipline-specific content.

Writing / 6-8 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 6-8 / #5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Writing / 6-8 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 6-8 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Technical Literacy Standards Nutrition and Safety

Reading / 6-8 / #3 – Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Reading / 6-8 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 6-8 / #6 – Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Reading / 6-8 / #7 – Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g. flowchart, diagram, model, graph, or table).

Reading / 6-8 / #9 – Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Reading / 6-8 / #10 – By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing / 6-8 / #1 – Write arguments focused on discipline-specific content.

Writing / 6-8 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 6-8 / #7 – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow multiple avenues of exploration.

Writing / 6-8 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.