School District of Holmen

HEALTH Curriculum

Healthy Kids
Healthy Futures

2014-15

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Executive Summary

*T*he Health educators, classroom teachers, Physical Education teachers and school counselors have worked to develop a curriculum that provides a framework for Health education and student learning in the School District of Holmen. This document is a road map for teachers, administrators, parents and students. It includes district and content specific information. It is a guide that focuses on student learning by defining a vision and curriculum aligned to the state standards and includes vocabulary and strategies essential for understanding. The result is a dynamic document that supports student achievement in the District.

*T*he main part of the curriculum is divided by content area and grade level. The curriculum for each course outlines what the student should know or be able to do. It is student-focused, defining competencies, embedding standards, and outlining assessment expectations.

- Competencies are the broadest skills, knowledge or attitudes that tell students what primary intended outcomes they will learn. These competencies are developed from state standards, test objectives, textbooks, curriculum guides, and other professional sources. They are student centered, observable, and measurable.
- Assessment expectations establish the acceptable level of performance based on district criteria by grade level or discipline.

*T*he former State Superintendent of Public Instruction, John Benson, stated that "fundamental to every child's success in school is a clear set of expectations for academic accomplishment. It should be no mystery to parents and community members what educators expect students to know and be able to do." If we are successful at defining curriculum, using a variety of instructional strategies, and evaluating students through on-going assessments, no children should be left behind and all students should succeed.

From Instructional Services

District Information

SCHOOL BOARD ADMINISTRATIVE RULE   **FILE: 110**
School District of Holmen   **FOUNDATIONS & BASIC COMMITMENTS**
Holmen, WI 54636

EDUCATIONAL PHILOSOPHY STATEMENT

Philosophical Foundation:
The School District of Holmen exists for the purpose of providing the best possible educational programming with available resources for the youth of the District and for the community. The District will operate under democratic principles, with decisions made in a democratic manner by a representative board elected by the people of the District.

Administrative Rule Provisions:
The Board is aware of its commitment to the State of Wisconsin in carrying out the mandates and expectations in the area of education, recognizing that education is a state as well as a local responsibility. To that end, the Board shall strive to represent the State of Wisconsin as well as the School District of Holmen in making decisions regarding the educational program. The wishes and expectations of the community shall be continuously assessed by citizen input and informal contacts with the citizens of the School District. Channels of information shall be kept open to make sure that citizens' voices may be heard.

The District exists for all the youth of the community. In its planning, the Board, administration, and faculty shall be aware of the needs of all children and shall strive to establish goals and programs that meet such needs to the greatest extent possible. The District does not exist for any special interest groups or individuals and the Board, administration, and faculty shall strive to make sure that decisions and programs reflect the main consensus of community wishes and are based on research based best practices.

Each individual student is seen as a unique person with great potential and possessing talents and abilities which he/she should be encouraged to develop as much as possible. The District shall provide programming with as much breadth as possible to foster such development. The District through the Board, administration, faculty and all other staff shall attempt to provide quality schools where good moral standards, patriotism, respect of all people, respect for scholarship and achievement prevail, not only in the example set by the workers in the schools, but also in the expectations placed upon the students.

Cross Ref: Administrative Goals, 210
                    Equal Education & Employment Opportunity, 411

Approved: March 1984
Revision Approved: November 25, 2002
Revised: October 20, 2008
Approved: October 27, 2008
Revised: October 9, 2013
Approved: October 28, 2013

District Vision Statement

Educating Every Student to Achieve Global Success

District Mission Statement

Educate and inspire students today and prepare them for tomorrow by:
- **Ensuring that all students learn at high levels.**
- **Developing the following 21st Century Skills:** innovation, creativity, collaboration, communication, initiative, problem-solving, critical thinking, leadership, self-direction, responsibility, interpersonal skills, cross-cultural skills, and computer and media literacy.
- **Achieving a deeply held partnership with the entire community.**
- **Operating and acting in a fiscally responsible manner while ensuring well-rounded educational experiences.**

Strategic Objectives

Student Learning: The School District of Holmen will provide a rigorous, relevant curriculum and high quality instruction to prepare all students for the future.

Fiscal Sustainability: The School District of Holmen will provide and sustain the highest level of student learning in a fiscally responsible manner.

Performance Excellence: The School District of Holmen will have a district-wide, research-based, systematic and aligned approach to improvement.

Communication: The School District of Holmen will communicate with students, parents, staff and community utilizing accurate, meaningful and timely methods.

LEARNER GOALS

The School District of Holmen is a system that empowers the community. This is accomplished through continuous improvement, enhancement of self-worth, and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance, and preparation in life skills. Therefore, in the Holmen School District, **THE LEARNER WILL**:

1. Build a substantial knowledge base.

Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, foreign language, health, language arts, mathematics, physical education, reading, science, social studies, and vocational education.

2. Develop thinking and communication processes.

Students will develop a command of thinking processes (analysis, creative thinking, problem solving, decision making, visualizing, concept development) that permit them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others.

3. Apply knowledge and processes.

Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences.

4. Acquire the capacity and motivation for life-long learning.

Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

5. Develop physical and emotional wellness.

Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy life style.

6. Develop character.

Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

7. Be a responsible citizen.

Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship. Students will make a commitment to the basic values of our government including a reverence and respect for the history of the American flag, the Declaration of Independence, the U.S. Constitution and the constitution and laws of this state, and acquire a knowledge of state, national, and world history.

8. Be prepared for productive work.

Students will acquire knowledge, capabilities, and attitudes necessary to make them contributing members of a dynamic national and world economy, and prepare them for the transition from school to work.

9. Respect cultural diversity and pluralism.

Students will demonstrate the knowledge and attitudes necessary to understand and respect individuals and multi-cultural diversity, and to work cooperatively with all people.

10. Develop aesthetic awareness.

Students will become aware and be able to generate those forms of experience that have artistic and aesthetic meaning.

WISCONSIN TEACHER STANDARDS & LICENSURE
Wisconsin's 10 Standards for Teacher Development and Licensure

These standards become the basis of teacher licensing after August 31, 2004. The entire document, which includes knowledge, skills and dispositions under these standards, can be found on DPI's website - http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/10kdp.pdf
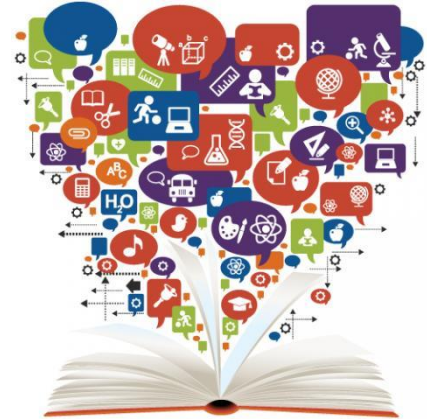
1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.

2. **Teachers know how children grow.** The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social and personal development.

3. **Teachers understand the children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and **can adapt instruction to meet the diverse needs** of pupils, including those with disabilities and exceptionalities.

4. **Teachers know how to teach.** The teacher understands and **uses a variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.

5. **Teachers know how to manage a classroom.** The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

6. **Teachers communicate well.** The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.

7. **Teachers are able to plan different kinds of lessons.** The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, and the community and curriculum goals.

8. **Teachers know how to test for student progress.** The teacher understands and **uses formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.

9. **Teachers are able to evaluate themselves.** The teacher is a **reflective practitioner** who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. **Teachers are connected with other teachers and the community.** The teacher **fosters relationships** with school colleagues, parents and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

School District of Holmen
2014-15

SCHOOL BOARD OF EDUCATION MEMBERS *(as of 3/31/15)*

Cheryl Hancock – President

Anita Jagodzinski – Vice President

Kate Mayer – Clerk

Gary Dunlap – Treasurer

Liza Collins

Tom Kruse

Tim Medinger

Alex Aakre, Student Representative

ADMINISTRATION

Dr. Dale Carlson, District Administrator

Wendy Savaske, Director of Instructional Services

Julie Krackow, Director of Pupil Services

Jay Clark, Associate District Administrator

Joanne Stephens, Evergreen Elementary Principal

Patrice Tronstad, Prairie View Elementary Principal

Brian Oberweiser, Sand Lake Elementary Principal

Bonnie Striegel, Viking Elementary Principal

Ryan Vogler, Middle School Principal

Keri Holter, Middle School Associate Principal

Bob Baer, High School Principal

Wayne Sackett, High School Associate Principal

Nick Weber, High School Associate Principal

Sue Eitland, EC/4K Associate Principal

Mark Englerth, Activities / Athletic Director

School District of Holmen
Board of Education Action Regarding
State Standards

Action was taken by the School Board of Holmen School Board on Monday, May 18, 1998, to adopt the following:

Adoption of the Wisconsin State Standards *(CI98-017)*
The Holmen curriculum process includes the steps of aligning the curriculum to the Wisconsin State standards, the WSAS testing criteria, as well as what should be included locally. Therefore, the State Standards would be adopted by the District as part of a process to meet the students' needs.

BE IT RESOLVED *that the Board of Education approve the adoption of the Wisconsin State Standards as part of a process to meet the students' needs as recommended. Motion by D. Berg. Second by G. Dunlap. Motion carried 6/0.*

Department Vision Statement

The Holmen Health Education program will educate and empower each student to make informed decisions that lead to healthy lifestyles.

Mission Statement

In order to achieve the vision, our Department will:

The Mission of the School District of Holmen Health Education Department is to develop health literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of health.

To pursue a lifetime of health, a **health literate individual**:
- Has learned the concepts related to health promotion and disease prevention to enhance health.
- Analyzes the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Accesses valid information, products, and services to enhance health.
- Uses interpersonal communication skills to enhance health and avoid or reduce health risks.
- Uses decision-making skills to enhance health.
- Uses goal-setting skills to enhance health.
- Practices health-enhancing behaviors and avoid or reduce health risks. Advocates for personal, family, and community health.

School District of Holmen
Health Committee

Health Committee Members
Kari DeLong Health Chair, Health Educator Holmen Middle School
Angela Franke, Classroom Educator Viking Elementary School
Patti Abraham, Physical Education Educator Sand Lake Elementary School
Erica Kohlmeyer, School Counselor Holmen Middle School
Heather Foley, Health, Physical Education & APE Educator Holmen Middle School
Jared Bagniewski, Physical Education & APE Educator Holmen High School
Jen Dienger Hanson, School Counselor Holmen Middle School
Karen Kuhlmann, Health Education Holmen High School
Kristi James, Health, Physical Education and APE Educator Holmen Middle School
Rhonda Reed, Physical Education Educator Evergreen Elementary School
Sarah Wengerter, Classroom Educator Viking Elementary School
Kelli Korneta, School Counselor Holmen High School
Kathleen Gallagher, 4K Educator at Viking Elementary School
Katie Schutz, 4K Educator at Viking Elementary School
Valarie Rothering, 4K Educator at Prairie View Elementary School
Jenny Lulloff, 4K Educator at Viking Elementary School

Administrator & Instructional Services Liaison:

Wendy Savaske ....Instruction Services Director

Timeline for Health Curriculum Writing

Date	Activity
October 1, 2014	Discussing Curriculum Writing Plans
October 15, 2014	Elementary Scope
October 22, 2014	HHS & HMS ELO Curriculum Writing
November 10, 2014	Elementary Scope & Elementary ELO's
November 19, 2014	Elementary ELOs
December 11, 2014	Elementary ELOs
January 8, 2015	Learning UBD Design w/ Wendy
January 12, 2015	Dr. Reichel --Curriculum Writing & Planning
January 15, 2015	Writing UBD Docs
January 19, 2015	Writing UBD Docs, Advisory Committee Discussion
February 3, 2015	Writing UBD Docs
February 10, 2015	Writing UBD Docs
March 11, 2015	Writing UBD Docs
March 12, 2015	Writing UBD Docs
April 8, 2015	Writing UBD Docs
April 9, 2015	Finishing UBD Docs, Advisory Group Questions, Mission and Vision
April 17, 2015	Advisory Group Meeting

Health Committee Recommendations
Overall Planning for Improvement

From the results of gap analysis study, survey results, and needs assessment results the Health Committee has identified the following recommendations:

STRATEGIC OBJECTIVE 1: Student Achievement & Learning	The school District of Holmen will provide a rigorous, relevant curriculum and high quality instruction to prepare all students for the future.

Recommendations	1. Develop and scaffold a standards based K12 Curriculum
	   a. Incorporate CCSS
	   b. Align curriculum to meet state statutes
	   c. Create common assessments
	   d. Create a developmentally appropriate curriculum to address the needs of individuals' with disabilities
	2. Update the elementary report card
	3. Increase the middle school health requirement beyond 6th grade

Timeline for Implementation	1. Develop curriculum by April 2015, present to board for approval, make any needed changes by June 2015 2. Update elementary report card after curriculum is board approved 3. Approval of added middle school health requirement by September of 2014
Shared Involvement for Implementation	1. Health Committee, External Advisor 2. Health Committee, Report Card Committee, Administration 3. Health Committee, Middle School Administration
Action Taken To Date	

STRATEGIC OBJECTIVE 2: Communication	The school District of Holmen will communicate with students, parents, staff and community utilizing accurate, meaningful and timely methods.

Recommendations	1. Director of Comprehensive School Health Program (Health Education Coordinator)
	   a. Develop a system of communication when state statutes change
	   b. Educate and inform families about curriculum
	   c. Create connections and communicate with outside agencies
	2. Form a Human Growth & Development Advisory Committee

Timeline for Implementation	1. Approval of position 2014-2015 school year 2. By September 2014
Shared Involvement for Implementation	1. School Board, Administration, Health Committee 2. School Board, Administration, Health Committee
Action Taken To Date	

STRATEGIC OBJECTIVE 3: Fiscal Sustainability	**The school District of Holmen will provide and sustain the highest level of student learning in a fiscally responsible manner.**
Recommendations	1. Provide sustainable technology and training to access ever-changing health content 2. Provide professional and staff development for health educators and elementary teachers 3. Updated resources
Timeline for Implementation	1. Upon approval of curriculum 2. Upon approval of curriculum 3. Upon approval of curriculum
Shared Involvement for implementation	1. School Board, Administration, Health Committee, IT Department 2. Administration, Health Committee 3. Administration, Health Committee
Action Taken To Date	

STRATEGIC OBJECTIVE 4: Improvement Capacity/Performance Excellence	**The school District of Holmen will have a district-wide research-based, systematic and aligned approach to improvement.**
Recommendations	1. Review recommended instructional minutes from DPI 2. Provide a licensed health teacher to direct elementary classroom teachers as required by DPI (ss. 121.02, standard J) 3. The school district will hire a Director of Comprehensive School Health to align and oversee health education, physical education, nutrition services, health services, counseling, psychological and social services, wellness policies, health promotion for staff, and family and community involvement.

Timeline for Implementation	1. By September 2014 2. By 2015-2016 school year 3. By 2015-2016 school year
Shared Involvement for Implementation	1. Administration, Health Committee 2. Administration 3. School Board, Administration
Action Taken To Date	ALL: Only been recommended due to lack of financial support.

Elementary School Curriculum

The Elementary Health Curriculum is…

The students will have many opportunities to learn about various subjects, media, techniques and processes of art production. They will be provided with experiences to help them develop knowledge of various artists, cultures, styles, careers and vocabulary related to art. This document is a framework for our students, as 21st century learners.

Holmen Elementary Schools
Current Health Program Description

The current Elementary Health Curriculum utilizes K-5 core classes, classroom guidance, DARE, Coulee Council on Addictions, Farm to School, and Physical Education classes according to each building's needs. Health curriculum topics that are covered include:

- Alcohol and Other Drug Use
- Healthy Eating
- Human Growth and Development
- Mental and Emotional Health
- Personal Health and Wellness
- Physical Activity
- Safety and Injury Prevention
- Tobacco Use
- Violence Prevention

COURSE NAME: Four Year Old Kindergarten 4K.1

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: 4K*	*Unit: Medicine Safety(ATOD)*

Stage 1 Desired Results

ESTABLISHED GOALS
(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

1.2.1: Identify that healthy behaviors affect personal health.

1.2.4: List ways to prevent common childhood injuries.

3.2.1: Identify trusted adults and professionals who can help promote health

3.2.2: Identify ways to locate school and community health helpers

Transfer

Students will be able to independently use their learning to…
- keep themselves safe around medicines.

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will… Standard 1 • Explain the harmful effects of medicines when used incorrectly. • Identify family rules about medicine use. • Identify school rules about medicine. Standard 3 • Identify trusted adults at home or school who can help with taking medicines (Rx & OTC). • Explain how to locate school health helpers (school nurse) who can help with prescriptions and OTC medicine.	*(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* Standard 1 • What could happen to you if you don't take medicine correctly? • What does your family say about medicine to keep you safe? • What are the school rules we have about medicine to keep you safe? Standard 3 • Who are adults you can trust to go to with questions about medicine use? • Who is someone in our school we can ask about medicines and where do we find them?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)	*Students will be skilled at (DO)...*
• What are medicines • How do you know it's medicine • What are the harmful effects of medicines when used incorrectly • What are family rules about medicine • What are school rules about medicine • characteristics of trusted adults • Who is a school health helper	• I can describe how medicine could help my body • I can circle pictures of medicines • I can recall harmful effects of using medicine incorrectly • I can recall ways medicine is used incorrectly • I can state my family's rules about medicine • I can recognize the schools rules about

• What are the differences between OTC and prescription medicines	medicine • I can describe the characteristics of a trusted adult • I can locate school health helpers in my building • I can describe the difference between OTC and prescription medicines

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Four Year Old Kindergarten 4K.2

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: 4K*	*Unit: Healthy Eating*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.2.1: Identify that healthy behaviors affect personal health. 1.2.3: describe ways to prevent communicable diseases	*Transfer*	
	Students will be able to independently use their learning to… • make healthy food choices.	
	Meaning	
	UNDERSTANDINGS *Students will…* • Explain the importance of trying new foods • Explain the importance of choosing healthy foods and beverages • Identify a variety of healthy snacks • Describe the types of foods and beverages that should be limited • Describe the benefits of eating breakfast everyday	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • Why is it good to try new foods? • Why do we want to eat and drink things that are healthy for us? • What are healthy snacks? • What are foods and drinks that we shouldn't have very often?

• Describe how to keep foods safe from harmful germs	• Why is eating breakfast daily important? • How do we keep are foods and drinks safe from germs?

Acquisition	
Students will KNOW… (Including Tier II and Tier III vocabulary) • What is a healthy food (sometimes/always foods) • Importance of eating a variety of foods • That "always" foods provide the best source of energy for the body • That "sometimes" foods should be limited • What healthy snacks are • That breakfast fuels the body with energy to start the day • How to keep foods and drinks safe from germs	*Students will be skilled at (DO)...* • I can point to "sometimes" and "always" foods • I can recall the importance of eating a variety of foods • I can describe what foods give us the best energy • I can describe what foods should be limited • I can draw/circle healthy snack choices • I can describe why it's important to eat breakfast every day • I can demonstrate how to keep foods and drinks safe from germs

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Four Year Old Kindergarten 4K.3

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: 4K*	*Unit: Feelings (Mental & Emotional Health)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from	*Transfer*
	Students will be able to independently use their learning to…

multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.2.1: Identify that healthy behaviors affect personal health. 1.2.2: Recognize that there are multiple dimensions of health	• understand the importance of expressing feelings in healthy ways.

Meaning	
UNDERSTANDINGS *Students will…* • Explain the importance of telling a trusted adult about feelings • Identify appropriate ways to express and deal with feelings • Explain the relationship between feelings and behaviors • Explain the importance of respecting boundaries and personal space of others	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • Why do we tell adults about our feelings? • How do we express our feelings appropriately? • What is a feeling? • What is a behavior? • What is personal space?

Acquisition	
Students will KNOW… (Including Tier II and Tier III vocabulary) • Trusted adults to go to • Feelings • Behaviors • Healthy/unhealthy ways to express feelings • Boundaries • Personal space	*Students will be skilled at (DO)...* • I can list some trusted adults I can go to • I can describe feelings • I can describe behaviors • I can summarize the relationship between feelings and behaviors • I can make connections from feelings to behaviors • I can describe what boundaries are • I can describe what personal space is • I can list ways to respect someone's personal space

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	**Assessment Evidence**
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Four Year Old Kindergarten 4K.4

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: 4K*	*Unit: Hygiene (Personal Health & Wellness)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.2.1: Identify that healthy behaviors affect personal health. 1.2.3: Describe ways to prevent communicable diseases 1.2.5: Describe why it is important to seek health care.	*Transfer*	
	Students will be able to independently use their learning to… • understand the importance of personal hygiene.	
	Meaning	
	UNDERSTANDINGS *Students will…* • Identify the proper steps for daily brushing and flossing teeth • State why hygiene is important for good health • State the steps for proper hand washing • Explain why sleep and rest are important for proper growth and good health. • Identify different ways that disease-causing germs are transmitted • Identify ways to prevent the spread of germs that cause common infectious diseases	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • How do you brush and floss your teeth? • Why do we keep our body clean? • How do you wash your hands? • How does sleep help our bodies stay healthy? • How do germs spread? • How can we stop germs from spreading?
	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • Proper brushing and flossing steps • Steps to proper hand washing • ways to keep your body clean • How to get enough sleep • germs (vocab) • ways germs spread • ways to stop germs from spreading	*Students will be skilled at (DO)...* • I can sequence the steps to proper brushing and flossing • I can show the proper hand washing steps • I can recall ways to keep the body clean • I can describe how to get enough sleep • I can describe what a germ is • I can circle ways germs spread • I can show ways to stop germs from spreading

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Four Year Old Kindergarten 4K.5

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: 4K*	*Unit: Safety*

Stage 1 Desired Results

ESTABLISHED GOALS	*Transfer*
(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.2.1: Identify that healthy behaviors affect personal health. 1.2.4: List ways to prevent common childhood injuries. 1.2.5: Describe why it is important to seek health care.	*Students will be able to independently use their learning to…* • keep themselves safe.

	Meaning	
	UNDERSTANDINGS *Students will…* • Identify safe behaviors for getting on and off the bus and while riding on the bus. • <mark>Fire Safety</mark> • Describe how to be a safe pedestrian. • Identify safety hazards in the home (scissors, outlets, cords, stoves) • Identify people who can help when someone is injured or needs help	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • How can you be safe when getting on and off the bus? • How is your body safe when riding the bus? • How do you safely cross the street? • What are some things that are dangerous at home? • What do you do if someone is hurt and needs help? Who can you tell?

	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • Safe/unsafe behaviors	*Students will be skilled at (DO)...* • I can name ways to be safe while getting on and off the bus.

• Safe/unsafe items in home • Safety • Adult	• I can name ways to be safe when riding on the bus. • I can name was to walk safely across the street. • I can name items in the home that are may be harmful. • I can name people I can talk to if someone needs help or is hurt.

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Four Year Old Kindergarten 4K.6

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: 4K*	*Unit: Teasing (Violence Prevention)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.2.1: Identify that healthy behaviors affect personal health. 1.2.2: Recognize that there are multiple dimensions of health	*Transfer*	
	Students will be able to independently use their learning to… • understand how to handle teasing.	
	Meaning	
	UNDERSTANDINGS *Students will…* • Explain why it is wrong to tease others • Explain what to do when someone is being teased	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • Why is it wrong to tease others? • What should we do if we see someone being teased?

	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • What teasing is • Health dimensions • Trusted adults	*Students will be skilled at (DO)...* • I can recall health dimensions • I can describe teasing • I can circle what to do when I witness teasing • I can name people to go to if they witness teasing

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Kindergarten K.1

Developers: Health Committee	Development Date: 2014-2015	Instructional Level: Kindergarten	Unit: Healthy Eating

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.2.1: Identify that healthy behaviors affect personal health. 1.2.3: describe ways to prevent communicable diseases	*Transfer*
	Students will be able to independently use their learning to… make healthy food choices.
	Meaning
	UNDERSTANDINGS *Students will…* - Describe the types of foods and beverages that should be limited - Explain the importance of choosing healthy foods and beverages from each of the food groups - Identify the benefits of drinking plenty of water - Describe body signals that tell a person when they are hungry or full - Identify healthy eating patterns that provide energy and help the body grow and develop	**ESSENTIAL QUESTIONS** *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* - Why should some food and drinks be limited? - Why is it important to choose healthy foods and beverages? - How does drinking water benefit us? - How does your body tell you when you are full or hungry? - How do we get energy to play, learn and grow all day?
	Acquisition
	Students will KNOW… (Including Tier II and Tier III vocabulary) - My plate food groups - The types of foods and beverages that should be limited - The importance of choosing healthy foods and beverages - the benefits of drinking plenty of water - Body signals that tell a person when they are hungry or full - Healthy eating patterns that provide energy and help the body grow and develop	**Students will be skilled at (DO)...** - I can name the food groups on the my plate diagram - I can name foods and beverages that should be limited - I can tell why choosing healthy foods and beverages are important - I can tell why drinking water is important - I can tell what body signals occur when I am hungry or full - I can choose healthy foods to eat that give me energy to grow

Stage 2 - Evidence	
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? **How do students provide feedback about their learning?**	
Evaluative Criteria	**Assessment Evidence**
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Kindergarten K.2

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Kindergarten*	*Unit: Keeping My Body Clean (Personal Health & Wellness)*

Stage 1 Desired Results		
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.2.1: Identify that healthy behaviors affect personal health. 1.2.3: Describe ways to prevent communicable diseases	***Transfer***	
	Students will be able to independently use their learning to… •	
	Meaning	
	UNDERSTANDINGS *Students will…* • Identify the benefits of personal health care practices such as washing hair and bathing regularly	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • Why is it clean your hair and body?
	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • Important hygiene practices	*Students will be skilled at (DO)...* • I can circle ways to keep my body clean

Stage 2 - Evidence	
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? **How do students provide feedback about their learning?**	
Evaluative Criteria	**Assessment Evidence**
	PERFORMANCE TASK(S):

	OTHER EVIDENCE:

COURSE NAME: Kindergarten K.2

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Kindergarten*	*Unit: Safety (Safety & Injury Prevention)*

Stage 1 Desired Results

<table>
<tr>
<td rowspan="6">ESTABLISHED GOALS
(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

1.2.1: Identify that healthy behaviors affect personal health.

1.2.4: List ways to prevent common childhood injuries.

5.2.1: Identify situations when a health related decision in needed

5.2.2: Differentiate between decisions when a health related decision can be made individually or when assistance is needed.</td>
<td colspan="2">Transfer</td>
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<tr>
<td colspan="2">Students will be able to independently use their learning to…
● understand healthy behaviors and how they can affect their personal health.</td>
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<tr>
<td colspan="2">Meaning</td>
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<tr>
<td>UNDERSTANDINGS
Students will…
Standard 1
● Describing the importance of riding in the back seat of vehicles and riding in a booster seat with a safety belt in motored vehicles.
● Identify safety rules for playing on the playground.
● <mark>Fire Safety</mark>
Standard 5
● Identify situations which need a decision when riding a non-motorized vehicle. (skateboard, roller skating, biking)
● Explaining the positive and negative outcomes while wearing safety gear with non- motorized vehicles.</td>
<td>ESSENTIAL QUESTIONS
(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)
Standard 1
● Why must you ride in the backseat and wear your seat belt?
● How can you be safe on the playground?

Standard 5
● What other activities need you to make a safe choice?
● What are the safe choices that need to be made when you are playing?</td>
</tr>
<tr>
<td colspan="2">Acquisition</td>
</tr>
<tr>
<td>Students will KNOW… (Including Tier II and Tier III vocabulary)
● seat belt & safety seat laws
● playground rules
● decision making process
● consequences of unhealthy choices</td>
<td>Students will be skilled at (DO)...
● I can describe the rules of wearing a seatbelt and riding in a booster seat
● I can circle the appropriate choices/behaviors on the playground
● I can recall the playground rules</td>
</tr>
</table>

	● positive outcomes of being safe	● I can describe the decision making process ● I can summarize consequences of making unhealthy choices dealing with motor vehicles ● I can summarize positive outcomes of making healthy choices when dealing with motor vehicles

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Kindergarten K.3

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Kindergarten*	*Unit: Personal Safety (Violence Prevention)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.2.1: Identify that healthy behaviors affect personal health. 1.2.2: Recognize that there are multiple dimensions of health 1.2.4: List ways to prevent common childhood injuries	*Transfer*
	Students will be able to independently use their learning to… ● understand good and bad touches and when these should be reported.
	Meaning
	UNDERSTANDINGS *Students will…* ● Identify safe/appropriate and unsafe/inappropriate touches ● Explain who to talk to about unsafe/inappropriate touches and why they should be reported ● Explain that a child is not at fault when someone touches him/her in an unsafe/	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* ● What are good/appropriate touches? ● What are unsafe/ inappropriate touches? ● Why should I tell someone about an unsafe/inappropriate touch? ● Who is in trouble when someone touches

1.2.5: Describe why it is important to seek health care.	inappropriate way • Explain why everyone has the right to tell others not to touch their body.	someone in an unsafe way? • Why is it ok to tell others not to touch your body?
	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • Appropriate and inappropriate touches • Trusted adults • When to tell someone • Who's at fault • How to say "No" • It's ok to say "No"	*Students will be skilled at (DO)...* • I can describe appropriate and inappropriate touches • I can list or draw trusted adults • I can describe when to tell a trusted adult • I can recall who is at fault for inappropriate touches • I can say "No" • I can summarize why it's ok to say "No"

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade One 1.1

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 1*	*Unit: Healthy Eating*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal. 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.	content below

Transfer

Students will be able to independently use their learning to…
- set a goal for making healthy food choices.

Meaning

UNDERSTANDINGS *Students will…* - Identify a realistic personal short-term goal to improve healthy eating - Take steps to achieve a personal goal to improve healthy eating - Identify people who can help achieve a personal goal to improve healthy eating	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* - What are small things you can do to make healthier food choices? - What are steps you can take to help you reach your goals? - Who are people who can help you in reaching goals?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary) - What a short term goal is - The steps to writing a realistic goal - Food Groups (My Plate) - Examples of "sometimes" and "always" foods in each food group - Small steps (examples) they can take to make healthier food choices - Adults they can go to for support with their nutrition goal	*Students will be skilled at (DO)...* - I can recall what a short term goal is - I can set and follow a realistic nutrition goal - I can list the food groups - I can draw/circle sometimes and always food choices in each of the food groups - I can recall examples of ways to improve my food choices - I can list adults to go to for support with my nutrition goal

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence

PERFORMANCE TASK(S):
OTHER EVIDENCE:

COURSE NAME: Grade One 1.2

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 1*	*Unit: Healthy Relationships (Human Growth & Development)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.2.1: Identify that healthy behaviors affect personal health. 1.2.2: Recognize that there are multiple dimensions of health	*Transfer*	
	Students will be able to independently use their learning to… • develop and demonstrate healthy relationships with others.	
	Meaning	
	UNDERSTANDINGS *Students will…* • Benefits of healthy family & peer relationships • Explain why teasing/bullying is wrong based on gender identity and roles	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • Why is it important to have a healthy family? • Why is it important to have healthy friendships? • Why is it wrong to tease someone about being a boy or being a girl?
	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • Benefits of families • benefits of friendships/peers • what is teasing/bullying • characteristics of healthy vs. unhealthy relationships • Gender identity • Roles	*Students will be skilled at (DO)...* • I can list characteristics of healthy and unhealthy relationships • I can describe the benefits of healthy families, peers/friends • I can circle pictures which identify different types of teasing/bullying • I can circle pictures of different roles of people

- I can describe what gender identity is
- I can summarize what teasing/bullying is wrong based on gender identity and roles

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade One 1.3

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 1*	*Unit: Protecting Our Body (Personal Health & Wellness)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.2.1: Identify that healthy behaviors affect personal health 1.2.4: List ways to prevent common childhood injuries 7.2.1: Demonstrate healthy practices and behaviors that maintain or improve personal health. 7.2.2: Demonstrate behaviors	

Transfer
Students will be able to independently use their learning to… • protect their body.

Meaning	
UNDERSTANDINGS *Students will…* • Explain how hearing can be damaged by loud noise • Identify ways to protect vision and hearing • List ways to prevent harmful effects of the sun • Demonstrate & identify positive personal health and wellness practices for dental health • Make a commitment to practice positive personal health and wellness practices for dental health	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • How can loud noises hurt your body? • How can I keep my eyes and ears safe? • How can I keep my body safe from the sun?

Acquisition	
Students will KNOW… (Including Tier II and Tier III vocabulary) • Harmful effects of the sun • Ways to protect your vision • Ways to protect your hearing • Ways to protect your body from the sun	*Students will be skilled at (DO)...* • I can list harmful effects of the sun • I can describe ways to protect vision & hearing • I can circle objects that protect my body from the sun

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade One 1.4

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 1*	*Unit: Fire Safety (Safety & Injury Prevention)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.2.4: List ways to prevent common childhood injuries.	Transfer	
	Students will be able to independently use their learning to… • understand healthy behaviors and how they can affect their personal health.	
	Meaning	
	UNDERSTANDINGS *Students will…* Standard 1 • Make a fire safety plan and share it with your family.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* Standard 1 ● What is a fire safety plan?
	Acquisition	

	Students will KNOW… (Including Tier II and Tier III vocabulary)	*Students will be skilled at (DO)...*
	- Fire safety rules/protocols - Fire exits	- I can draw and locate the exits in my home - I can describe the safety rules around fire - I can describe fire safety protocols - I can draw a fire safety plan for my home/school

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Two 2.1

Developers: Health Committee	Development Date: 2014-2015	Instructional Level: Grade 2	Unit: Drug/Substance Free (ATOD)

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.2.1: Identify that healthy behaviors affect personal health. 1.2.4: List ways to prevent common childhood injuries.	*Transfer*

Students will be able to independently use their learning to…
- chose to be drug/substance free.

Meaning

UNDERSTANDINGS *Students will…* - Identify how household products are harmful if used incorrectly. - Identify a variety of drugs and tobacco products - Identify short term effects of using drugs/tobacco - Describe the benefits of not using drugs/tobacco - Describe the dangers of experimenting with drugs/tobacco - Identify family rules about avoiding drugs/tobacco use. - Identify the short/long term effects of being exposed to secondhand smoke.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* - How can Household products be dangerous to my body? - What are different types of drug and Tobacco products? - What are the effects of using drugs and tobacco? - What are the benefits of choosing to be drug free? - What are the dangers of experimenting with drugs and tobacco? - What are your family's rules about substance use? - How can secondhand smoke affect others?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary) - How improper use of household products can be harmful to their health. - Different types of drugs and tobacco. - Short term effects of using drugs and tobacco - The benefits of not using drugs and tobacco	Students will be skilled at (DO)... - I can describe how using products not for their intended purpose can be harmful to their health. - I can recognize different types of drugs and tobacco - I can draw the short term effects of using drugs and tobacco

	• The dangers of experimenting with drugs and tobacco • Their family rules about drugs and tobacco use • Short/long term effects of secondhand smoke	• I can describe the benefits of choosing to be drug free • I can recall the dangers of experimenting with drugs and tobacco • I can describe family rules about drugs and tobacco • I can recall the short/long term effects of secondhand smoke

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Two 2.2

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 2*	*Unit: Healthy Eating*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 7.2.1: Demonstrate healthy practices and behaviors that maintain or improve personal health. 7.2.2: Demonstrate behaviors that avoid or reduce health risks	*Transfer*	
	Students will be able to independently use their learning to… • make healthy food choices.	
	Meaning	
	UNDERSTANDINGS *Students will…* ● Identify practices that reduce or prevent unhealthy eating behaviors ● Demonstrate how to make a healthy snack ● Making a commitment to practice healthy eating behaviors	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • How do we limit unhealthy eating? • What are healthy snacks? • How does someone practice healthy eating?

Acquisition	
Students will KNOW… (Including Tier II and Tier III vocabulary) "sometimes" and "always" foods - Where foods they regularly eat would fit on My plate - What is a healthy snack - How to make a healthy snack	Students will be skilled at (DO)... - I can recall "sometimes" and "always" foods - I can sort foods I regularly eat onto the my plate diagram - I can describe a healthy snack - I can prepare a healthy snack - I can complete a weekly food log - I can evaluate my food log to determine the healthy choices I made

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Two 2.3

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 2*	*Unit: ? (Human Growth & Development)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 4.2.1: Demonstrate healthy ways to express needs, wants, and feelings.	*Transfer*	
	Students will be able to independently use their learning to… express their needs and wants in healthy ways with others.	
	Meaning	
	UNDERSTANDINGS *Students will…* - Demonstrate how to effectively express your needs/wants to family members and peer relationships - Demonstrate how to effectively express care and concern to promote healthy family	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* - How do you express your needs or wants to your friends and/or family members? - How do you express concern for a friend or

and peer relationships

family member?

Acquisition	
Students will KNOW… (Including Tier II and Tier III vocabulary) • healthy and unhealthy ways to express feelings • How to show concern • health and unhealthy characteristics of family/peer relationships	*Students will be skilled at (DO)...* • I can describe appropriate ways to express needs/wants • I can verbalize showing concern for others • I can list healthy and unhealthy characteristics of family/peer relationships

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Two 2.4

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 2*	*Unit: Water Safety (Safety & Injury Prevention)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 5.2.1: Identify situations when a health related decision is needed. 5.2.2: Differentiate between situations when a health related	*Transfer*
	Students will be able to independently use their learning to… • make healthy choices around water.
	Meaning
	UNDERSTANDINGS *Students will…* • Identify situations which need a decision when around water. • Explaining the positives and negatives outcomes while around water.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • When do we need to be able to make good choices around water?

decision can be made individually or when assistance is needed	• Describe when help is needed and not needed to make a decision around water. • Identify how family, peers or media can influence a decision around water.	• What are the good and bad outcomes of being around water? • When is help needed and not needed around water? • How can others influence us when making decisions around water?
	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • Safety rules around water • Dangers around water • Influences and water safety	*Students will be skilled at (DO)...* • I can list the rules around water • I can describe the dangers around water • I can summarize who influences our decisions around water safety/choices.

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Three 3.1

Developers: Health Committee	Development Date: 2014-2015	Instructional Level: Grade 3	Unit: Healthy Eating

Stage 1 Desired Results

<table>
<tr>
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ESTABLISHED GOALS
(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

2.5.1: Describe how the family influences personal health practices and behaviors

2.5.3:Identify how peers can influence healthy and unhealthy behaviors

2.5.4:Describe how the school and community can support personal health practices and behaviors

2.5.5:Explain how media influences thoughts, feelings and healthy behaviors

2.5.6:Describe ways that technology can influences personal health

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Transfer

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Students will be able to independently use their learning to…
- understand who and what influences their healthy food choices.

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Meaning

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UNDERSTANDINGS
Students will…
- Identifying the influences of family, school, peers, media and technology on foods and healthy eating practices
- Describing positive and negative influences on food choices and healthy eating habits

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ESSENTIAL QUESTIONS
(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)
- Who/what may influence our food choices?
- What can influence our food choices in a positive way?
- What can influence our food choices in a negative way?

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Acquisition

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Students will KNOW… (Including Tier II and Tier III vocabulary)
- The types/ways they can be influenced
- How family, school, peers, media and technology influence our food and healthy eating practices
- Positive and negative influences on healthy eating
- My Plate food groups
- Foods and what food groups they belong in
- Understand Go, Slow and Whoa foods

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Students will be skilled at (DO)...
- I can list ways that I am influenced
- I can describe how people, media, technology influence eating practices
- I can name positive and negative influences
- I can label and list the My Plate diagram
- I can identify Go, Slow, Whoa foods

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Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence

	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Three 3.2

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 3*	*Unit: Anger Management and Dealing with Emotions (Mental & Emotional Health)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	*Transfer*

Students will be able to independently use their learning to…
- manage emotions in healthy ways.

Meaning

ESTABLISHED GOALS	UNDERSTANDINGS	ESSENTIAL QUESTIONS
1.5.1: Describe the relationship between healthy behaviors and personal health 1.5.2: Identify examples of emotional, intellectual, physical and social health. 1.5.3: Describe ways in which safe and healthy school and community environments can promote personal health. 1.5.4: Describe ways to prevent common childhood injuries and health problems. 1.5.5: Describe when it is important to seek health care.	*Students will…* • Identify and explain what it means to be mentally and emotionally healthy • Describe the relationship between feelings and behaviors • Identify role models who demonstrate positive emotional health • Describe appropriate ways to express and deal with emotions (affection, love, concern, anger, self-control) • Explain the importance of talking to a trusted adult about feelings • Identify feelings and emotions related with loss and sadness and when to seek help • Describe the importance of being aware of ones feelings and of being sensitive to the feelings of others. • Identifying stressors and positive and negative ways of dealing with stress and anxiety	*(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • How do we keep our mind and feelings healthy? • How does how we feel create how we act or behave? • Who do you know who handles their feelings in a healthy way? • How do we express/deal with emotions appropriately? • Why is it important to talk to a trusted adult about our feelings? • When is it important to talk to a trusted adult about our feelings? • Why do we need to know how we are feeling? • Why do we need to think of other peoples feelings? • What are stressors?

- Explain the importance of respecting boundaries and personal space of others
- Identify characteristics of someone who has self-respect
- The benefits of a healthy family and peer relationship

- What are healthy and unhealthy ways of dealing with stressors?
- Why do we need to respect others personal space?
- How can you tell if someone respects themselves?
- Why is it important to have healthy relationships with our family and friends?

Acquisition	
Students will KNOW… (Including Tier II and Tier III vocabulary) • Mental & emotional health • Feelings • Behaviors • Positive Role models • Healthy ways to deal with emotions • trusted adults to talk to • stressors • personal space/boundaries • self-respect • Healthy relationships	*Students will be skilled at (DO)...* • I can describe what mental & emotional health are • I can list different examples of feelings • I can list examples of behaviors • I can describe how feelings relate to these behaviors • I can describe the characteristics of appropriately showing/dealing with emotions • I can list positive role models who show appropriate ways of dealing with emotions • I can describe healthy ways to deal with emotions • I can list trusted adults to go to to talk about feelings • I can identify times when a trusted adult is needed • I can describe a stressor and list examples • I can recall what personal space and boundaries are • I can describe self-respect • I can identify characteristics of a healthy relationship

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Three 3.3

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 3*	*Unit: Germs/Disease (Personal Health & Wellness)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.5.1: Describe the relationship between healthy behaviors and personal health 1.5.3: Describe ways in which safe and healthy school and community environments can promote personal health. 1.5.5: Describe when it is important to seek health care.	*Transfer*

	Students will be able to independently use their learning to… • how to prevent the spreading of disease.

Meaning

UNDERSTANDINGS *Students will…* • Explain the difference between infectious diseases and non- infectious diseases • Describe ways that common infectious diseases are transmitted • Describe ways to prevent the spread of germs that cause infectious diseases • Describe symptoms that occur when a person is sick • Explain how hand washing and covering a cough and sneeze are effective ways to prevent many infectious diseases • Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy • Describe the importance of seeking help and treatment for common infectious	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • Do all diseases spread? • How can I prevent diseases from spreading? • How do you know if someone's sick? • Why do we cover our a cough/sneeze and wash our hands? • How do non infectious diseases cause health problems? • Why do we need to seek help for infectious diseases?

diseases

	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • Infectious/non infectious diseases • Examples of diseases • How germs spread • Prevention of germs • Symptoms caused by diseases • Health problems caused by diseases (asthma, etc.) • Treatments	*Students will be skilled at (DO)...* • I can describe the difference between infectious and noninfectious diseases • I can recall examples of diseases • I can list ways germs spread • I can list ways to prevent germs from spreading • I can recall symptoms caused by diseases

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Three 3.4

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 3*	*Unit: Injury Prevention (Safety & Injury Prevention)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.5.1: Describe the relationship	Transfer	
	Students will be able to independently use their learning to… • keep themselves safe from harm/injuries.	
	Meaning	
	UNDERSTANDINGS *Students will…* • Describe what to do when you get burned,	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical*

between healthy behaviors and personal health 1.5.3: Describe ways in which safe and healthy school and community environments can promote personal health. 1.5.4: Describe ways to prevent common childhood injuries and health problems. 1.5.5: Describe when it is important to seek health care.	bites, stings, poisons, weather, heat/cold related illnesses, calling 911, abdominal thrusts (Heimlich maneuver)	*thinking?)* • What do you do when someone gets burned? • What do you do when someone gets stung or bitten? • What do you do when someone gets exposed to poison? • What do you do when someone gets heat/cold related illnesses? • What are examples of severe weather and what do you do to stay safe? • What do you do when someone is choking? • When do we call 911?

Acquisition		
	Students will KNOW… (Including Tier II and Tier III vocabulary) • 911 • First aid • Heat/cold related illnesses • Heimlich maneuver • Poisonous material/substances	*Students will be skilled at (DO)...* • I can describe when and how to appropriately call 911 • I can describe 1st aid techniques to use when burned, bitten, stung, poisoned, severe weather situations, hot/cold related illnesses, and choking situations. • I can list heat/cold related illnesses • I can write out the proper technique to use for the Heimlich maneuver • I can list poisonous substances/materials

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Three 3.5

Developers: Health Committee	Development Date: 2014-2015	Instructional Level: Grade 3	Unit: Internet Safety (Violence Prevention)

Stage 1 Desired Results

ESTABLISHED GOALS
(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

3.5.1: Identify characteristics of valid health information, products, and services.

3.5.2: Locate resources from home, school, and community that provide valid health information.

Transfer

Students will be able to independently use their learning to…
- identify resources that are valid and keep themselves safe when using them.

Meaning

UNDERSTANDINGS
Students will…
- Analyze the validity and reliability of safety and injury prevention information.
- Demonstrate how to locate sources of accurate violence prevention information.
- Describe characteristics of appropriate and trustworthy health services that help reduce or avoid violence.

ESSENTIAL QUESTIONS
(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)
- How do we stay safe on the internet?
- How can reliable information and resources help keep us safe?
- How can reliable information and resources help prevent violent behaviors?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)
- Health resources
- Valid vs invalid resources
- Safety on the internet
- violent behaviors
- When to get help

Students will be skilled at (DO)...
- I can list health resources that are available
- I can show the difference between valid and invalid resources
- I can describe why being safe on the internet is important
- I can list violent behaviors that occur with social media
- I can describe ways to prevent these violent behaviors
- I can describe when I need to go to a trusted adult for help with violent behaviors

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence

	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Four 4.1

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 4*	*Unit: Healthy Eating*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.5.1: Describe the relationship between healthy behaviors and personal health 1.5.3: Describe ways in which safe and healthy school and community environments can promote personal health. 1.5.4: Describe ways to prevent common childhood injuries and health problems.	*Transfer*	
	Students will be able to independently use their learning to… • make healthy eating choices.	
	Meaning	
	UNDERSTANDINGS *Students will…* • Identify foods that are high in fat and low in fat • Identify alternate sources of fat (e.g. unsaturated fats and oils) • Identify foods that are high in added sugars and high in sodium • Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium • Explain why breakfast should be eaten every day. • Describe methods to keep food safe from harmful germs • Explain the concept of eating in moderation • Describe the benefits of healthy eating • Explain body signals that tell a person when they are hungry and when they are full.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What foods are high in fat and low in fat? • What are some different sources of fat? • What are some foods that are high in added sugars and high in sodium? • Why is it important to eat whole foods (foods that don't have fat, sugar, and/or salt added to them)? • Why is it important to eat breakfast every day? • How do you keep food safe from harmful germs? • Why is it important not to eat more than your body needs? • How can eating healthy help you? • How does your body tell you when you are hungry or full?
	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • High fat foods and low fat foods • Alternate fat sources • Foods high in sugars and sodium • Health benefits of moderation/balance of sugars, fats and sodium	*Students will be skilled at (DO)...* • I can circle high fat foods compared to low fat foods • I can describe alternate fat sources • I can cut out pictures of food high in sugars and sodium • I can summarize the benefits of

- what calories do
- food safety
- My Plate food group benefits/functions
- Hungry & full signals

- I can describe what calories do for the body
- I can summarize what breakfast does for the body
- I can draw a My Plate and list the benefits of the food groups
- I can list hungry and full body signals

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Four 4.2

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 4*	*Unit: Relationships (Human Growth & Development)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.5.1: Describe the relationship between healthy behaviors and personal health 1.5.2: Identify examples of emotional, intellectual. 1.5.3: Describe ways in which safe and healthy school and	*Transfer*	
	Students will be able to independently use their learning to… • understand relationships and human growth and development.	
	Meaning	
	UNDERSTANDINGS *Students will…* • List healthy ways to express, friendship, love and affection. • Identify the characteristics and benefits of healthy peer and family relationships • Describe basic male and female parts of the reproductive system. • Describe the physical, social and emotional changes that occur in puberty.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What are healthy ways to express, friendship, love and affection? • What are characteristics of healthy peer and family relationships? • What are benefits of healthy peer and family relationships?

community environments can promote personal health. 1.5.4: Describe ways to prevent common childhood injuries and health problems.	• Explain how puberty can vary greatly and still be normal. • Summarize why it's wrong to tease/bully others based on gender expression and roles.	• What are the basic male parts of reproductive system? • What are the basic female parts of reproductive system? • What are the physical, social, and emotional changes that occur in puberty? • How can puberty be different for each person but still be the same? • Why is it wrong to tease/bully others based on gender expression and roles?

Acquisition		
	Students will KNOW… (Including Tier II and Tier III vocabulary) • Reproduction • Male • Female • Puberty	*Students will be skilled at (DO)...* • Identify healthy ways to express friendship, love, and affection • List characteristics of healthy peer and family relationships • List benefits of healthy peer and family relationships • Describe basic reproductive parts of male and female reproductive parts • Explain the physical changes that occur in puberty • Explain the social changes that occur in puberty • Explain changes that occur in puberty • Describe how puberty can vary greatly and still be normal • Explain why it's wrong to tease/bully others based on gender expression and roles

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Four 4.3

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 4*	*Unit: Mental and Emotional Health*

Stage 1 Desired Results

<table>
<tr>
<td rowspan="5">ESTABLISHED GOALS
(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</td>
<td colspan="2">Transfer</td>
</tr>
<tr>
<td colspan="2">Students will be able to independently use their learning to…
•</td>
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<tr>
<td colspan="2">Meaning</td>
</tr>
<tr>
<td>UNDERSTANDINGS
Students will…
• Demonstrating effective verbal and nonverbal communication skills to promote healthy peer and family relationships
• Explain how to be empathetic and compassionate towards others who are at a different stage in puberty as others
• Demonstrate effective peer refusal skills to avoid or reduce mental or emotional health risks
• Demonstrate effective/healthy ways to manage or resolve interpersonal conflict
• Demonstrate how to effectively ask for help to improve personal, mental and emotional health
• Demonstrate how to effectively communicate support from others</td>
<td>ESSENTIAL QUESTIONS
(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)
• What are some effective verbal and nonverbal communication skills?
• How can you use communication skills to promote healthy relationships with peers and families?
• How can you be empathetic and compassionate towards others in puberty but at different stages?
• What are effective peer pressure skills to avoid mental or emotional health risk?
• How can you use peer pressure strategies to reduce mental or emotional health risks?
• What are effective ways to resolve conflicts with others?
• What are healthy ways to resolve conflicts with others?
• What are ways that you can ask for help to improve your mental and emotional health?
• What are ways to effectively communicate support for others?</td>
</tr>
<tr>
<td colspan="2">Acquisition</td>
</tr>
</table>

Students will KNOW… (Including Tier II and Tier III vocabulary)	*Students will be skilled at (DO)...* • Demonstrate effective verbal and nonverbal

 • Communication skills • Verbal and nonverbal skills • Puberty • Mental Health • Emotional Health	communication skills • Use verbal and nonverbal communication skills to promote healthy peer and family relationships • Describe ways to be empathetic and compassionate towards others who are in different stages of puberty • Demonstrate effective peer refusal skills to avoid mental and emotional health risk • Demonstrate effective peer refusal skills to reduce mental and emotional health risk • Demonstrate effective ways to manage or resolve interpersonal conflicts • Demonstrate healthy ways to manage or resolve interpersonal conflicts • Explain how to effectively ask for help to improve personal, mental and emotional health • Demonstrate and explain how to effectively communicate support for others.

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Four 4.4

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 4*	*Unit: Safety and Injury Prevention*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	
	Transfer
	Students will be able to independently use their learning to… • Safety and prevention of injury.

	Meaning	

ESTABLISHED GOALS	UNDERSTANDINGS	ESSENTIAL QUESTIONS
5.5.1: Identify health-related situations that might require a thoughtful decision 5.5.2: Analyze when assistance is needed when making a health-related decision 5.5.3: List healthy options to health-related issues or problems 5.5.4: Predict the potential outcomes of each option when making a health-related decision 5.5.5: Choose a healthy option when making a decision	*Students will…* • Identify the situation or problem that involves making a decision related to weapons/firearms • Decide when help is needed when making a decision not to use weapons/firearms • Lists the options and choices involved in making a decision related to weapons/firearms • Identify the consequences involved in making a decision related to weapons/firearms • Choose a healthy decision when making a choice related to weapons/firearms • Evaluate the effectiveness of decisions related to weapons/firearms	*(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What is a problem that can occur when weapons/firearms are involved? • When do we go to a trusted adult in a situation involving weapons/firearms? • What are consequences of using weapons/firearms? • What are healthy choices related to weapons/firearms? • Why do we evaluate our choices related to weapons/firearms?
	Acquisition	
5.5.6: Describe the outcomes of a health-related decision	Students will KNOW… (Including Tier II and Tier III vocabulary) • Decision making process	Students will be skilled at (DO)... • Identify situations or problems that happen with firearms • Make decisions when help is needed with decision about using firearms • Create a list about options and choices when making decisions about firearms • Identify consequences that are involved with making decisions about firearms/weapons

Evaluative Criteria	Assessment Evidence

- Make a healthy decision when making a choice related to weapons/firearms
- Analyze the effectiveness of decisions related to weapons/firearms

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Four 4.5

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 4*	*Unit: Violence Prevention*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 3.5.1: Identify characteristics of valid health information, products, and services. 3.5.2: Locate resources from home, school, and community that provide valid health information.	*Transfer*

Transfer

Students will be able to independently use their learning to…
- prevent violence.

Meaning

UNDERSTANDINGS *Students will…* - Social media	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* - How can we use social media to prevent violence? - How does social media affect violence? - What are ways to stay safe on social media?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary) - Social media	*Students will be skilled at (DO)...* - List ways to use social media correctly - Demonstrate how to use social media

	• Explain how social media can prevent violence

Stage 2 - Evidence	
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? **How do students provide feedback about their learning?**	
Evaluative Criteria	**Assessment Evidence**
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Five 5.1

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 5*	*Unit: Drug Awareness/Resistance (ATOD)*

Stage 1 Desired Results

ESTABLISHED GOALS
(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

2.5.1: Describe how the family influences personal health practices and behaviors

2.5.2: Identify the influence of culture on health practices and behaviors

2.5.3: Identify how peers can influence healthy and unhealthy behaviors

2.5.4: Describe how the school and community can support personal health practices and behaviors

2.5.5: Explain how media influences thoughts, feelings, and healthy behaviors

2.5.6: Describe ways that technology can influence personal health

5.5.1: Identify health-related situations that might require a thoughtful decision

5.5.2: Analyze when assistance is needed when making a health-related decision

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Transfer

Students will be able to independently use their learning to…
- identify influences and refuse drugs.

Meaning

UNDERSTANDINGS *Students will…*	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*
Standard 2 • Identifying influences of peers, culture, school, family community and media in the use of ATOD. Standard 5 • Identify the situation or problem that involves making a decision related to ATOD • Decide when help is needed when making a decision not to use ATOD • Lists the options and choices involved in making a decision related to ATOD • Identify the consequences involved in making a decision related to ATOD • Choose a healthy decision when making a choice related to ATOD • Evaluate the effectiveness of decisions related to ATOD	• *Who/what can influence our choices about ATOD?* • *What are some situations you might be in that might require you to make a decision about ATOD?* • *When might you need help when making decision about ATOD?* • *What are options and choices you have when making a decision about ATOD?* • *What are possible consequences when making a decision about ATOD?* • *What are healthy decisions you can make related to ATOD?* • *Why is it important to evaluate your choice when making a decision related to ATOD?*

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)	*Students will be skilled at (DO)...*
Standard 2 • The types/ways they can be influenced • How they can influenced by peers, culture, school, family, community and media about	• I can list the types/ways they can be influenced • I can analyze how I can be influenced by peers, culture, school, family, community and media about ATOD

	ATOD Standard 5 • The steps to the decision making process	• I can use the decision making process steps to make an ATOD related decision that would have a positive impact on my health
Stage 2 - Evidence How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluative Criteria	**Assessment Evidence**	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: Grade Five 5.2

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 5*	*Unit: Healthy Eating*
Stage 1 Desired Results			

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 8.5.2: Encourage others to make positive health choices	*Transfer*	
	Students will be able to independently use their learning to… • make healthy eating choices based on facts to persuade others.	
	Meaning	
	UNDERSTANDINGS *Students will…* • Give factual information and state personal beliefs to persuade others to make healthy food choices.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What is a healthy food choice? • How can you persuade someone to make a healthy food choice? • What are your personal beliefs with healthy food?
	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • Healthy food choices	*Students will be skilled at (DO)...* • I can list ways that I am persuaded. • I can list healthy food choices.

	• Facts about healthy eating • How to persuade others	• I can describe ways to persuade others. • I can make personal beliefs about healthy eating.

Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluative Criteria	**Assessment Evidence**	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: Grade Five 5.3

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 5*	*Unit: Relationships (Human Growth & Development)*

Stage 1 Desired Results		
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 5.5.1: Identify health-related situations that might require a thoughtful decision 5.5.2: Analyze when assistance is needed when making a health-related decision 5.5.3: List healthy options to health-related issues or problems 5.5.4: Predict the potential outcomes of each option when	**Transfer**	
	Students will be able to independently use their learning to… • understand how to have healthy relationships and about human growth and development.	
	Meaning	
	UNDERSTANDINGS *Students will…* Standard 5 ● Identify the situation or problem that involves making a decision related to hygiene ● Decide when help is needed when making a decision not to use hygiene ● List the consequences involved in making a decision related to hygiene ● Choose a healthy decision when making a choice related to hygiene ● Evaluate the effectiveness of decisions related to hygiene.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What are decisions you make with your hygiene? • When is help needed with your hygiene? • What are consequences with the decisions you make with being hygienic? • What are some healthy decision to make with hygiene? • What are some choices that you make with hygiene? • How do you know if your decisions are the

making a health-related decision 5.5.5: Choose a healthy option when making a decision 5.5.6: Describe the outcomes of a health-related decision 4.5.1: Demonstrate effective verbal and nonverbal communication skills to enhance health. 4.5.3: Demonstrate nonviolent strategies to manage or resolve conflict 4.5.4: Demonstrate how to ask for assistance to enhance personal health	Standard 4 ● Demonstrating effective verbal and nonverbal communication skills to promote healthy peer and family relationships ● Explain how to be empathetic and compassionate towards others who are at a different stage in puberty as others ● Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty ● Demonstrate how to effectively communicate support for peers who are progressing through puberty.	right ones? ● How do you communicate verbally and nonverbally with peers and families? ● How can you be empathetic and compassionate to others during puberty? ● How do you ask for help with the changes your body is going through? ● How can you support others who are going through puberty?

Acquisition		
	Students will KNOW… (Including Tier II and Tier III vocabulary) ● Hygiene ● Decision choices ● Consequences ● Puberty ● Empathy ● Compassion	*Students will be skilled at (DO)...* ● Make decision regarding hygiene ● Evaluate decisions being made ● Make healthy decisions with hygiene ● Demonstrate verbal and nonverbal communication skills ● Create a plan to support peers in puberty ● Create ways to be empathetic and compassionate towards others in puberty

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Five 5.4

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 5*	*Unit: Mental and Emotional Health*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 7.5.1: Identify responsible personal health behaviors 7.5.2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health 7.5.3: Demonstrate a variety of behaviors that avoid or reduce health risks 6.5.1: Set a personal health goal and track progress towards its achievement 6.5.2: Identify resources to assist in achieving a personal health goal	*Transfer*	
	Students will be able to independently use their learning to… 	
	Meaning	
	UNDERSTANDINGS *Students will…* - Describe mental and emotional behaviors that reduce or prevent health risks - Demonstrate healthy mental and emotional health practices and behaviors - Make a commitment to practice healthy mental and emotional health behaviors - Set a realistic goal to improve or maintain positive mental and emotional health - Track progress to achieving the goal to improve or maintain positive mental and emotional health - Identify resources that can help you achieve the goal to improve or maintain positive mental and emotional health	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* - What are some mental and emotional behaviors that reduce or prevent health risk? - What are healthy behaviors for your brain health? - What are healthy behaviors for your emotional health? - What are healthy practices for mental and emotional health behaviors? - What are goals to improve or maintain positive mental health? - What are goals to improve or maintain positive emotional health? - How can you keep track of your progress to your goals? - What resources can help you achieve your goals?
	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) - Mental Health - Emotional Health - Mental Health Behaviors	*Students will be skilled at (DO)...* - List resources that can help achieve goals - Create a systems to track progress in achieving their goals for positive mental and emotional health

• Emotional Health Behaviors	• List some mental and emotional behaviors that reduce or prevent health risk • List healthy behaviors for mental and emotional health • Create healthy practices for mental and emotional health behaviors • Create tracking process to track progress to goals for positive mental and emotional health • Identify resources available to achieve the goal to improve or maintain positive mental and emotional health

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Middle School Curriculum

The Middle School Health Curriculum is…

Middle school health

6th Grade-required course

This course will meet every other day for one semester. In sixth grade health, students have the opportunity to explore and practice ways to make healthy choices. In class, we will examine how their decisions impact different areas of their lives: physical, mental, emotional, social, spiritual and environmental health. Students will learn about nutrition, drug prevention/refusal skills, puberty/hygiene and preventable diseases.

7th Grade-elective class

This course will meet every other day for one semester. In seventh grade health, students will be challenged to demonstrate and develop personal and social responsibility skills. Lessons will include stress and time management, managing emotions, conflict resolution, relationships (peers, families and dating), disease prevention and value decision making techniques. In class, students will participate in hand on learning activities each day; such as, relaxation exercises, guided imagery, breathing techniques, skits and SMART board activities.

8th Grade-elective class

This course will meet every other day for one semester. During eighth grade health, students will have the opportunity to focus on their personal health and wellness. Students will create a portfolio while learning in-depth about nutrition, physical activity, weight management and disease prevention. Students will engage in nutrition labs, hear guest speakers, participate in physical activities and develop personal wellness plans.

COURSE NAME: Grade Six 6.1

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 6*	*Unit: My Plate/Nutrition (Accessing Information)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	*Transfer*	
	Students will be able to independently use their learning to… • access nutrition information.	
	Meaning	
3.8.1: Analyze the validity of health information, products and services	UNDERSTANDINGS *Students will…* • Use resources that provide valid and reliable nutrition information	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What is a reliable resource for health?
3.8.2: Access valid health information from home, school and the community	*Acquisition*	
3.8.5: Locate valid and reliable health products and services	*Students will KNOW… (Including Tier II and Tier III vocabulary)* • Health websites • Domain • Purpose • Authority/Author • Affiliation	*Students will be skilled at (DO)...* • I can recall health websites • I can list domains • I can summarize which domains are more valid than others • I can summarize the purpose of a website • I can describe the authority of the website • I can describe the affiliation of the website

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Six 6.2

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 6*	*Unit: ATOD (Accessing Information)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 3.8.1: Analyze the validity of health information, products and services 3.8.2: Access valid health information from home, school and the community 3.8.5: Locate valid and reliable health products and services	

Transfer

Students will be able to independently use their learning to…
- access information about ATOD.

Meaning

UNDERSTANDINGS *Students will…* - Access valid and reliable alcohol, tobacco and other drug use prevention information - Differentiate between proper use and abuse of prescription and OTC medicines - Identify the negative consequences of using tobacco, alcohol and other drugs - Describe the benefits of being tobacco, alcohol or other drug free	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* - What is a reliable ATOD website? - What is use and abuse of a drug? - What are consequences of using ATOD? - What are the benefits of not using ATOD?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary) - Health websites - Domain - Purpose - Authority/Author - Affiliation	*Students will be skilled at (DO)...* - I can recall health websites - I can apply reliable websites to find health information about ATOD - I can list and site sources of information about ATOD

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):

	OTHER EVIDENCE:

COURSE NAME: Grade Six 6.3

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 6*	*Unit: Puberty/Human Growth and Development (Accessing Information)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 3.8.1: Analyze the validity of health information, products and services 3.8.2: Access valid health information from home, school and the community 3.8.5: Locate valid and reliable health products and services	*Transfer*

	Students will be able to independently use their learning to… • access information about human growth and development.

	Meaning

	UNDERSTANDINGS *Students will…* • Use resources that provide valid and reliable human growth and development information	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What is a health source you can use to find out about human growth and development information?

	Acquisition	

	Students will KNOW… (Including Tier II and Tier III vocabulary) • Health websites • Domain • Purpose • Authority/Author • Affiliation	*Students will be skilled at (DO)...* • I can recall health websites • I can develop a constructed response from a reliable health resource

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence

	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: Grade Six 6.4

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 6*	*Unit: Communication*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 4.8.1: Apply effective verbal and nonverbal communication skills to enhance health 4.8.2: Demonstrate refusal and negotiation skills that avoid or reduce health risks 4.8.4: Demonstrate how to ask for assistance to enhance the health of self and others.	*Transfer*	
	Students will be able to independently use their learning to… • effectively communicate to enhance healthy behaviors.	
	Meaning	
	UNDERSTANDINGS *Students will…* • Demonstrate the use of effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy food choices • Demonstrate effective peer resistance skills to avoid or reduce exposure to unhealthy food choices	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What are ways to communicate about healthy and unhealthy food choices? • How do we avoid pressures of unhealthy foods?
	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • MY Plate food groups • Good (Whoa) , Better (Slow) , Best (Go) • Effects of unhealthy foods to the body • Proper nutrition/ food group benefits • Healthy and unhealthy communication skills • Verbal and nonverbal types of communication • types of communication	*Students will be skilled at (DO)...* • I can list healthy and unhealthy ways to communicate • I can demonstrate verbal and nonverbal types of communication • I can demonstrate the types of communication • I can demonstrate the refusal process to avoid unhealthy food choices

Refusal process	

Stage 2 - Evidence	
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?	
Evaluative Criteria	**Assessment Evidence**
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Six 6.5

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 6*	*Unit: ATOD/Refusal Process (Communication)*

Stage 1 Desired Results			

ESTABLISHED GOALS
(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

4.8.1: Apply effective verbal and nonverbal communication skills to enhance health

4.8.2: Demonstrate refusal and negotiation skills that avoid or reduce health risks

4.8.4: Demonstrate how to ask for assistance to enhance the health of self and others.

Transfer	
Students will be able to independently use their learning to…	
• <mark>effectively communicate to enhance healthy behaviors</mark>	

Meaning	
UNDERSTANDINGS *Students will…*	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*
• Demonstrate the use of effective verbal and nonverbal communication to avoid tobacco, alcohol and other drug use (ATOD) • Demonstrate effective peer resistance skills to avoid tobacco, alcohol and other drug use	• What are ways to communicate about ATOD? • How do we avoid pressures of ATOD?

Acquisition	
Students will KNOW… *(Including Tier II and Tier III vocabulary)*	*Students will be skilled at (DO)...*
• Effects of ATOD • Healthy and unhealthy communication skills	• I can demonstrate verbal and nonverbal types of communication • I can demonstrate the types of communication

	• Verbal and nonverbal types of communication • types of communication • Refusal process	• I can demonstrate the refusal process to avoid ATOD

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Six 6.6

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 6*	*Unit: Puberty/Human Growth and Development (Communication)*

Stage 1 Desired Results		
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 4.8.1: Apply effective verbal and nonverbal communication skills to enhance health 4.8.2: Demonstrate refusal and negotiation skills that avoid or reduce health risks 4.8.4: Demonstrate how to ask for assistance to enhance the health of self and others.	***Transfer***	
	Students will be able to independently use their learning to… • effectively communicate to enhance healthy behaviors	
	Meaning	
	UNDERSTANDINGS *Students will…* • Demonstrate the use of effective verbal and nonverbal communication to promote human growth and development and healthy relationships • Demonstrate effective peer resistance skills to avoid or reduce sexual risk behaviors	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What are ways to communicate about puberty? • How do we avoid pressures of sexual risk behaviors?
	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary)	*Students will be skilled at (DO)...* • I can demonstrate verbal and nonverbal

- Puberty changes (physical, mental, emotional, social)
- Healthy and unhealthy communication skills
- Verbal and nonverbal types of communication
- types of communication
- Refusal process

types of communication
- I can demonstrate the types of communication
- I can demonstrate the refusal process to avoid sexual risk behaviors

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Six 6.7

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 6*	*Unit: Puberty/Hygiene (Content Knowledge)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.8.1: Analyze the relationship between healthy behaviors and personal health 1.8.2: Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	*Transfer*

	Transfer
	Students will be able to independently use their learning to… • understand reproductive health.

	Meaning
	UNDERSTANDINGS *Students will…* • Explain the relationship between IV drug use and transmission of bloodborne diseases, such as HIV • Describe ways to decrease the spread of STDs and HIV by not having sex, not touching blood and not touching used hypodermic needles • Summarize the basic male and female	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • How can we reduce the spread of HIV and other STDs? • What is the reproductive system? • Why does a woman have a period? • How does personal hygiene affect us socially?

1.8.3:Analyze how the environment affects personal health 1.8.4: Describe how family history can affect personal health. 1.8.6: Explain how appropriate health care can promote personal health. 1.8.7: Describe the benefits and barriers to practicing healthy behaviors. 1.8.8: Examine the likelihood of injury or illness if engaging in unhealthy behaviors	reproductive body parts and their functions • Describe conception and its relationship to the menstrual cycle • Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships • Summarize health practices to prevent the spread of infectious disease that are transmitted by food, air, indirect contact, and person to person contact.	• How does good personal hygiene affect the spread of diseases?

	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • What are bloodborne diseases • How do drugs enter the body • What is HIV • How does HIV spread • Parts of the reproductive system • Functions of the reproductive system • Menstrual Cycle • Personal hygiene • Personal hygiene practices • How diseases/germs spread	*Students will be skilled at (DO)...* • I can describe bloodborne diseases • I can recall how drugs enter the body • I can describe what HIV is • I can summarize how HIV spreads • I can fill in the parts of the reproductive system when given a picture • I can identify the function of the reproductive system parts • I can summarize what the menstrual cycle is • I can write a constructive response describing personal hygiene practices and why they keep your body healthy • I can create a personal hygiene routine

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): Test, Constructive Response, Hygiene Routine
	OTHER EVIDENCE:

COURSE NAME: Grade Six 6.8

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 6*	*Unit: My Plate/Nutrition (Content Knowledge)*

Stage 1 Desired Results

ESTABLISHED GOALS
(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

1.8.1: Analyze the relationship between healthy behaviors and personal health

1.8.2: Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

1.8.3: Analyze how the environment affects personal health

1.8.4: Describe how family history can affect personal health.

1.8.6: Explain how appropriate health care can promote personal health.

1.8.7: Describe the benefits and barriers to practicing healthy behaviors.

1.8.8: Examine the likelihood of

Transfer

Students will be able to independently use their learning to…
- make healthy nutrition choices and how they affect their body.

Meaning

UNDERSTANDINGS
Students will…
- Identify foods as good, Better or Best food choices for each food group
- List benefits of eating foods from each food group
- Summarize the benefits of limiting consumption of solid fat added sugar and sodium
- Identify food preparation methods that add less fat to food and use unsaturated fats and oils to replace saturated fats

ESSENTIAL QUESTIONS
(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)
- How we do we identify foods as good or bad?
- Why do we need foods from each food group?
- What are some benefits of limiting fats, sugar and sodium?
- How can we make food healthier when we prepare it?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)
- Good, Better and Best
- My plate food groups
- Benefits of food groups
- Consequences of added fats, sugars, sodium
- Good, Better and Best food choices

Students will be skilled at (DO)...
- I can create a plate with foods in the correct food groups
- I can list benefits of each food group
- I can differentiate between good, better and best foods in each food group
- I can list the consequences of fats, sugars and sodium

injury or illness if engaging in unhealthy behaviors		

Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluative Criteria	**Assessment Evidence**	
	PERFORMANCE TASK(S): My Plate Project	
	OTHER EVIDENCE:	

COURSE NAME: Grade Six 6.9

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 6*	*Unit: Nutrition (Decision Making)*

Stage 1 Desired Results			

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 5.8.1: Identify circumstances that can help or hinder healthy decision making. 5.8.2: Determine when health-related situations require the application of a thoughtful decision-making process. 5.8.3: Distinguish when individual or collaborative decision making is appropriate. 5.8.4: Distinguish between healthy and unhealthy	*Transfer*		
	Students will be able to independently use their learning to… • make decisions in regards to healthy eating.		
	Meaning		
	UNDERSTANDINGS *Students will…* • Describe the situation or problem that involves making a decision related to healthy eating behaviors • Lists the options and choices involves making a decision related to healthy eating behaviors • Describe the effects involved in making a decision related to healthy eating behaviors • Choose a healthy decision when making a choice related to healthy eating behaviors • Evaluate the effectiveness of decisions related to healthy eating behaviors	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • When do we need to make healthy eating decisions? • What choices do we have when making healthy decisions about eating behaviors? • What effects are involved with healthy eating decisions? • What are healthy food choices? • How do you evaluate your eating behaviors?	

	Acquisition	
alternatives to health-related issues or problems. 5.8.5: Predict the potential short-term impact of each alternative on self and others. 5.8.6: Choose healthy alternatives over unhealthy alternatives when making a decision. 5.8.7: Analyze the outcomes of a health-related decision.	*Students will KNOW… (Including Tier II and Tier III vocabulary)* • Decision making model • Healthy food choices/food group • Consequences of unhealthy eating behaviors	*Students will be skilled at (DO)...* • I can list the steps of the decision making model • I can recall the My Plate food groups/benefits • I can describe consequences of unhealthy eating • I can make a healthy eating decision using the decision making model

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Six 6.10

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 6*	*Unit: ATOD (Decision Making)*

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 5.8.1: Identify circumstances that can help or hinder healthy decision making.	*Students will be able to independently use their learning to…* • make a decision in regards to ATOD.	
	Meaning	
	UNDERSTANDINGS *Students will…* • Describe the situation or problem that involves making a decision related to tobacco, alcohol and other drug use	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • When do we need to make healthy

5.8.2: Determine when health-related situations require the application of a thoughtful decision-making process.	• Lists the options and choices involves making a decision related to tobacco, alcohol and other drug use • Describe the consequences involved in making a decision related to tobacco, alcohol and other drug use • Choose a healthy decision when making a choice related to tobacco, alcohol and other drug use • Evaluate the effectiveness of decisions related to tobacco, alcohol and other drug use	decisions related to tobacco, alcohol and other drugs? • What choices do we have when making healthy decisions about tobacco, alcohol and other drugs? • What effects are involved with using tobacco, alcohol and other drugs? • What are healthy choices related to tobacco, alcohol and other drugs? • How do you evaluate your choices involving tobacco, alcohol and other drugs?
5.8.3: Distinguish when individual or collaborative decision making is appropriate.		
5.8.4: Distinguish between healthy and unhealthy alternatives to health-related issues or problems.		
5.8.5: Predict the potential short-term impact of each alternative on self and others.	*Acquisition*	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • Decision Making Model • Consequences of using ATOD • Healthy choices regarding ATOD	*Students will be skilled at (DO)...* • I can list the steps in decision making model • I can recall the consequences of use, misuse, and abuse of ATOD • I can describe healthy choices regarding ATOD • I can make a healthy ATOD decision using the decision making model
5.8.6: Choose healthy alternatives over unhealthy alternatives when making a decision.		
5.8.7: Analyze the outcomes of a health-related decision.		

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Six 6.11

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 6*	*Unit: Puberty/Human Growth and Development (Decision Making)*

Stage 1 Desired Results

ESTABLISHED GOALS
(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

5.8.1: Identify circumstances that can help or hinder healthy decision making.

5.8.2: Determine when health-related situations require the application of a thoughtful decision-making process.

5.8.3: Distinguish when individual or collaborative decision making is appropriate.

5.8.4: Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

5.8.5: Predict the potential short-term impact of each alternative on self and others.

5.8.6: Choose healthy alternatives over unhealthy alternatives when making a decision.

5.8.7: Analyze the outcomes of a health-related decision.

Transfer

Students will be able to independently use their learning to…
- make healthy choices regarding puberty.

Meaning

UNDERSTANDINGS
Students will…
- Describe the situation or problem that involves making a decision related to human growth and development
- Lists the options and choices involves making a decision related to human growth and development
- Describe the consequences involved in making a decision related to human growth and development
- Choose a healthy decision when making a choice related to human growth and development

ESSENTIAL QUESTIONS
(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)
- When do we need to make healthy decisions related to puberty & hygiene?
- What choices do we have when making healthy decisions regarding puberty & hygiene?
- What are the effects of puberty & hygiene?
- What are healthy choices related to puberty & hygiene?
- How do you evaluate your choices involving puberty & hygiene decisions?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)
- Decision making model
- proper hygiene practices
- Puberty changes (physical, mental, emotional, social)

Students will be skilled at (DO)...
- I can list the steps in decision making model
- I can recall the puberty changes (physical, mental, emotional, social)
- I can describe healthy choices regarding Hygiene
- I can make a healthy decision related to puberty & personal hygiene using the decision making model

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?	
Evaluative Criteria	**Assessment Evidence**
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Seven 7.1

Developers: Health Committee	Development Date: 2014-2015	Instructional Level: Grade 7	Unit: Mental and Emotional Health (Content Knowledge)

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer	
	Students will be able to independently use their learning to… • express and handle their emotions in a healthy way	
	Meaning	
1.8.1: Analyze the relationship between healthy behaviors and personal health. 1.8.2: Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. 1.8.3: Analyze how the environment affects personal health. 1.8.4: Describe how family history can affect personal health. 1.8.5: Describe ways to reduce or prevent injuries and other adolescent health problems. 1.8.6: Explain how appropriate health care can promote personal health. 1.8.7: Describe the benefits of and barriers to practicing healthy behaviors.	UNDERSTANDINGS Students will… • Explain appropriate ways to express needs, wants, emotions and feelings. • Summarize the benefits of talking with parents and other trusted adults about feelings • Describe healthy ways to express affection, love, friendship, and concern. • Describe a variety of appropriate ways to respond to stress when angry or upset. • Describe how mental and emotional health can affect health-related behaviors. • Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health. • Explain the causes, symptoms, and effects of strong emotions • Describe examples of situations that require self-control. • Describe ways to manage interpersonal conflict nonviolently • Explain positive and negative ways of dealing with stress. • Analyze the risks of impulsive behaviors.	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?) • How do we express our feelings in appropriate ways? • What are the benefits of talking to trusted adults about our feelings? • What are healthy ways to express affection, love, friendship, and concern? • How do we respond to stress in a healthy way? • How do our thoughts and feelings affect our behaviors? • How using social media negatively impact our health? • What causes strong emotions? • What happens in your body because of strong emotions? • What is self-control and when can it be helpful? • How can we handle strong emotions nonviolently or in a healthy way? • How do people handle strong emotions in violent or unhealthy ways? • What happens if you react or behave without thinking? • How can the expression of

1.8.8: Examine the likelihood of injury or illness if engaging in unhealthy behaviors. 1.8.9: Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.	• Explain how the expression of emotions or feelings can help or hurt oneself and others • Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others.	emotions/feelings help or hurt yourself or others? • Why is it important to be aware of your feelings and be aware of others?

| *Acquisition* |||

| | *Students will KNOW… (Including Tier II and Tier III vocabulary)*
• What are emotions
• Appropriate ways to express emotions
• Trusted adults
• Benefits of talking to trusted adults
• Healthy communication skills
• Healthy & unhealthy emotional responses
• Thoughts, feelings and behaviors
• What is social media
• Consequences of social media
• Appropriate uses of social media
• Causes/ symptoms of strong emotions
• using a "pause signal" (self-control)
• effects of unhealthy emotions | *Students will be skilled at (DO)...*
• I can describe different emotions
• I can describe appropriate ways to express emotions
• I can list adults that I trust and can go to
• I can list benefits to talking to trusted adults
• I can describe healthy communication skills
• I can identify the emotion and describe healthy and unhealthy emotional responses given a list of situations
• I can summarize how thoughts, feelings and behaviors are related.
• I can describe types of social media
• I can list appropriate ways to use social media
• I can analyze consequences of social media
• I can list causes and symptoms of strong emotions
• I can describe and demonstrate a pause signal
• I can describe the effects of unhealthy emotions |

Stage 2 - Evidence **How will you monitor and/or measure evidence of student learning? How will you communicate student learning?** **How do students provide feedback about their learning?**		
Evaluative Criteria	**Assessment Evidence**	
	PERFORMANCE TASK(S): Feelings Brochure	
	OTHER EVIDENCE:	

COURSE NAME: Grade Seven 7.2

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 7*	*Unit: Relationships/Human Growth and Development (Content Knowledge)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer	
	Students will be able to independently use their learning to… •	
	Meaning	
1.8.1: Analyze the relationship between healthy behaviors and personal health.	UNDERSTANDINGS *Students will…* • Describe ways sexually active people can reduce the risk of HIV, and other STDs including HPV (Human Papillomavirus). • Identify the emotional, social, physical and financial effects of being a teen parent. • Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships. • Summarize ways that common infectious diseases are transmitted. • Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact • Explain ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles • Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • How can people protect themselves from STDs? • What are the consequences emotionally, socially, physically and financially of becoming a teenage parent? • How does personal hygiene affect our social relationships? • How are diseases spread? • What are health practices we do to prevent diseases from spreading? • How do STD's and HIV spread? • How can we prevent HIV and other STDs? • Why do we need to seek help/treatment for diseases? • What are characteristics of a healthy relationship? • What are the qualities of a healthy dating relationship? • What are the characteristics of healthy and
1.8.2: Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.		
1.8.3: Analyze how the environment affects personal health.		
1.8.4: Describe how family history can affect personal health.		
1.8.5: Describe ways to reduce or prevent injuries and other adolescent health problems.		
1.8.6: Explain how appropriate health care can promote personal health.		

1.8.7: Describe the benefits of and barriers to practicing healthy behaviors. 1.8.8: Examine the likelihood of injury or illness if engaging in unhealthy behaviors. 1.8.9: Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.	• Describe characteristics of healthy relationships. • Explain the qualities of a healthy dating relationship. • Differentiate healthy and unhealthy relationships.	unhealthy relationships?

Acquisition		
Students will KNOW… (Including Tier II and Tier III vocabulary) • Different STDs • Signs & symptoms of STDs • Effects of STDs • Treatments and prevention of STDs • How STDs transfer • How pregnancy occurs • Effects of having a baby (teenage pregnancy) socially, financially, emotionally and physically • Good hygiene practices • How diseases spread • How to prevent diseases from spreading • Healthy & unhealthy characteristics of relationships	*Students will be skilled at (DO)...* • I can complete a STD chart identifying the STD names, symptoms, effects, treatments and ways they are transmitted • I can describe the prevention of STDs • I can recall how pregnancy occurs • I can list the cost of having a baby • I can summarize the social, emotional, financial and physical effects of a teen parent/pregnancy • I can recall good hygiene practices • I can describe how diseases are spread • I can describe ways to prevent the spread of diseases • I can list healthy and unhealthy characteristics of relationships	

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Seven 7.3

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 7*	*Unit: Social Health/Relationships (Decision Making)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	*Transfer*

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

5.12.1: Examine barriers that can hinder healthy decision making.

5.12.2: Determine the value of applying a thoughtful decision-making process in health-related situations.

5.12.3: Justify when individual or collaborative decision making is appropriate.

5.12.4: Generate alternatives to health-related issues or problems.

5.12.5: Predict the potential short-term and long-term impact of each alternative on self and others.

5.12.6: Defend the healthy choice when making decisions.

5.12.7: Evaluate the effectiveness of health-related decisions.

Transfer

Students will be able to independently use their learning to…
-

Meaning

UNDERSTANDINGS
Students will…
- Describe the situation or problem that involves making a decision related to sexual health and healthy relationships
- Lists the options and choices involves making a decision related to sexual health and healthy relationships
- Describe the consequences involved in making a decision related to sexual health and healthy relationships
- Choose a healthy decision when making a choice related to sexual health and healthy relationships
- Evaluate the effectiveness of decisions related to sexual health and healthy relationships

ESSENTIAL QUESTIONS
(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)
- What are situations that require us to make healthy decisions about sexual health?
- What are options we have when making a healthy sexual health decision?
- What are consequences that could occur in a sexual health decision?
- What are healthy choices related to sexual health?
- Why do we evaluate sexual health decisions?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)
- Decision making model
- Consequences of unhealthy sexual health decisions
- Sexual health options/choices
- Healthy and unhealthy sexual health decisions

Students will be skilled at (DO)...
- I can write the steps in the decision making model
- I can apply sexual health options/choices to the decision making model
- I can list the consequences of making a sexual healthy and unhealthy decision to the decision making model

- I can evaluate sexual health decisions using the decision making model

Stage 2 - Evidence

**How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?**

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Seven 7.4

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 7*	*Unit: Personal Health and Wellness (Goal Setting)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 6.8.1: Assess personal health practices. 6.8.2: Develop a goal to adopt, maintain, or improve a personal health practice 6.8.3: Apply strategies and skills needed to attain a personal health goal	*Transfer*

Students will be able to independently use their learning to…
- set a health enhancing SMART goal.

Meaning

UNDERSTANDINGS *Students will…* - Set a realistic goal to improve a positive personal health and wellness-related practice. - Assess the barriers to achieving a personal health and wellness-related goal. - Apply strategies to overcome barriers to achieving a personal health and wellness-related goal. - Use strategies and skills to achieve a personal health and wellness-related goal.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* - What is a realistic goal? - What are some things that get in the way of goals? - What are some strategies to overcoming barriers to achieving our goals?

Acquisition	
Students will KNOW… (Including Tier II and Tier III vocabulary) • The difference between realistic and unrealistic • understand broad and specific • What SMART stands for • What are barriers • Strategies to help achieve goals	*Students will be skilled at (DO)...* • I can describe what is realistic and not realistic to a personal health goal • I can describe a broad and specific goal • I can circle the parts of a SMART goal • I can reflect and describe barriers to personal health goals • I can list strategies that can help achieve personal health goals

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): SMART Goal
	OTHER EVIDENCE:

COURSE NAME: Grade Seven 7.5

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 7*	*Unit: Mental and Emotional Health (Health Enhancing Behaviors)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 7.8.1: Explain the importance of assuming responsibility for personal health behaviors.	*Transfer*	
	Students will be able to independently use their learning to… • handle and work through strong emotions so they reflect their values	
	Meaning	
	UNDERSTANDINGS *Students will…* • Explain the importance of being responsible for personal mental and emotional health behaviors	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • Are emotions right or wrong?

7.8.2: Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others 7.8.3: Demonstrate behaviors that avoid or reduce health risks to self and others.	• Analyze personal mental and emotional health practices and behaviors • Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.	• Are you your emotions? • Are your behaviors a good reflection of your values (are they healthy choices)? • What are healthy mental and emotional choices and how do these improve our/others health?
	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • What are emotions • What are strong emotions • What causes strong emotions • Physical responses in the body to strong emotions • Types of breathing • Calm down activities	*Students will be skilled at (DO)...* • I can describe that emotions are a natural feeling we have • I can describe strong emotions • I can list causes of strong emotions • I can recall the physical responses in the body to strong emotions • I can list and describe the types of breathing • I can list calm down activities

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): Feelings brochure
	OTHER EVIDENCE:

COURSE NAME: Grade Eight 8.1

Developers: Health Committee	Development Date: 2014-2015	Instructional Level: Grade 8	Unit: Healthy Eating/Wellness (Advocacy)

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 8.8.1: State a health-enhancing position on a topic and support it with accurate information. 8.8.2: Demonstrate how to influence and support others to make positive health choices. 8.8.3: Work cooperatively to advocate for healthy individuals, families, and schools.	*Transfer*
	Students will be able to independently use their learning to… • advocate about healthy eating choices to others.
	Meaning
	UNDERSTANDINGS *Students will…* • State a healthy eating position, supported with accurate information, to improve the health of others • Persuade and support others to make positive food and beverage choices. • Collaborate with others to advocate for healthy eating at home, in school or in the community. • Demonstrate how to adapt healthy eating messages for different audiences.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What are healthy eating positions and how can these improve the health of others? • Why do we want others to make healthy food and beverage choices? • How can we influence others to eat healthier at home, school or in the community? • Why do we change our messages depending on who we are talking to?
	Acquisition
	Students will KNOW… (Including Tier II and Tier III vocabulary) • What advocacy is • Healthy eating positions • Health facts and support • How to change a message for different audiences	*Students will be skilled at (DO)...* • I can define advocacy • I can list healthy eating positions • I can summarize healthy eating facts and support to defend my eating position • I can write a message of support to different audiences • I can write an advocacy statement supporting a healthy eating position • I can develop a project on healthy eating and use my statement of support to persuade others to buy in to my project

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): Restaurant/Menu Advocacy Project
	OTHER EVIDENCE:

COURSE NAME: Grade Eight 8.2

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 8*	*Unit: Nutrition (Content Knowledge)*

Stage 1 Desired Results

ESTABLISHED GOALS		
(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.8.1: Analyze the relationship between healthy behaviors and personal health. 1.8.2: Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. 1.8.3: Analyze how the environment affects personal health. 1.8.4: Describe how family history can affect personal health.	*Transfer*	
	Students will be able to independently use their learning to… • understand how and why to make healthy eating choices	
	Meaning	
	UNDERSTANDINGS *Students will…* • Analyze the benefits of healthy eating • Identify healthy and risky approached to weight management • Describe the benefits of eating in moderation	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What are the benefits of nutrition? • What are healthy and unhealthy ways to manage weight? • What are the benefits of eating in moderation?
	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • My plate Food groups • Food group functions • Benefits of healthy foods	*Students will be skilled at (DO)...* • I can recall the MyPlate food groups • I can complete a my plate diagram with proper, colors, food groups, functions (health benefits) and deficiencies

| 1.8.5: Describe ways to reduce or prevent injuries and other adolescent health problems.

1.8.6: Explain how appropriate health care can promote personal health.

1.8.7: Describe the benefits of and barriers to practicing healthy behaviors.

1.8.8: Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

1.8.9: Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. | • Health risks from unhealthy choices or deficiencies
• What are nutrients
• identifying good, better and best food choices | • I can define a nutrient
• I can list nutrients
• I can identify the functions of the 6 basic nutrients
• I can compare good better and best foods in each food group
• I can read and analyze a nutrition label
• I can identify a food as good better or best by looking at a nutrition label
• I can describe what happens to the body if it does not get proper nutrition |

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Eight 8.3

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 8*	*Unit: Physical Activity (Content Knowledge)*

Stage 1 Desired Results

| ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, | *Transfer* |
| | *Students will be able to independently use their learning to…*
• |

listening & content) can be integrated?)

1.8.1: Analyze the relationship between healthy behaviors and personal health.

1.8.2: Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

1.8.3: Analyze how the environment affects personal health.

1.8.4: Describe how family history can affect personal health.

1.8.5: Describe ways to reduce or prevent injuries and other adolescent health problems.

1.8.6: Explain how appropriate health care can promote personal health.

1.8.7: Describe the benefits of and barriers to practicing healthy behaviors.

1.8.8: Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

1.8.9: Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Meaning	
UNDERSTANDINGS *Students will…* - Explain how physical activity can be incorporated into daily life without special exercise equipment. - Describe ways to increase daily physical activity and decrease inactivity. - Explain how an inactive lifestyle contributes to chronic disease - Summarize how physical activity can contribute to maintaining a healthy body weight	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* - What are activities that don't require any special exercise equipment? - What are ways to increase activity and decrease inactivity? - How can be inactive contribute to diseases? - How does physical activity help maintain a healthy body weight?
Acquisition	
Students will KNOW… (Including Tier II and Tier III vocabulary) - Exercises/activities - recommended amount of exercise - Calories in vs. calories out - Chronic diseases - obesity and diseases	*Students will be skilled at (DO)...* - I can recall the recommended amount of exercise - I can summarize what it means to balance the calories in (food intake) with the calories out (burned up) - I can list chronic diseases - I can describe how these chronic disease relate to obesity and inactivity

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?

How do students provide feedback about their learning?	
Evaluative Criteria	**Assessment Evidence**
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Grade Eight 8.4

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 8*	*Unit: Nutrition (Health Enhancing Behaviors)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 7.8.1: Explain the importance of assuming responsibility for personal health behaviors. 7.8.2: Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 7.8.3: Demonstrate behaviors that avoid or reduce health risks to self and others..	**Transfer**	
	Students will be able to independently use their learning to… • make health enhancing behaviors regarding healthy eating.	
	Meaning	
	UNDERSTANDINGS *Students will…* • Explain the importance of being responsible for personal healthy eating behaviors. • Analyze personal practices, eating practices and behaviors that reduce or prevent health risks • Demonstrate healthy eating practices and behaviors to improve health of oneself and others.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • *Who is responsible for our personal healthy eating behaviors?* • *What personal practices, eating practices and behaviors reduce health risks?* • *What are healthy eating practices and behaviors that improve health?*
	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • Healthy and unhealthy eating practices/behaviors • Health risks	*Students will be skilled at (DO)...* • I can list healthy and unhealthy eating practices and behaviors • I can summarize how health and unhealthy practices/behaviors will enhance the health of myself and others

	• I can describe health risks

Stage 2 - Evidence How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?	
Evaluative Criteria	**Assessment Evidence**
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

High School Curriculum

The High School Health Curriculum is…

<mark>High school health</mark>

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HEALTH
*Indicates Prerequisite requirement

GRADE 9		GRADE 10	
Course:	**Course #:**	**Course:**	**Course #:**
Health 9	1010	* Advanced Health	1619
		* Advanced Health II	1620
GRADE 11		GRADE 12	
Course:	**Course #:**	**Course:**	**Course #:**
* Advanced Health	1619	* Advanced Health	1619
* Advanced Health II	1620	* Advanced Health II	1620

Course Title	Description
HEALTH 9 Credit: 5 Grade: 9 Pre: None Required Course for Graduation	This course will study a variety of topics related to a young person's development and relationship with the environment. Topics covered include substance abuse, drugs and alcohol, stress management, death and dying, nutrition, and reproductive health that include parts and functions, disorders/diseases, pregnancy/childbirth, contraception, and STI's and AIDS.
*ADVANCED HEALTH Credit: 1.0 or .5 Grade: 10-12 Pre: Health 9	Students may take Advanced Health 1 and/or 2 in any sequence. Advanced Health I includes drugs, mental/emotional health, stress management, contraception, and dating and relationships. Advanced Health 2 includes CPR and First Aid, nutrition, pregnancy/childbirth, and STI's/AIDS. Guest speakers from various agencies and people who have an experience to share are an important part of the classroom activities.

COURSE NAME: Health Nine 9.1

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 9*	*Unit: Mental & Emotional Health (Accessing Information)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 3.12.1: Evaluate the validity of health information, products, and services. 3.12.2: Use resources from home, school, and community that provide valid health information. 3.12.4: Determine when professional health services may be required.	

Transfer

Students will be able to independently use their learning to…
- enhance their knowledge and understanding of mental and emotional health.

Meaning

UNDERSTANDINGS *Students will…* - Use positive peer and societal norms, based on accurate health information, to formulate mental and emotional health-enhancing messages. - Persuade and support others to make positive mental and emotional health choices.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* - What are some of the positive peer and societal norms that are based on accurate health information can we use to formulate mental and emotional health-enhancing messages? - How can we persuade and support others to make mental and emotional health choices?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary) - How to formulate mental and emotional health-enhancing messages. - Positive mental and emotional health choices to support others.	*Students will be skilled at (DO)...* - I can make health-enhancing messages based on research regarding mental and emotional health. - I can demonstrate positive mental and emotional health choices based on accurate research.

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence

PERFORMANCE TASK(S):
- Mental Illness Project
- Famous Person Suicide Poster

OTHER EVIDENCE:

COURSE NAME: Health Nine 9.2

Developers: Health Committee	Development Date: 2014-2015	Instructional Level: Grade 9	Unit: Human Growth and Development (accessing Information

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 3.12.1: Evaluate the validity of health information, products, and services. 3.12.2: Use resources from home, school, and community that provide valid health information. 3.12.3: Determine the accessibility of products and services that enhance health. 3.12.4: Determine when professional health services may be required.	**Transfer**	
	Students will be able to independently use their learning to… • access reliable information on human growth and development.	
	Meaning	
	UNDERSTANDINGS *Students will…* • Evaluate the validity and reliability of sexual health information. • Evaluate the validity and reliability of sexual healthcare products. • Determine the accessibility of valid and reliable sexual health care products. • Use resources that provide valid and reliable sexual health information.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What are some of the methods you use to find valid and reliable sexual health information? • How can we effectively evaluate the validity and reliability of sexual healthcare products? • What are some ways that we can access valid and reliable healthcare products?
	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • About valid and reliable sexual health information.	*Students will be skilled at (DO)...* • I can access valid and reliable sexual health information. • I can distinguish valid and reliable sexual

3.12.5: Access valid and reliable health products and services.	• About valid and reliable sexual health care products. • The accessibility of valid and reliable sexual health care products. • The resources available for valid and reliable sexual health information.

(continued) ...health care products.
• I can locate valid and reliable sexual health care products.
• I can choose valid and reliable resources that enhance my sexual health.

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): • Gender Self-Exam Brochure • Contraceptive PowerPoint Project • Cost of a Baby Worksheet • HIV/ AIDS Project (Memorial Quilt Panel)
	OTHER EVIDENCE:

COURSE NAME: Health Nine 9.3

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 9*	*Unit: Human Growth and Development (Advocacy)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	*Transfer*	
	Students will be able to independently use their learning to… • advocate for themselves and others the importance of healthy choices in regards to human growth and development.	
	Meaning	
8.12.1: Utilize accurate peer and societal norms to formulate a health-enhancing message.	UNDERSTANDINGS *Students will…* • Collaborate with others to advocate for improving personal, family, and	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*

8.12.2: Demonstrate how to influence and support others to make positive health choices. 8.12.4: Adapt health messages and communicate techniques to a specific target audience.	• community sexual health. • Adapt sexual health messages and communication techniques for reaching a specific target audience.	• How can we advocate with other individuals to improve personal, family and community sexual health? • How can we adapt sexual health messages and communication techniques for reaching a specific target audience?

Acquisition		
Students will KNOW… (Including Tier II and Tier III vocabulary) • Advocacy practices to improve personal, family and community sexual health. • Communication techniques to reach a specific target audience in regards to sexual health		*Students will be skilled at (DO)...* • I can discuss practices to improve personal, family and community sexual health practices. • I can implement communication techniques to reach a specific target audience in regards to sexual health.

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): • Gender Self-Exam Brochure • Contraceptive PowerPoint
	OTHER EVIDENCE:

COURSE NAME: Health Nine 9.4

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 9*	*Unit: Personal Health and Wellness (Advocacy)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 8.12.1: Utilize accurate peer and societal norms to formulate a health-enhancing message. 8.12.2: Demonstrate how to influence and support others to make positive health choices. 8.12.4: Adapt health messages and communicate techniques to a specific target audience.	*Transfer*

Students will be able to independently use their learning to…
- advocate for their personal health and wellness.

Meaning

UNDERSTANDINGS *Students will…* - Use peer and societal norms, based on accurate health information, to formulate positive personal health and wellness-related messages. - Persuade and support others to make positive choices related to personal health and wellness. - Adapt personal health and wellness messages and communicate techniques for a specific target audience.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* - How do peer and societal norms formulate personal health and wellness-related messages? - What are ways to support and persuade others to make positive choices? - How can we adapt personal health and wellness messages for a target audience?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary) - Peer and societal norms that are used to formulate positive health messages. - How to persuade and support others to make positive personal health choices. - Communication techniques and messages for a specific target audience.	Students will be skilled at (DO)... - I can create a positive health message, based on peer and societal norms. - I can persuade and support others to make positive personal health choices. - I can show how to use communication techniques and messages for a specific target audience.

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): • Weebly website project
	OTHER EVIDENCE:

COURSE NAME: Health Nine 9.5

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 9*	*Unit: ATOD (Analyzing Influences)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 2.12.1: Analyze how the family influences the health of individuals. 2.12.2: Analyze how the culture supports and challenges health beliefs, practices, and behaviors. 2.12.3: Analyze how peers influence healthy and unhealthy behaviors. 2.12.4: Evaluate how the school and community can affect personal health practice and behaviors.	*Transfer*
	Students will be able to independently use their learning to… • analyze the influences of healthy and unhealthy choices related to ATOD
	Meaning
	UNDERSTANDINGS *Students will…* • Analyze how peers and perception of norms influence health and unhealthy alcohol and other drug related behaviors • Analyze the effects of media and technology on personal, family and community behaviors on alcohol and other drugs	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What are some of the perceptions of norms and your peer's perception of norms that influence healthy and unhealthy alcohol and other drugs related behaviors? • What are the effects of the media and technology on personal, family and community goals with regards to alcohol and other drugs?
	Acquisition
	Students will KNOW… (Including Tier II and Tier III vocabulary) • How peers and norms influence healthy and unhealthy ATOD behaviors.	*Students will be skilled at (DO)...* • I can identify how the norms and peers affect ATOD behaviors and choices • I can analyze examples of how the media

2.12.5: Evaluate the effect of media on personal and family health.	• How the media and technology affect personal, family and community behaviors on ATOD	and technology affect ATOD choices and behaviors.
2.12.6: Evaluate the impact of technology on personal, family, and community health.		
2.12.7: Analyze how the perceptions of norms influence healthy and unhealthy behaviors.		
2.12.8: Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.		

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): • Alcohol Media Assignment • Drug News Article Reflections • Is This An Addiction? (Paper)
	OTHER EVIDENCE:

COURSE NAME: Health Nine 9.6

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 9*	*Unit: Health Eating (Analyzing Influences)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from	*Transfer*
	Students will be able to independently use their learning to…

multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 2.12.1: Analyze how the family influences the health of individuals. 2.12.2: Analyze how the culture supports and challenges health beliefs, practices, and behaviors. 2.12.3: Analyze how peers influence healthy and unhealthy behaviors. 2.12.4: Evaluate how the school and community can affect personal health practice and behaviors. 2.12.5: Evaluate the effect of media on personal and family health. 2.12.6: Evaluate the impact of technology on personal, family, and community health. 2.12.7: Analyze how the perceptions of norms influence healthy and unhealthy behaviors. 2.12.8: Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	• analyze the influences of healthy and unhealthy choices related to ATOD.

Meaning	
UNDERSTANDINGS *Students will…* • Analyze how peers and perceptions of norms influence healthy and unhealthy food choices and other eating behaviors. • Analyze how school and community affect personal food choices and other eating practices and behaviors. • Analyze the effect of media and technology on personal, family, and community food choices and other eating behaviors. • Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on personal food choices and other eating behaviors. • Analyze the factors that influence opportunities to obtain safe, accessible, and affordable opportunities for healthy eating practices and behaviors for oneself and others.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • How do school and community affect personal food choices, eating practices and other behaviors? • How do the media and technology have an effect on personal, family and community food choices and other eating behaviors? • What are the relevant influences on personal food choices and other eating behaviors? • What are some good ways to analyze the factors that influence the opportunities to obtain safe, accessible and affordable opportunities for healthy eating practices and behavior for oneself and others?

Acquisition	
Students will KNOW… (Including Tier II and Tier III vocabulary) • How norms influence healthy and unhealthy food choices and other eating behaviors. • How school and community affect personal food choices and other eating practices and behaviors. • The effects of media and technology on personal, family, and community food choices and other eating behaviors.	*Students will be skilled at (DO)...* • I can discuss the societal norms that influence choices in regards to healthy eating behaviors. • I can explain how my school and community affect my personal food choices. • I can analyze media and its effects on eating behaviors. • I can use technology as a health enhancing tool to make healthy eating choices.

• The relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on personal food choices and other eating behaviors. • The factors that influence opportunities to obtain safe, accessible, and affordable opportunities for healthy eating practices and behaviors for oneself and others.	• I can categorize the different influences on personal food choices and other eating behaviors. • I can classify the factors that influence opportunities for healthy eating practices and behaviors for oneself and others.

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): • Parent Interview • Grocery Assignment • Body Image Project
	OTHER EVIDENCE:

COURSE NAME: Health Nine 9.7

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 9*	*Unit: Human Growth and Development (Communication)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	*Transfer*	
	Students will be able to independently use their learning to… • effectively use communication skills to make healthy decisions in regards to human growth and development.	
	Meaning	
4.12.1: Use skills for communicating effectively with	UNDERSTANDINGS *Students will…*	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will*

family, peers, and others to enhance health.

4.12.2: Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4.12.3: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

4.12.4: Demonstrate how to ask for and offer assistance to enhance the health of self and others.

- Demonstrate effective communication skills to promote sexual health and healthy relationships.
- Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet application) to protect the personal sexual health of oneself and others.
- Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexual risk behaviors.
- Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts.
- Demonstrate how to effectively ask for assistance to improve and/or maintain sexual health.

prompt exploration and creative and critical thinking?)
- What communication skills are necessary to promote sexual health and healthy relationships?
- Why is i important to protect personal sexual health of oneself when using electronic communications within social media?
- Why are the skills of peer resistance, negotiation and collaboration essential to avoid engaging in sexual risk behaviors?
- What are some skills required to prevent, manage or resolve interpersonal conflicts?
- How can we effectively ask for assistance to improve and/ or maintain sexual health

Acquisition	
Students will KNOW… (Including Tier II and Tier III vocabulary) - Effective communication skills to promote sexual health and healthy relationships. - How social media impacts communication and sexual health. - Effective peer resistance, negotiation, and collaboration skills to avoid sexually risky behaviors. - Effective communication strategies to prevent, manage, or resolve interpersonal conflicts. - Effective ways to ask for assistance to improve and/or maintain sexual health.	*Students will be skilled at (DO)...* - I can utilize communication skills to promote sexual health and healthy relationships. - I can recognize how social media impacts communication and sexual health. - I can choose peer resistance, negotiation and collaboration skills to avoid sexually risky behaviors. - I can ask for assistance to improve and maintain sexual health.

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?

How do students provide feedback about their learning?	
Evaluative Criteria	**Assessment Evidence**
	PERFORMANCE TASK(S): • Parent Interview • Another Formative Assessment Needed****
	OTHER EVIDENCE:

COURSE NAME: Health Nine 9.8

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 9*	*Unit: ATOD (Content Knowledge)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.12.2: Describe the interrelationships of emotional, intellectual, physical and social health. 1.12.3: Propose ways to reduce or prevent injuries and health problems. 1.12.7: Compare and contrast the benefits of and barriers to practicing a variety of health behaviors. 1.12.8: Analyze personal		
	Transfer	
	Students will be able to independently use their learning to… • identify and understand ATOD information. • understand the difference between use, misuse and abuse.	
	Meaning	
	UNDERSTANDINGS *Students will…* • Differentiate between proper use & abuse of OTC/Rx medicines • Describe the harmful effects & legal issues related to using performance enhancing drugs • Describe the harmful effects of binge drinking • Summarize the harmful short & long term physical, psychological and social of using alcohol and other drugs • Evaluate situations that could lead to the use of alcohol and other drugs • Analyze why individual's choose to use or	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What is the difference between appropriate drug use, misuse and abuse? • Why are performance enhancing drugs harmful in today's society? • What are the harmful effects of binge drinking? • What are the short and long term effects of using alcohol and other drugs • What are some situations that could lead to the use of alcohol and other drugs? • Why do people use drugs and alcohol?

susceptibility to injury, illness, or death if engaging in unhealthy behaviors. 1.12.9: Analyze the potential severity or injury or illness if engaging in unhealthy behaviors.	not use alcohol and other drugs • Summarize family rules, school rules and community laws about alcohol and other drug use • Analyze the dangers of driving while under the influence of alcohol and other drugs. • Describe the different ways drugs enter the body.	• What are some rules and laws in society that dictate alcohol and other drug use? • What are the dangers while driving under the influence of alcohol and other drugs? • What different ways can alcohol and other drugs enter the body?

Acquisition		
	Students will KNOW… (Including Tier II and Tier III vocabulary) • The difference between drug use and abuse • The harmful effects of performance enhancing drugs • The harmful effects of binge drinking • The short and long terms effects of using drugs and alcohol • The reasons why people choose to use drugs and alcohol • The different rules and laws that are made regarding drugs and alcohol • The possible effects of operating a motor vehicle while under the influence of alcohol and other drugs	*Students will be skilled at (DO)...* • I can describe the difference between drug use and abuse • I can differentiate between healthy and unhealthy uses of steroids and other performance enhancing drugs • I can recall the effects of binge drinking • I can recognize the short term and long term effects of using drugs and alcohol • I can list the reasons why people choose to use drugs and alcohol • I can summarize the rules and laws that are made regarding drugs and alcohol • I can identify the effects of operating a motor vehicle while under the influence of alcohol and other drugs

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): • Written Test • Illegal Drugs Take Home Test
	OTHER EVIDENCE:

COURSE NAME: Health Nine 9.9

Developers: Health Committee	Development Date: 2014-2015	Instructional Level: Grade 9	Unit: Healthy Eating (Content Knowledge)

Stage 1 Desired Results

ESTABLISHED GOALS
(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

1.12.3: Analyze how environment and personal health are interrelated.

1.12.5: Propose ways to reduce or prevent injuries and health problems.

1.12.7: Compare and contrast the benefits of and barriers to practicing a variety of health behaviors.

1.12.8: Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

1.12.9: Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

Transfer

Students will be able to independently use their learning to…
- understand how food choices impact overall health

Meaning

UNDERSTANDINGS
Students will…
- Describe the recommendations of the U.S. Dietary Guidelines for Americans.
- Explain how the U.S. Dietary Guidelines for Americans are useful in planning a healthy diet.
- Describe the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs.
- Summarize how to make healthy food selections when dining out.
- Describe the benefits of limiting the consumption of energy drinks.
- Summarize the importance of healthy eating and physical activity in maintaining a healthy weight.
- Analyze healthy and risky approaches to weight management (need to create assessment).
- Differentiate between a positive and negative body image.

ESSENTIAL QUESTIONS
(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)
- What are some recommendations that have been made to help your diet?
- What are some ways to use the U.S. Dietary Guidelines in order to plan a healthy diet?
- Why is it important to eat a variety of appropriate foods?
- How do you make a healthy decision when dining out?
- Why is it beneficial to limit your consumption of caffeine and energy drinks?
- Why is it important to include health eating and physical activity in your life?
- What are some healthy and not healthy ways to manage your weight?
- What is body image and how can it be positive, or negative?

Acquisition

Students will KNOW… (Including Tier II and Tier III	Students will be skilled at (DO)...

vocabulary)
- The U.S. Dietary Guidelines.
- The importance of a healthy meal plan.
- Healthy food selections while dining out.
- How caffeine and energy drinks affect the body.
- The importance of having a balance between healthy eating and physical activity.
- The difference between positive and negative weight management techniques.
- Positive versus negative body image.

- I can list the US Dietary Guidelines for my age and gender
- I can write a healthy meal plan and describe the importance of it
- I can use a fast food calculator to make healthy choices for dining out
- I can describe the effects that caffeine and energy drinks have on the body
- I can identify if I'm on target for my nutrition and physical activity according to the My Plate website
- I can compare and contrast positive and negative weight management techniques
- I can show what positive and negative body image looks like

Stage 2 - Evidence
**How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?**

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): • Written Test • Nutrients Worksheet • Basic Nutrition Worksheet
	OTHER EVIDENCE:

COURSE NAME: Health Nine 9.10

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 9*	*Unit: Human Growth and Development (Content Knowledge)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from	*Transfer*
	Students will be able to independently use their learning to…

multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 1.12.1: Predict how healthy behaviors can affect health status. 1.12.2: Describe the interrelationships of emotional, intellectual, physical, and social health. 1.12.6: Analyze the relationship between access to health care and health status. 1.12.7: Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. 1.12.9: Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.	• understand reproductive health.	
	Meaning	
	UNDERSTANDINGS *Students will…* • Summarize basic male and female reproductive body parts and their functions. • Summarize the relationship between IV drug use and transmission of bloodborne diseases such as HIV and hepatitis • Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, STDs, and pregnancy. • Summarize how HIV is transmitted. • Summarize the importance of proper adherence to contraceptive methods to reduce the risk of pregnancy. • Describe the increased risks associated with having multiple sexual partners. • Explain the importance of contraceptive counseling and services if sexually active. (Add in assessment from Speaker) • Explain the importance of STDs and HIV testing and counseling if sexually active (Add in assessment from Speaker) • Summarize the relationship between the menstrual cycle and conception. • Analyze the emotional, social, physical and financial effects of being a teen parent. • Explain the importance of immunization, checkups, examinations, and health screenings, such as breast self-examination, testicular self-examination, and Pap smears necessary to maintain	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What are the functions of the parts of the male and female reproductive system? • What are some of the diseases and disorders that can occur if you are and IV drug user? • Why is abstinence from sex and other drugs the safest, most effective way to protect yourself from teen pregnancy, HIV and other STD's • What are some of the ways that HIV can be transmitted? • Why is there an increased risk associated with having multiple sex partners? • What are some of the methods of birth control to choose from if a person is sexually active? • Why is HIV and STD testing and counseling important if you choose to be sexually active? • What is the relationship between the menstrual cycle, fertilization and conception? • What are the emotional, physical and financial implication of being a teen parent? • What are some of the immunizations, checkups, examinations and health screenings can be performed to maintain sexual and reproductive health?

	sexual and reproductive health.	
	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • Parts and functions of the male and female reproductive system. • How blood borne diseases are transmitted. • That abstinence is the best option to stay sexually healthy. • How HIV is transmitted. • The difference methods of birth control used to reduce the risk of pregnancy, STDs, and HIV. • The importance of contraceptive, STD, and HIV counseling and services. • The relationship between the menstrual cycle and conception. • The effects of teen pregnancy. • The steps necessary to maintain sexual health.	*Students will be skilled at (DO)...* • I can identify the parts and functions of the male and female reproductive system on a diagram. • I can list how bloodborne diseases are transmitted. • I can discuss why abstinence is the best option for sexual health. • I can list how HIV is transmitted. • I can compare the different methods of birth control and explain the benefits and risks. • I can find contraceptive, STD, and HIV counseling services that offer accurate information. • I can discuss how the menstrual cycle works and how it affects conception. • I can list the effects of teen pregnancy. • I can describe the steps necessary to maintain sexual health.

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): • Male and Female Reproductive Parts and Functions Quiz • Reproductive Vocabulary Packet • Reproduction Flash Card Assignment • Unit Written Test
	OTHER EVIDENCE:

COURSE NAME: Health Nine 9.11

Developers: Health Committee	Development Date: 2014-2015	Instructional Level: Grade 9	Unit: Mental and Emotional Health (Content Knowledge)

Stage 1 Desired Results

ESTABLISHED GOALS
(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

1.12.2: Describe the interrelationships of emotional, intellectual, physical, and social health.

1.12.5: Propose ways to reduce or prevent injuries and health problems.

1.12.7: Compare and contrast the benefits of and barriers to practicing a variety of health behaviors.

1.12.8: Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

Transfer

Students will be able to independently use their learning to…
- understand reproductive health

Meaning

UNDERSTANDINGS
Students will…
- Analyze how mental and emotional health can affect health-related behaviors.
- Analyze strategies for managing and reducing interpersonal conflicts.
- Analyze how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health (need to add assessment).
- Summarize personal stressors at home, in school, and with friends.
- Explain the body's physical and psychological responses to stressful situations.
- Evaluating effective strategies for dealing with stress

ESSENTIAL QUESTIONS
(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)
- How does your mental and emotional health contribute to your overall healthy behaviors and decision making?
- What are different positive and negative ways that people manage conflict?
- How does social media impact the mental and emotional health of others?
- What are common stressors in a high school student's life?
- What happens to the body during stressful situations?
- What are some effective stress management techniques?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)
- How poor mental and emotional health affects their overall wellness.
- Conflict resolution strategies.
- How to use social media affects the mental

Students will be skilled at (DO)...
- I can explain the reasons why poor mental and mental health affects my overall wellness.
- I can implement conflict resolution strategies.

and emotional health.
- Their personal stressors.
- The effects stress has on the body.
- Stress management techniques.

- I can discuss how social media positively and negatively affects mental and emotional health.
- I can name my personal stressors.
- I can list the ways stress affects the body.
- I can name effective stress management techniques.

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): • Unit Written Test
	OTHER EVIDENCE:

COURSE NAME: Health Nine 9.12

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 9*	*Unit: ATOD (Decision Making)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	*Transfer*
	Students will be able to independently use their learning to… • make health decisions and choices when put in situations where drugs, alcohol, and tobacco are involved.
	Meaning

	UNDERSTANDINGS *Students will…*	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)*
5.12.1: Examine barriers that can hinder healthy decision making. 5.12.2: Determine that value of applying a thoughtful decision-making process in health-related situations.	• Describe the situation or problem that involves making a decision related to alcohol and other drugs • Lists the options and choices involves making a decision related to alcohol and	• What situations or problems hinder making a decision relating to ATOD • What are the options and choices involved

5.12.4: Generate alternatives to health-related issues or problems. 5.12.5: Predict the potential short-term and long-term impact of each alternative on self and others. 5.12.6: Defend the healthy choice when making decisions. 5.12.7: Evaluate the effectiveness of health-related decisions.	- other drugs - Describe the consequences involved in making a decision related to alcohol and other drugs - Choose a healthy decision when making a choice related to alcohol and other drug use - Evaluate the effectiveness of decisions related to alcohol and other drug use	- in making a decision related to ATOD - What are the consequences of making decisions related to ATOD - How do you choose a healthy decision in relation to ATOD? - Why should you evaluate the effectiveness of decisions related to ATOD

Acquisition	
Students will KNOW… (Including Tier II and Tier III vocabulary) - Scenarios that involve making decisions related to ATOD. - Options and choices available when making decisions related to ATOD. - Consequences involved in making decisions related to ATOD. - The difference between healthy and unhealthy decisions related to ATOD. - The importance of evaluating their decisions related to ATOD.	*Students will be skilled at (DO)...* - I can demonstrate making a healthy decision when put in a situation that involves ATOD. - I can list options and choices available to me when put in ATOD situations. - I can compare consequences involved in making decisions related to ATOD. - I can differentiate the difference between healthy and unhealthy decisions related to ATOD. - I can show how to evaluate a decision related to ATOD.

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): - Decision Making Worksheet - Alcohol iMovie Commercial - Another Assessment? (TBD)
	OTHER EVIDENCE:

COURSE NAME: Health Nine 9.13

Developers: Health Committee	Development Date: 2014-2015	Instructional Level: Grade 9	Unit: Healthy Eating (Goal Setting)

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 6.12.1: Assess personal health practices and overall health status. 6.12.2: Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.12.3: Implement strategies and monitor progress in achieving a personal health goal.	
Transfer	
Students will be able to independently use their learning to… • construct goals to increase healthy eating behaviors.	
Meaning	
UNDERSTANDINGS Students will… • Assess personal eating practices and behaviors. • Set a realistic personal goal related to improve healthy eating behaviors. • Assess the barriers to achieving a personal goal to improve healthy eating behaviors. • Develop a plan to attain a personal goal to improve healthy eating behaviors. • Implement strategies, including self-monitoring, to achieve a personal goal to improve healthy eating behaviors.	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?) • What are some ways we can assess personal eating practices and behaviors? • Why is it important to set realistic personal goals to improve healthy eating behaviors? • What are some of the barriers we face when attempting to achieve a personal goal to improve healthy eating behaviors? • How does a person go about developing a plan to attain a personal goal to improve healthy eating behaviors? • How do we implement strategies including self-monitoring, to achieve a personal goal to improve healthy eating behaviors?
Acquisition	
Students will KNOW… (Including Tier II and Tier III vocabulary) • Healthy eating habits and behaviors. • What is a realistic personal goal related to healthy eating. • The barriers to achieving a personal goal to improve healthy eating behaviors.	Students will be skilled at (DO)... • I can assess my personal eating behaviors. • I can write a realistic personal short and long term goal related to healthy eating. • I can classify barriers to achieving a personal healthy eating goal. • I can design a personal healthy eating plan.

	How to make a healthy eating plan.	I can implement strategies to improve
	• Strategies to improve healthy eating behaviors.	healthy eating behaviors.

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): • SMART Goal • SuperTracker Nutrition and Physical Activity Log (choosemyplate.gov)
	OTHER EVIDENCE:

COURSE NAME: Health Nine 9.14

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grade 9*	*Unit: Mental and Emotional Health (Health Enhancing Behaviors)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 7.12.1: Analyze the role of individual responsibility for enhancing health. 7.12.2: Demonstrate a variety of healthy practices and behaviors that will maintain or improve the	*Transfer*	
	Students will be able to independently use their learning to… • enhance their mental and emotional health.	
	Meaning	
	UNDERSTANDINGS *Students will…* • Evaluate personal mental and emotional health practices that reduce or prevent health risks (need assessment). • Demonstrate healthy mental and emotional health practices and behavior to improve the health of oneself and others.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What are some mental and emotional health practices that reduce or prevent health risks? • What are some mental and emotional health practices and behaviors to improve

health of self and others.		the health of oneself and others?
7.12.3: Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.	*Acquisition*	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • Personal mental and emotional health practices that reduce or prevent health risks • Healthy mental and emotional health practices and behaviors to improve the health of oneself and others	*Students will be skilled at (DO)...* • I can practice personal mental and emotional behaviors that enhance my health and wellness. • I can demonstrate mental and emotional healthy behaviors that improve the health of myself and others.

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): • Stress Management Journal & Log • Stressor/ Effects of Stress Worksheet • Personal Stress Management Quiz • Bucket List PowerPoint Project • Desktop Meditation Project
	OTHER EVIDENCE:

COURSE NAME: Advanced Health I

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grades 10-12*	*Unit: Mental Health (Content Knowledge)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	*Transfer*
	Students will be able to independently use their learning to… • independently use their learning to understand mental disorders and the effects on society and health.

	Meaning	
1.12.1: Predict how healthy behaviors can affect health status. 1.12.2: Describe the interrelationships of emotional, intellectual, physical, and social health. 1.12.4: Analyze how genetics and family history can impact personal health. 1.12.5: Propose ways to reduce or prevent injuries and health problems. 1.12.6: Analyze the relationship between access to health care and health status	UNDERSTANDINGS *Students will…* • Understand how mental health can affect health status. • Describe the interrelationship of the wellness wheel. • The relationship between genetics and family history and mental health disorders • Access reliable and effective resources for mental health disorders • Accessing health care and the impacts this has on mental health	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • How does mental health affect health status? • How does mental health affect our health dimensions • How does genetics and family history relate to mental health? • Where can you access reliable and effective resources? • How does health care impact mental health?

	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • Examples of mental illnesses • Reliable health info • Current status of accessing mental health care • Health dimensions • Impact of mental illness on health dimensions	Students will be skilled at (DO)... • I can list mental illnesses • I can describe signs and symptoms of mental illnesses • I can describe treatment methods for mental illnesses • I can describe diagnostic criteria for mental illnesses • I can describe the impact mental illness has

on the health dimensions

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Advanced Health I

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grades 10-12*	*Unit: Relationships (Content Knowledge)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 4.12.1: Use skills for communicating effectively with family, peers, and others to enhance health. 4.12.2: Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.12.3: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without	*Transfer*	
	Students will be able to independently use their learning to… • use interpersonal communication in a healthy relationship.	
	Meaning	
	UNDERSTANDINGS *Students will…* • Communicate effectively in a relationship to enhance health • Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. • Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. • Demonstrate how to ask for and offer assistance to enhance the health of self and others.	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What are healthy ways to communicate to enhance health in a relationship? • What are some refusal, negotiation and collaboration skills used to enhance health in a relationship? • How do we prevent, manage or resolve interpersonal conflicts without harming self or others? • What are some ways to ask for and offer assistance to enhance the health of self and

harming self or others.

4.12.4: Demonstrate how to ask for and offer assistance to enhance the health of self and others.

	others?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary) • I can communicate effectively • I can negotiate, and collaborate to enhance health • I can prevent, manage and resolve interpersonal conflicts • I can ask for and offer assistance to enhance the health of self and others	*Students will be skilled at (DO)...* • I can communicate effectively in a relationship to enhance health. • I can refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risk. • I can strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. • Demonstrate how to ask for and offer assistance to enhance the health of self and others.

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Advanced Health I

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grades 10-12*	*Unit: Complementary Medicine (Advocacy)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be	*Transfer*
	Students will be able to independently use their learning to… • advocate for the use of Complementary Medicine within society to enhance health and wellness.
	Meaning

integrated?) 8.12.1: Utilize accurate peer and societal norms to formulate a health-enhancing message. 8.12.2: Demonstrate how to influence and support others to make positive health choices. 8.12.3: Work cooperatively as an advocate for improving personal, family, and community health. 8.12.4: Adapt health messages and communication techniques to a specific target audience.	**UNDERSTANDINGS** *Students will…* • Utilize peer and societal norms to formulate a health-enhancing message. • Demonstrate how to influence and support others to make positive health choices. • Work cooperatively as an advocate for improving personal, family and community health. • Students will adapt health messages and communicate techniques to a specific target audience.	**ESSENTIAL QUESTIONS** *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What are different peer and societal health-enhancing messages related to medicine? • How do you influence others to make positive health choices with medicine? • What is advocacy? • What are ways to cooperatively improve personal, family, and community health through advocacy? • What are some different communication techniques you can use to advocate for healthy use of medicine?

Acquisition		
	Students will KNOW… (Including Tier II and Tier III vocabulary) • Peer and societal norms • Ways to influence and support others in making positive healthy choices • Ways to advocate to improve personal, family and community health • Techniques to adapt health messages and to communicate them to an audience	*Students will be skilled at (DO)...* • I can influence and support others • I can advocate to improve personal, family and community health • I can adapt health messages and communicate them to others

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Advanced Health II

Developers: Health Committee	Development Date: 2014-2015	Instructional Level: Grades 10-12	Unit: CPR/First Aid

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 7.12.1 Analyze the role of individual responsibility for enhancing health. 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.	*Transfer*

	Students will be able to independently use their learning to… • use their knowledge of CPR to practice health enhancing behaviors and avoid or reduce health risks.

Meaning	
UNDERSTANDINGS *Students will…* • Demonstrate check, call care for adults, child and infants • Perform CPR skills for adults, children and infants • Perform conscious and unconscious choking skills on adults, children and infants • React to a variety of scenarios in a correct and timely way • Understand basic first aid procedures • Comprehend the laws related to performing CPR and First Aid skills	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What are some of the reasons why you would need to know CPR skills? • Why is CPR important in the chain of survival? • What are some of the reasons why people choose not to act when there is a need for CPR and First Aid Skills?

Acquisition	
Students will KNOW… (Including Tier II and Tier III vocabulary) • The links in the chain of survival • The steps of Check, Call, Care • The importance of calling 911 • The skills needed to perform CPR on all age groups. • The skills needed to perform Choking on conscious and unconscious victims of all age groups. • The skills of basic first aid.	*Students will be skilled at (DO)...* • I can perform a check, call, care. • I can explain the Cardiac Chain of Survival • I can perform a check, call, care • I can perform CPR on adults, children and infants. • I can perform choking skills on conscious and unconscious victims. • I can show basic first aid skills

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): • Watch video • Skill Check off
	OTHER EVIDENCE:

COURSE NAME: Advanced Health II

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grades 10-12*	*Unit: Communicable and Non-communicable Disease (Accessing Information)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) 3.12.1. Evaluate the validity of health information, products, and services. 3.12.2 Use resources from home, school, and community that provide valid health information 3.12.3 Determine the accessibility of products and services that enhance health	*Transfer*
	Students will be able to independently use their learning to… • access reliable health information.
	Meaning
	UNDERSTANDINGS *Students will…* • Explain the differences between communicable and non-communicable disease • Identify strong and reliable website to find information regarding diseases	ESSENTIAL QUESTIONS *(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What are some examples of communicable diseases? • What are some examples of non-communicable diseases? • What are the differences between communicable and non-communicable diseases? • Where can we find reliable information

3.12.4 Determine when professional health services may be required	about diseases?	
	Acquisition	
3.12.5 Access valid and reliable health products and services	*Students will KNOW… (Including Tier II and Tier III vocabulary)* • Examples of communicable diseases • Examples of non-communicable diseases • The difference between communicable and non-communicable diseases • Reliable websites to get health info	*Students will be skilled at (DO)...* • I can recall examples of communicable diseases • I can recall examples of non-communicable diseases • I can differentiate between communicable and non-communicable diseases • I can create a website with reliable information about communicable and non-communicable diseases

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Advanced Health II

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grades 10-12*	*Unit: The Food Industry (Analyzing Influences)*

Stage 1 Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	**Transfer**	
	Students will be able to independently use their learning to… • independently use their learning to analyze and evaluate the Food Industry and how it affects society.	
	Meaning	
2.12.1 Analyze how the family	UNDERSTANDINGS	ESSENTIAL QUESTIONS

influences the health of individuals 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors 2.12.5 Evaluate the effect of media on personal and family health 2.12.6 Evaluate the impact of technology on personal, family, and community health. 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention	*Students will…* • Explain the differences between communicable and non-communicable disease • Identify strong and reliable website to find information regarding diseases	*(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)* • What are the different fast food restaurants and their healthy choices? • How do cultural practices influence food choices, practices and behaviors? • Who and what influence your food choices, practices and behaviors? • What health risk behaviors can influence the likelihood of engaging in unhealthy behaviors? • What are public health policies and government regulation in regards to healthy eating?
	Acquisition	
	Students will KNOW… (Including Tier II and Tier III vocabulary) • Healthy options at fast food restaurants • Cultural practices • Things that influence food choices • Public health policies • Government regulations	*Students will be skilled at (DO)...* • I can pick a healthy option at a fast food restaurant • I can identify cultural practices in my community • I can describe influences on food choices • I can list public health policies and government regulations

Stage 2 - Evidence	
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? **How do students provide feedback about their learning?**	
Evaluative Criteria	**Assessment Evidence**
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Advanced Health II

Developers: Health Committee	*Development Date: 2014-2015*	*Instructional Level: Grades 10-12*	*Unit: Sexual Health (Decision Making)*

Stage 1 Desired Results

ESTABLISHED GOALS
(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

5.12.1: Examine barriers that can hinder healthy decision making.

5.12.2: Determine the value of applying a thoughtful decision-making process in health-related situations.

5.12.4: Generate alternatives to health-related issues or problems.

5.12.5: Predict the potential short-term and long-term impact of each alternative on self and others.

5.12.6: Defend the health choice when making decisions.

5.12.7: Evaluate the effectiveness of health-related decisions.

Transfer

Students will be able to independently use their learning to…
- independently use their learning to make a healthy decision in relation to sexual health practices.

Meaning

UNDERSTANDINGS
Students will…
- Describe the situation or problem that involves making a decision related to sexual health
- Lists the options and choices involves making a decision related to sexual health
- Describe the consequences involved in making a decision related to sexual health
- Choose a healthy decision when making a choice related to sexual health
- Evaluate the effectiveness of decisions related to sexual health

ESSENTIAL QUESTIONS
(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)
- What are sexual situations that require decision making skills?
- What are options and choices when making sexual health decisions?
- What are some consequences when making sexual health decisions?
- What are healthy choices involving sexual health?
- Why do we need to evaluate our sexual health choices?

Acquisition

Students will KNOW… (Including Tier II and Tier III vocabulary)
- Decision making process
- Consequences of sexual health choices
- Sexual health choices and options

Students will be skilled at (DO)...
- I can make a healthy sexual health decision

Stage 2 - Evidence
How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Instructional Strategies and Assessment Information

Curriculum and assessment are connected by the teaching and learning that takes place day to day and year to year. The improvement of artistic achievement for all students requires effective teaching in all classrooms. Effective teaching means that students use a variety of processes to deepen their understanding, engage in thoughtful conversations and reflection, and connect previous learning and strategies to new knowledge. These processes on the following pages will be used in classrooms across the District.

METHODS OF EFFECTIVE TEACHING

Lanlois and Zales (1992) identified eight proven methods of effective teaching. They say a good teacher has:

1. High expectations of student achievement
2. Course methods and routines that are clear to the teacher and student
3. Varied and appropriate teaching method and materials
4. A supportive, cooperative atmosphere
5. Enthusiasm, energy, caring, and maintenance of a nonthreatening atmosphere
6. A manifest belief that their subject is important
7. Relates instruction to student interests
8. Content expertise

School District of Holmen

HEALTH

Curriculum

Appendices

STANDARDS FOR HEALTH

STANDARDS FOR HEALTH

Standards can be viewed at:

- Wisconsin Standards for Health Education: http://cal.dpi.wi.gov/files/cal/pdf/health-stds.pdf
- National Health Education Standards: http://www.cdc.gov/healthyyouth/sher/standards/

DPI REQUIREMENTS

- Health Education Instruction in Wisconsin: http://sspw.dpi.wi.gov/sspw_hehealthed
- Human Growth & Development in Wisconsin Schools: http://docs.legis.wi.gov/statutes/statutes/118/019
- Life Saving Skills Instruction: http://docs.legis.wi.gov/statutes/statutes/118/076
- Educational Goals & Expectations: http://docs.legis.wi.gov/statutes/statutes/118/01
- School Based Suicide Prevention: http://sspw.dpi.wi.gov/files/sspw/pdf/spwiscstats.pdf

Wellness Policy-Nutrition Education: http://fns.dpi.wi.gov/fns_wellnessplcy

COMPREHENSIVE SCHOOL HEALTH PROGRAM

- CDC: Components of Coordinated School Health: http://www.cdc.gov/healthyyouth/cshp/components.htm

STUDENT WELLNESS, NUTRITION AND PHYSICAL ACTIVITY

- School District of Holmen School Board Policy

School District of Holmen
Bloom's Taxonomy

COGNITIVE DOMAIN VERBS					
Knowledge	**Comprehension**	**Application**	**Analysis**	**Synthesis**	**Evaluation**
Cite	Add	Acquire	Analyze	Abstract	Appraise
Count	Approximate	Adapt	Audit	Animate	Assess
Define	Articulate	Allocate	Blueprint	Arrange	Compare
Describe	Associate	Alphabetize	Breadboard	Assemble	Conclude
Draw	Characterize	Apply	Break down	Budget	Contrast
Enumerate	Clarify	Ascertain	Characterize	Categorize	Counsel
Identify	Classify	Assign	Classify	Code	Criticize
Index	Compare	Attain	Compare	Combine	Critique
Indicate	Compute	Avoid	Confirm	Compile	Defend
Label	Contrast	Back up	Contrast	Compose	Determine
List	Convert	Calculate	Correlate	Construct	Discriminate
Match	Defend	Capture	Detect	Cope	Estimate
Meet	Describe	Change	Diagnose	Correspond	Evaluate
Name	Detail	Classify	Diagram	Create	Explain
Outline	Differentiate	Complete	Differentiate	Cultivate	Grade
Point	Discuss	Compute	Discriminate	Debug	Hire
Quote	Distinguish	Construct	Dissect	Depict	Interpret
Read	Elaborate	Customize	Distinguish	Design	Judge
Recall	Estimate	Demonstrate	Document	Develop	Justify
Recite	Example	Depreciate	Ensure	Devise	Measure
Recognize	Explain	Derive	Examine	Dictate	Predict
Record	Express	Determine	Explain	Enhance	Prescribe
Repeat	Extend	Diminish	Explore	Explain	Rank
Reproduce	Extrapolate	Discover	Figure out	Facilitate	Rate
Review	Factor	Draw	File	Format	Recommend
Select	Generalize	Employ	Group	Formulate	Release
State	Give	Examine	Identify	Generalize	Select
Study	Infer	Exercise	Illustrate	Generate	Summarize
Tabulate	Interact	Explore	Infer	Handle	Support
Trace	Interpolate	Expose	Interrupt	Import	Test
Write	Interpret	Express	Inventory	Improve	Validate
	Observe	Factor	Investigate	Incorporate	Verify
	Paraphrase	Figure	Lay out	Integrate	
	Picture graphically	Graph	Manage	Interface	
	Predict	Handle	Maximize	Join	
	Review	Illustrate	Minimize	Lecture	
	Rewrite	Interconvert	Optimize	Model	
	Subtract	Investigate	Order	Modify	
	Summarize	Manipulate	Outline	Network	
	Translate	Modify	Point out	Organize	
	Visualize	Operate	Prioritize	Outline	
		Personalize	Proofread	Overhaul	
		Plot	Query	Plan	
		Practice	Relate	Portray	
		Predict	Select	Prepare	
		Prepare	Separate	Prescribe	
		Price	Size up	Produce	
		Process	Subdivide	Program	
		Produce	Summarize	Rearrange	
		Project	Train	Reconstruct	
		Protect	Transform	Reference	
		Provide		Relate	
		Relate		Reorganize	
		Round off		Revise	
		Sequence		Rewrite	
		Show		Specify	
		Simulate		Summarize	
		Sketch		Write	
		Solve			
		Subscribe			
		Tabulate			
		Transcribe			
		Translate			
		Use			

School District of Holmen
Bloom's Taxonomy

Affective Domain Verbs

Receiving	Responding	Valuing	Organization	Internalization
Ask	Accept	Associate with	Adhere to	Act
Choose	responsibility	Assume	Alter	Change behavior
Follow	Answer	responsibility	Arrange	Develop code of
Give	Assist	Believe in	Classify	behavior
Hold	Be willing to comply	Be convinced	Combine	Develop philosophy
Select	Conform	Complete	Defend	Influence
Show interest	Enjoy	Describe	Establish	Judge problems /
	Greet	Differentiate	Form judgments	issues
	Help	Have faith in	Identify with	Listen
	Obey	Initiate	Integrate	Propose
	Perform	Invite	Organize	Qualify
	Practice	Join	Weigh alternatives	Question
	Present	Justify		Serve
	Report	Participate		Show mature
	Select	Propose		attitude
	Tell	Select		Solve Verify
		Share		
		Subscribe to		
		Work		

Psychomotor Domain Verbs

Activate	Correct	Loosen	Transfer
Adjust	Create	Make	Troubleshoot
Align	Demonstrate	Manipulate	Tune
Apply	Design	Mend	Turn on/off
Arrange	Dismantle	Mix	Type
Assemble	Drill	Nail	Saw
Balance	Fasten	Operate	Sharpen
Break down	Fix	Paint	Set
Build	Follow	Press	Sew
Calibrate	Grind	Produce	Sketch
Change	Grip	Pull	Start
Clean	Hammer	Push	Stir
Close	Heat	Remove	Use
Combine	Hook	Repair	Weigh
Compose	Identify	Replace	Wrap
Connect	Load	Rotate	
Construct	Locate	Sand	

Glossary of Terms

Alternative assessment – Assessments that ask students to construct, perform, or demonstrate their learning in manner that allows for a full understanding of their learning to be measured. Also termed performance assessment.

Authentic assessment – Assessment that takes place in a real-life context or one that approximates how the skill or knowledge would be used in the "real world".

Benchmark or target – Assessments administered throughout the school year to give teachers formative feedback on how their students are performing. A benchmark is the target at any particular time.

Common assessment – An assessment given by two or more instructors with the intention of collaboratively examining the results for instructional planning for individual students and curriculum instruction, and/or assessment modifications.

Content standards – Those standards that describe the information or skills children should learn that are specific to a particular discipline or content area.

Course standards – Statements that define what students at a specific school level or in a specific course should achieve by the time they leave that particular level of school.

Exit standards – The academic standards that students should achieve by the time they graduate from high school; these standards set the tone and give focus for what students should learn at the underlying grade levels.

Formative assessment – This is an assessment **for** learning and is a check of understanding and application so that, if need be, adjustments can be made to the teaching and learning activities. These are often frequent and ongoing assessments. The results are used to gain an understanding of what students know and do not know to make responsive changes in teaching and learning. Benchmarks are clearly defined in order to provide interventions/enrichments.

Lesson standards – Statements that define goals for instruction and students' learning over the course of a lesson.

Performance – Observable affective or psychomotor behaviors demonstrated by students.

Performance indicators – The part of the content standard that defines the skill or performance desired for students to demonstrate.

Performance standards – The measure of how well students know and are able to work with (apply) the desired content standards. The standards describe what students must do, and how well they must do this, in order to show they have achieved the content standard.

Performance task – used interchangeably with alternative assessment task and performance assessment task; those specific assessment tasks that require students to apply or do something with their learning in order to show their progress toward meeting desired standards.

Portfolio – A collection of a student's work over time that demonstrates his or her progress toward the attainment of specific learning standards.

Program standards – Broad statements that delineate the overall K-12 goals for a specific subject area for students in a particular state or district.

Progress monitoring – A quick, frequent & consistent measure used to assess student progress and to evaluate the effectiveness of interventions. Instruction and intervention decisions are made based on these results.

Response to Intervention (RtI) – RtI is an individualized, comprehensive assessment and intervention process, utilizing a problem-solving framework to identify and address student academic difficulties using effective, efficient, research-based instruction

Running record – observation notes made by the teacher about a student's oral reading ability. By looking at the running record, the teacher can analyze the type of reading and instruction that is best suited for the student.

Rubric – A scale of criteria that explains in detail the possible levels of performance for an alternative assessment task.

Screening – A quick (to be defined) universal assessment given at the beginning of new learning; used to identify students who may be "potentially at risk."

Standards – Statements that delineate what students should know and be able to do by the time they graduate from K-12 education.

S.M.A.R.T. goals – Originally coined by Peter Drucker in 1954, this acronym is used to help educators write quality goals. Specific or Strategic, Measurable, Attainable, Results-focused, Time-bound. An example: By the end of this year, at least 90% of students will meet the grade-level benchmark for running records.

Summative assessment – This is an assessment **of** learning and is intended to measure end-of-unit or end-of-course knowledge and understanding; usually require students to demonstrate proficiency of all the essential knowledge and skills.

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School District of Holmen
Statutes and Policies Addressing Student Needs

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American Indian Studies Program
§115.28(17)(d), Wis Stats. AMERICAN INDIAN LANGUAGE AND CULTURE EDUCATION.
(d) Develop a curriculum for grades 4 to 12 on the Chippewa Indians' treaty-based, off-reservation rights to hunt, fish and gather.

§121.02, Wis Stats. School district standards. (1) Except as provided in §118.40 (2r)(d), each school board shall: (L) 4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.

2005 ASSEMBLY BILL 314 - AN ACT **to amend** 118.01 (2) (c) 6. of the statutes; **relating to**: directing school boards to provide instruction about the recent history of the Hmong people.

Current law requires each school board to provide an instructional program designed to give pupils knowledge of state, nation, and world history. This bill directs school boards to include the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows: SECTION 1. 118.01 (2) (c) 6. of the statutes is amended to read: 118.01 (2) (c) 6. Knowledge of state, national, and world history, including the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

CHILDREN AT RISK Standard n (statute under WI Statute 118.153)
Definition: Pupils in grades 5-12 who are at risk of not graduating from high school because they are dropouts, or they can be defined in two or more of the following areas: one or more years behind their age group in the number of high school credits attained; two or more years behind their age group in basic skill levels; habitual truants (as defined in s.118.16(1)(a); parents; adjudicated delinquents; 8th grade students whose scores in each subject area on the WKCE was below the basic level and who failed to be promoted to the ninth grade.

Children at risk, Standard n – Interventions for Struggling Learners - The School District of Holmen uses a variety of interventions to meet the needs of struggling learners. MAP and common assessment data is used to determine which students would benefit from extra support (reading, writing, Pathways, and Auto Skills). This data is used to differentiate instruction through flex grouping, small groups and working 1-on-1 with students. Team taught classes are used to differentiate instruction. Some teachers adjust the pace of their instruction or use supplemental materials to enhance their instruction.
ENGLISH LANGUAGE LEARNERS (ELL), (PI 13 and WI Statute 115.95)
PI 13 states that a district establishes identification, assessment, classification, and reporting requirements if pupil population includes one or more LEP pupils. This subchapter also establishes criteria and procedures to be used by a school district in determining whether to administer a test under s. 118.30 or 121.02 (1) (r), Stats., to an LEP pupil. Further, according to State Statute 115.96, a district must "provide equal educational opportunities by ensuring that necessary programs are

available for limited-English proficient pupils while allowing each school district maximum flexibility in establishing programs suited to its particular needs."

ELL staff will help support and provide guidance to teachers when working with LEP pupils. Teachers should look for ways to enrich, add to, and accelerate ELLs' language development with the curriculum and learning activities. A variety of student-centered methodologies such as small group learning or thematic instruction can enhance the context for learning.

English Language Learners (ELL) – Teachers and staff in the School District of Holmen offer a variety of services to meet the needs of English Language Learners in the classroom. In the upper-most grades, the district offers a wide variety of courses meant to meet students where they are individually. The instruction can be tailored to be accessible to the learner at almost any level, and the learners who need the most support are often placed in the smallest groups or team taught classes so as to receive more explicit instruction. Additionally, a variety of concrete and experiential learning techniques are used district-wide to support language arts. Other strategies include the deliberate use of common vocabulary and explicit instruction of those terms, real-life connections, and for the neediest students, some forms of assistive technology are used to scaffold the students learning based on the level of proficiency. Finally, the district ESL staff continues to work to educate all staff on the specific needs of the English Language Learner. ESL staff continues to work toward incorporating the WIDA Standards for English Language Development into the Social Studies curriculum that every student receives.

TALENTED AND GIFTED (TAG) Standard t (statute under WI Statute 118.53)
Talented and gifted students are those individuals at an elementary or secondary level who, because of outstanding abilities, are capable of high performance. Students who are capable of high performance include those with demonstrated achievement and/or potential in any of the following areas, singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual arts, (6) performing arts, (7) psychomotor ability, (8) talent associated with the student's cultural heritage, (9) psycho-social ability.

It is understood that task commitment on the part of the student is an integral ingredient in the delivery of services. TAG staff will help provide support and guidance to teachers when working with TAG students. A variety of methodologies such as small group learning, acceleration and differentiation can enhance the context of learning.

Talented and Gifted, Standard t – Talented and Gifted (TAG) students are served by the regular education teachers and in conjunction with the Talented and Gifted teachers of the District. These students are identified based on a combination of standardized tests and nominations. TAG programming aligns with the Wisconsin Pyramid Model of delivery. Services include but are not limited to: Differentiation, flexible grouping, compacting, and advanced placement courses. In addition, there are a number of events that create and promote mathematics sponsored by the district and the Mississippi Valley Gifted and Talented Network. The academic performance of the program is assessed by identified student performance on standardized tests.

INFUSED CURRICULAR AREAS

COMPUTER LITERACY and TECHNOLOGY
Students in the School District of Holmen use technology as a tool and have many opportunities to develop technology literacy. Students develop the ability to find generate, evaluate and apply

information through the use of technology and prepare for life-long learning while developing 21st Century skills.

On May 27, 2009, the School Board approved a District Combined Information and Technology Plan. **The vision is "Embracing 21st Century Learning for All."**

Definitions:
Digital Literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

21st Century Skills: 21st Century Skills represent the perspective required in light of historical events, globalization, and the idiosyncrasies of the Digital Age (digital age literacy, inventive thinking, effective communication and high productivity).

Computer literacy and technology - Teachers use a variety of technology applications and tools to research, report, compile, and inquire about. Multiple forms of assistive technology also support the special needs learner.

DIVERSITY
The vision of diversity in the School District of Holmen is to provide a nurturing environment in which each individual has the opportunity to reach his/her full human potential. This will be supported through strategic planning and building goals; curriculum planning and implementation, staff development, and resource selection and allocation. The plan will be monitored through data collection and analysis.

Diversity – By including language arts content from a variety of cultures and personal experiences, teachers enhance the learning experience for all students. Recognizing the diversity within a classroom enriches the learning for all.

EDUCATION FOR EMPLOYMENT (formerly SCHOOL TO WORK) – PI 26.01
Education for employment is one of Wisconsin's 20 school district standards. It is often referred to as Standard (m) and its purpose is to ensure that all students, regardless of career objective are given the skills, attitudes, and knowledge needed for future employment. It begins as early as kindergarten and is infused throughout the K-12 curriculum.

In Wisconsin education for employment initiatives are led by a series of mandates, dating back to September 1988:
> WI Educational Standard, Education for Employment, WI Statute 121.02(1)(m)
> WI Educational Standard, Curriculum WI Statute. 121.02(1)(k)
> WI Educational Standard, Developmental Guidance Services, WI Statute 121.02 (1)(e)

"The purpose of education for employment programs is to prepare elementary and secondary pupils for future employment; to ensure technological literacy; to promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, labor, postsecondary schools, and public schools; and to establish in a role for public schools in the economic development of Wisconsin."

Education for Employment (E4E) – Social Studies activities that include experiences built on real information and data help students to make connections and apply learning in a contextual environment. E4E involves the business community in educational issues and enriches the school curriculum. It promotes increased student achievement by expanding educational experiences.

ENVIRONMENTAL EDUCATION – PI 8.01
It is required that "every school district develop and implement a written, sequential curriculum plan incorporating instruction in environmental education into all subject area curriculum plans, with the greatest emphasis in plans for art, health, science, and social studies education." (Admin. Code PI 8.01 (2)(k).

Holmen's Environment Education Implementation Plan supports an integrated approach to a heightened awareness and program improvement plan for environmental education. The program goals include (1) increase students' knowledge of environmental education, (2) develop the values and behaviors to be stewards of the environment, (3) develop an understanding and appreciation of the environment, (4) develop an aesthetic awareness of the environment, (5) develop the students' understanding of and skills related to environmental education, (6) provide students with the understanding that Environmental Education is a part of their everyday life, and (7) integrate Environmental Education into other existing curricular areas.

<u>**Environmental Education**</u> **– Environmental education is supported by the knowledge and skills that students learn in social studies classrooms through seamless integration of various units. Teachers use additional resources such as newspapers, Scholastic, Weekly Reader, and Earth Day activities to support environmental education learning.**

School District of Holmen
Resources and References