Course Title:		Content Area:	Grade Level:
Wellness for Intermediate Grades		Wellness	6-8

Course Description:

Welcome to Skills-Based Health Education for grades 6-8. This course is designed to equip students with essential knowledge and practical skills to make informed decisions about their health and well-being. Throughout the program, students will engage in interactive lessons and hands-on activities that promote physical, mental/emotional, and social health.

Course Objectives

- **Understanding Health Concepts: Learn about the importance of nutrition , personal hygiene, disease prevention, substance abuse awareness and prevention and the qualities of healthy relationships.**
- **Developing Personal and Interpersonal Skills: Enhance communication, decision-making, and goal-setting skills to foster healthy relationships and lifestyles.**
- **Practicing Health-Enhancing Behaviors: Engage in activities that encourage the adoption of lifelong healthy habits, balanced diets, and stress management techniques.**
- **Promoting Safety and Preventive Measures: Understand the significance of personal safety, disease prevention, and emergency response.**

This course aims to empower students with the knowledge and skills necessary to lead healthy, balanced lives. By fostering a proactive approach to health education, we strive to build a foundation for lifelong wellness and positive health outcomes.

Aligned Core Resources:

RMC Health

Additional Course Information: *Knowledge/Skill Dependent courses/prerequisites*	Connection to the BPS Vision of the Graduate
None	**Health Literacy** ● Obtain, interpret and understand basic health information and services and use such ● information and services in ways that enhance health ● Understand preventative physical and mental health measures, including proper diet, ● nutrition, exercise, risk avoidance and stress reduction ● Understand basic public health and safety issues

Equity Curriculum Review

Standard Matrix for the Course

P indicates standard will be a priority for the unit; S indicates a supporting standard

District Learning Expectations and Standards	Unit 1: Analyzing Influences	Unit 2: Accessing Information	Unit 3: Interpersonal Communication	Unit 4: Decision Making	Unit 5: Goal Setting	Unit 6:Self-Management	Unit 7:Advocacy				
Alcohol, Nicotine and Other Drugs (ANOD)											
1. ANOD 1.1.8 Identify healthy coping mechanisms and alternatives to substance use.		S									
2. ANOD 1.2.8 Distinguish between proper use and abuse of over the counter and prescription medicines.	S			S							
3. ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs.	P	P		P							
4. ANOD 1.4.8 Describe situations that could lead to the first time	P										

use of alcohol and other drugs.												
5. ANOD 1.5.8 Explain why using alcohol or other drugs is an unhealthy way to manage stress.	S			S								
6. ANOD 1.6.8 Explain school policies and community laws about alcohol, nicotine, and other drugs.		P										
7. ANOD 1.7.8 Determine the benefits of being alcohol, nicotine and other drug-free.	S	S		P								
8. ANOD 1.8.8 Explain the risks associated with riding in a motor vehicle with someone who is under the influence of alcohol and other drugs and explore safe options.				S								
9. ANOD 1.9.8 Describe short- and long-term physical, social and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).	P	P		P								
Healthy Relationships (HR)												
HR 1.2.8 Identify various types of relationships (peer, family, romantic, professional, etc.).		P				P						
HR 1.3.8 Describe characteristics of healthy relationships (communication,			P									

respect, trust, and boundaries).											
HR 1.5.8 Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts).			P								
HR 1.6.8 Explore strategies to address unhealthy relationships.			P								
HR 1.7.8 Describe healthy ways to express affection, love, and friendship.						S					
HR 1.8.8 Describe how consent is a foundational principle in healthy relationships and in preventing sexual violence.						P					
HR 1.9.8 Discuss how affirmative consent mitigates confusion within a relationship.						S					
HR 1.11.8 Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.			P								
HR 1.13.8 Identify the legal and social consequences of viewing and/or sending sexually explicit pictures or messages by email or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, email, texting, websites, phone and tablet applications).		P									
Violence Prevention (VP)											
VP 1.1.8 Explain the role of bystanders in escalating, preventing or stopping											

Unit Links

Grade 6

Unit Title
1: Communication in Mental and Emotional Health
Relevant Standards: Bold indicates priority:
IC 4.1.8 Demonstrate the use of effective verbal and nonverbal communication skills to enhance health IC 4.4.8 Demonstrate healthy ways to manage or resolve conflict. MEH 1.2.8 Recognize factors that increase self worth (recognizing strengths, growth mindset, confidence, competence). MEH 1.5.8 Recognizing stressors, their impact on mind and body, and effective coping strategies. MEH 1.8.8 Describe characteristics of positive mental and emotional health. MEH 1.15.8 Describe personal stressors at home, in school, and with friends. MEH 1.16.8 Examine the risks of impulsive behaviors. VP 1.1.8 Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.

Essential Question(s):	Enduring Understanding(s):
• How can effective communication contribute to supporting mental health and well-being?	Being an effective communicator plays a key role in connecting and building relationships, resolving social conflict, advocating for yourself, and making healthy choices.
Demonstration of Learning:	**Pacing for Unit:**

Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: ● Rubric ● Observation ● Written Assignment ● Exit Slip ● Project ● Journal Writing ● Oral Presentation ● Self/Peer Evaluations ● Self Reflection ● Common Assessment ● Personal Conferencing	10 lessons
Family Overview (link below)	**Application of technology:**
Unit 1	N/A
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
● listen, speak, voice, body language, facial expressions, intent, engagement, inflection, tone, message, conflict, resolution, perspective, coping strategies, needs, wants, feelings, compromise, fair, negotiate, Wellness, physical health, mental health, emotional health, social health, character, self esteem, bullying, bystander, emotions, stress, anxiety	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
N/A	● Other people's opinions determine my self-worth. ● Ignoring bullying will make it go away. ● Bullying is just a normal part of growing up. ● Talking about my anxiety will make people think I'm weak or crazy.
Connections to Prior Units:	**Connections to Future Units:**
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future units.	The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.
Differentiation through Universal Design for Learning	
UDL Indicator	**Teacher Actions:**
Checkpoint 7.3 Minimize threats and distractions.	● Establish Clear Expectations: Clearly communicate behavioral

	expectations to students from the beginning of the school year or course. This includes rules regarding respect for others, participation, and minimizing distractions. • Create a Safe and Supportive Environment: Foster a classroom climate where students feel safe to express themselves and take academic risks. Address any instances of bullying, harassment, or disrespectful behavior promptly and firmly. • Organize Physical Space: Arrange the physical space in the classroom to minimize distractions. This may involve positioning students away from noisy areas, ensuring adequate lighting, and providing comfortable seating. • Implement Behavior Management Strategies: Implement proactive behavior management strategies, such as positive reinforcement, praise, and incentives for staying focused and on-task. Provide individualized support for students who may struggle with self-regulation. • Use Visual Cues: Use visual cues or signals to redirect off-task behavior or remind students of expectations without disrupting the flow of instruction. For example, a quiet signal or a visual reminder of appropriate behavior can be effective. • Regularly Reflect and Adjust: Continuously monitor the learning environment and solicit feedback from students to identify and address any ongoing threats or distractions. Be willing to adapt your strategies based on the evolving needs of your students.

Related CELP standards:	Learning Targets:
6-8.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	**Level 1** • I can actively listen to others **Level 2** • I can participate in short conversational and written exchanges on familiar topics and texts using

	academic and domain specific vocabulary
	Level 3
	   ● I can build on the ideas of others
	Level 4
	   ● I can ask and answer relevant questions
	Level 5
	   ● I can summarize the key ideas

Lesson Sequence	Learning Target
1	● I can identify effective communication skills. ● I can demonstrate active listening skills and communication blockers. ● I can identify the context of a variety of communication situations.
2	● I can demonstrate the use of effective speaking strategies to resolve conflicts.
3	● I can apply effective verbal communication skills to enhance mental emotional health.
4	● I can consider character traits when communicating with others ● I can define the six pillars of Character and identify my own personal character traits.
5	● I can examine how my verbal/nonverbal communication skills impact others' self-worth. ● I can define self esteem and identify the factors that impact self-worth.
6	● I can demonstrate the use of effective speaking strategies to resolve conflicts in the bullying cycle ● I can define the role of the bystander and explain the importance of the bystander in the prevention of bullying and conflict.
7	● I can identify a variety of communication strategies to remain calm in a variety of situations. ● I can identify a variety of emotions and how expressing my emotions can impact others. ● I can identify positive ways to deal with my emotions.
8	● I can demonstrate effective communication skills to express my needs. ● I can define stress and identify common stressors in everyday life. ● I can explain the difference between healthy and unhealthy ways of managing stress.
9	● I can demonstrate effective verbal and non verbal communication skills to enhance mental/emotional health. ● I can define anxiety and describe its effects on overall Wellness. ● I can describe positive coping skills for self and others.
10	● I can demonstrate the use of effective speaking strategies to resolve

	conflicts.

Grade 6

Unit Title:
2: Analyzing Influences of Alcohol, Nicotine and Other Drugs

Relevant Standards: (Bold indicates priority)
INF 2.4.8 Analyze how relevant influences of family, peers, culture, school, community, along with media and technology, affect personal health practices and behaviors. INF 2.1.8 Explain how perceptions of norms influence healthy and unhealthy practices and behaviors. ANOD 1.4.8 Describe situations that could lead to the first time use of alcohol and other drugs ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs. ANOD 1.9.8 Describe short- and long-term physical, social and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).

Essential Question(s):	Enduring Understanding(s):
• What are the factors that influence an individuals' decisions regarding drug use? • What are the consequences of drug use?	• The way we feel, think, and act is constantly being influenced by the people and things in our life. By learning how to analyze influences, we are empowered to take ownership of our well-being by thoughtfully and critically choosing if and how we engage with influences.

Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: • Rubric • Observation • Written Assignment	10 lessons

- Exit Slip
- Project
- Journal Writing
- Oral Presentation
- Self/Peer Evaluations
- Self Reflection
- Common Assessment
- Personal Conferencing

Family Overview (link below)	Integration of technology:
Unit 2	N/A
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
- influence, social norms, peer pressure, analyze, perception, values, community, impact, drug, Over the counter, prescription, illegal, legal,stimulant,depressant, nicotine, tar, carbon monoxide, respiratory system, E-cigarettes, vapor, aerosol,targeted, media, cannabis, perceptions, short term, long term, action plan	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
N/A	- Peer pressure only happens to people who are weak-willed. - I won't get addicted because I only vape when I'm with friends. - My friends vape, and they seem fine, so vaping must be safe.
Connections to Prior Units:	**Connections to Future Units:**
	The skill of Analyzing influences will be addressed in future grades

Differentiation through Universal Design for Learning

UDL Indicator	Teacher Actions:
Checkpoint 4.1 Vary the methods for response and navigation	Offer Multiple Means of Response: -Provide students with various options for how they can respond to questions or demonstrate understanding. This could include verbal responses, written responses, drawings, gestures, or using assistive technology. -Encourage students to choose the response method that works best for them based on their strengths and preferences. -Allow for flexible response formats in assessments, such

as multiple-choice questions, short answer questions, essays, oral presentations, or project-based assessments.

Provide Scaffolded Support:

-Offer scaffolded support to help students develop their skills in different response methods. Start with simpler tasks and gradually increase complexity as students become more proficient.

-Break down tasks into smaller steps and provide clear instructions and examples to guide students through the process of responding in different ways.

Model Different Response Methods:

-Model different response methods for students to demonstrate how they can effectively communicate their understanding using various modalities.

-Provide opportunities for students to observe and learn from each other as they utilize different response methods in the classroom.

Utilize Technology:

-Incorporate technology tools and resources that support varied methods of response and navigation,

-Offer options for students to use assistive technology devices or software to navigate content and communicate their responses effectively.

Encourage Peer Collaboration:

-Promote peer collaboration and discussion to provide additional opportunities for students to share their ideas and perspectives.

-Assign group activities or cooperative learning tasks that require students to collaborate and communicate with their peers using different response methods.

Supporting Multilingual/English Learners	
Related CELP standards:	**Learning Targets:**
6-8.4 An EL can . . . construct appropriate oral and written claims and support them with reasoning and evidence.	**Level 1-** I can match pictures of drugs (e.g., alcohol, nicotine, and prescription pills) with their labels and basic effects using a word bank. **Level 2-** I can use sentence frames such as "Alcohol can affect __ because __" to describe the impact of alcohol on the body. **Level 3**- I can write a short paragraph explaining how peer pressure influences decisions about drug use, using a word wall of key terms (e.g., peer pressure, influence, decision).

	Level 4. I can read a passage on the health risks of nicotine and create a cause-and-effect chart showing how it impacts different body systems.
	Level 5- I can research the impact of advertising on youth drug use and present their findings in a brief essay or oral presentation, using evidence to support their claims.

Lesson Sequence	**Learning Target**
1	● I can analyze how influences affect different outcomes of health behaviors
2	● I can analyze how a variety of influences connect to future health choices, behaviors, and outcomes.
3	● I can define peer pressure and explain how it can influence behavior and decision-making. ● I can describe situations that could lead to the first time use of alcohol and other drugs. ● I can describe and apply strategies for resisting negative peer pressure.
4	● I can analyze the role of peer pressure and apply strategies in the prevention of ANOD use. ● I can identify a variety of drugs and summarize the negative consequences of ANOD use on overall wellness.
5	● I can Identify factors that influence individuals' decisions to use nicotine/tobacco products. ● I can identify the harmful substances in tobacco and describe the short-term and long-term effects of its use on overall Wellness.
6	● I can discuss the role of peer pressure in decisions related to vaping and strategies for resisting peer influence. ● I can identify the harmful substances in vapes and describe the short-term and long-term effects of its use on overall Wellness.
7	● I can analyze the influence of advertising, marketing, and social media on perceptions of ANOD among young people. ● I can develop skills for critically evaluating messages and advertisements for making healthy choices for overall well-being.
8	● I can explain how perceptions of norms influence attitudes and behaviors related to cannabis use among peers and in society. ● I can identify the short-term and long term effects of cannabis use on the body and brain.
9 and 10	● I can identify and analyze influences related to the use of ANOD and predict the effect on overall Wellness. ● I can create an action plan that uses strategies to influence health practices and behaviors.

Grade 6

Unit Title:
3: Decision Making in Healthy Eating and Physical Activity

Relevant Standards: Bold indicates priority
DM 5.4.8 Distinguish between healthy and unhealthy alternatives of a health-related decision. DM 5.6.8 Choose a healthy alternative when making a health-related decision. HEPA 1.1.8 Identify the importance of each macronutrient (fats, proteins, carbohydrates) and eating a variety of foods from each category. HEPA 1.3.8 Describe how to make healthy food choices when given options. HEPA 1.9.8 Understand how to read food labels for the purpose of limiting the consumption of fats, added sugar, and sodium

Essential Question(s):	Enduring Understanding(s):
● How can we make healthier decisions about nutrition?	● All day, everyday we make conscious and unconscious decisions. Along with each and every choice comes a consequence that we have to live and deal with. By learning how to make healthy decisions, we limit the risk of negative and adverse outcomes and can take ownership of our well-being.

Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: ● Rubric ● Observation ● Written Assignment ● Exit Slip	9 lessons

- Project - Journal Writing - Oral Presentation - Self/Peer Evaluations - Self Reflection - Common Assessment - Personal Conferencing	
Family Overview (link below)	**Integration of Technology:**
[Unit 3](#)	N/A
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
decision, consequence, outcome, predict, reflect, help, hinder, healthy, unhealthy, Nutrition, Nutrients, Dietary Guidelines, essential, protein, water, vitamins, minerals, fats, carbohydrates, saturated, unsaturated, calorie, diet, nutritional labels	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
N/A	- I don't need to eat foods from all the food groups every day. - Healthy eating means giving up all my favorite foods. - The front of the package tells me everything I need to know.
Connections to Prior Units:	**Connections to Future Units:**
	The skill of decision making is addressed in future grades
Differentiation through [Universal Design for Learning](#)	
UDL Indicator	**Teacher Actions:**
Checkpoint 9.1 Promote expectations and beliefs that optimize motivation	Set High Expectations: -Communicate high expectations for all students, regardless of their background, abilities, or prior academic performance. -Provide challenging but achievable learning goals that encourage students to strive for excellence and take ownership of their learning. Foster Growth Mindset: -Cultivate a growth mindset by promoting the belief that intelligence and abilities can be developed through effort,

perseverance, and effective strategies.

-Encourage students to view mistakes and setbacks as opportunities for learning and growth rather than failures.

Provide Feedback and Encouragement:

-Offer specific, constructive feedback that focuses on students' effort, progress, and improvement rather than solely on their achievements.

-Recognize and celebrate students' successes and milestones to reinforce their motivation and self-confidence.

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
6-8.8 An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	**Level 1** - I can name healthy foods and exercises with help from pictures and words.- **Level 2**- I can ask and answer questions about healthy food choices, like "Is fruit a good snack?" **Level 3**- I can explain how eating vegetables and exercising help keep me healthy by using a list of keywords. **Level 4**- I can compare two meal choices and decide which is healthier by using a nutrition chart. **Level 5**- I can write a paragraph about how daily exercise improves health, using facts from a health article.

Lesson Sequence	Learning Target
1	● I can define different types of decisions and determine when a situation requires the application of an individual or collaborative decision-making process. ● I can identify potential obstacles to healthy decision-making ● I can utilize strategies to make healthy decisions. ● I can Identify the steps in the DECIDE model.
2	● I can identify a variety of types of decisions that are made daily around nutrition. ● I can identify and analyze the benefits of the food groups as listed by dietary guidelines.
3	● I can identify personal obstacles in making healthy decision making in food choices. ● I can identify the importance of eating a variety of foods from each food group
4 and 5	● I can identify the importance of nutrients in making healthy food decisions. ● I can define nutrients, macronutrients, identify the six essential Nutrients and explain the function for each Nutrient.
6	● I can analyze a variety of food labels to make healthy food decisions. ● I can identify the key components of a food label.
7-10	● I can identify potential obstacles to health decision-making ● I can utilize and prioritize Nutritional strategies to make healthy decisions.

Grade 6

Unit Title:
4: Accessing Information on Sexual Health and Sexual Assault and Abuse Prevention

Relevant Standards: Bold indicates priority
AI 3.1.8 Analyze the validity and reliability of health information, products, and services. AI 3.4.8 Access valid and reliable health information from home, school, or community. SH 1.1.8 Identify resources, products, services related to supporting sexual health. OWDP 1.1.8 Describe the benefits of good hygiene practices. SH 1.3.8 Describe reproductive body parts and their functions. SH 1.6.8 Explain how the most common STDs and HIV are transmitted. SH 1.11.8 Explain the significance of the physical changes in puberty. SAAP 1.5.8 Describe situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.

Essential Question(s):	Enduring Understanding(s):
● How can we find reliable information to make informed decisions about health products, information, and services?	● To take ownership of personal well-being it is often necessary to research health information, seek help or health services, and access health products. If we aren't able to distinguish what is accurate and relevant information, services, and/or products we risk accepting false information as truth, access improper care, and/or consume unhealthy or ineffective products.

Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: ● Rubric ● Observation ● Written Assignment ● Exit Slip ● Project	8 lessons

- Journal Writing
- Oral Presentation
- Self/Peer Evaluations
- Self Reflection
- Common Assessment
- Personal Conferencing

Family Overview (link below)	Integration of Technology
[Unit 4](#)	Student chromebooks
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
• access, information, situations, analyze, valid, reliable, resources, cite, credentials, expert, bias, impartial, analyze, locate, barrier, reflect, Erin's Law, consent, sexual abuse, sexual harrassment, safe person, life cycle, adolescense, hygiene,puberty, hormones, female reproductive system, male reproductive system, HIV, AIDS	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
N/A	• Personal hygiene isn't that important; it's just about looking good. • Puberty is only about physical changes. • Boys and girls experience the same changes during puberty. • Only strangers can be sexual abusers. • If I don't talk about it, the problem will go away.
Connections to Prior Units:	**Connections to Future Units:**
	The skill of accessing information will be addressed in future units.

Differentiation through Universal Design for Learning	
UDL Indicator	**Teacher Actions:**
Checkpoint 7.3 Minimize threats and distractions.	Establish Ground Rules and Respectful Communication: -Establish clear ground rules for discussions and interactions that promote a safe and respectful learning environment. -Emphasize the importance of active listening, empathy, and confidentiality to create a space where students feel comfortable expressing themselves without fear of judgment or reprisal.

	Provide Trigger Warnings:
	-Before discussing potentially triggering topics, provide trigger warnings to alert students to the sensitive nature of the content and allow them to mentally prepare for the discussion.
	Create a Safe Physical Environment:
	-Arrange the physical space in a way that minimizes distractions and ensures students feel physically safe and comfortable during discussions.
	-Consider factors such as seating arrangements, lighting, and privacy to create a supportive environment conducive to open and honest dialogue.
	Offer Confidentiality and Support:
	-Reassure students that their privacy will be respected.
	-Provide information about support resources available both within the school community and externally, such as counseling services, hotlines, or advocacy organizations.
	Use Sensitive Language and Terminology:
	-Use inclusive and sensitive language when discussing topics related to sexual health and sexual assault to avoid triggering or stigmatizing students.
	-Provide definitions and explanations for terms and concepts to ensure clarity and understanding among all students, regardless of their background or prior knowledge.
	Offer Alternative Participation Options:
	-Recognize that some students may feel uncomfortable participating verbally in discussions about sexual health or sexual assault.
	-Provide alternative participation options, such as written reflections, anonymous question submissions, or small-group discussions, to accommodate diverse comfort levels and communication preferences.

Supporting Multilingual/English Learners	
Related CELP standards:	**Learning Targets:**
6-8.10 An EL can . . . make accurate use of standard English to communicate in grade appropriate speech	**Level 1**-I can match pictures with words for body parts and safety rules.

and writing.	**Level 2-**I can ask and answer questions about where to find help for sexual health or safety. **Level 3-**I can explain how to find trusted adults or websites for information on sexual health. **Level 4**-I can compare two sources of information to decide which is more trustworthy. **Level 5**-I can write a short paragraph about how to stay safe and access help if needed, using facts from trusted sources.

Lesson Sequence	Learning Target
1	● I can recognize the importance of accessing accurate and reliable information about personal health. ● I can understand the steps necessary to Access Valid and Reliable Health Education Resources. ● I can identify resources to support personal health.
2	● I can evaluate the credibility of sources of information about life stages, considering factors such as authorship, evidence-based content, and potential bias. ● I can demonstrate the ability to use age-appropriate resources effectively to learn about the stages of life. ● I can define the stages of life and identify key characteristics and milestones associated with each stage of life.
3	● I can demonstrate the ability to access age-appropriate products and services related to puberty and hygiene. ● I can recognize the importance of personal hygiene practices for maintaining physical health and well-being during puberty. ● I can define puberty and identify common physical and emotional changes that occur during this stage of development.
4	● I can describe the reproductive body parts and their functions using medically appropriate terms.
5	● I can recognize the importance of accessing accurate and reliable information about menstruation for understanding reproductive health. ● I can identify trusted sources of information about menstruation, products and resources. ● I can access valid and reliable information on menstruation from home, school, or community. ● I can define and describe the process of the Menstrual cycle.
6	● I can evaluate the credibility of sources of information about HIV/AIDS. ● I can identify the causes and transmission methods of HIV.
7	● I can identify trusted sources of information about Erin's Law and sexual abuse prevention. ● I can describe situations and behaviors that constitute sexual mistreatment, harassment, and abuse as described in Erin's Law.
8	● I can identify when I need help or information to support my health. ● I can analyze the validity of help and information. ● I can locate and identify resources for valid help and information. ● I can make a plan to access reliable help and valid information. ● I can reflect on how valid and reliable resources enhanced my health.

Grade 7

Unit Title:
1: Analyzing Influences in Mental and Emotional Health

Relevant Standards: Bold indicates priority
INF 2.2.8 Explain how personal values and beliefs influence personal health practices and behaviors. INF 2.4.8 Analyze how relevant influences of family, peers, culture, school, community, along with media and technology, affect personal health practices and behaviors. MEH 1.3.8 Recognize the connection between depression and suicidal ideation. HEPA 1.7.8 Differentiate between healthy eating and disordered eating. MEH 1.5.8 Recognizing stressors, their impact on mind and body, and effective coping strategies. MEH 1.8.8 Describe characteristics of positive mental and emotional health. MEH 1.14.8 Explain the causes, symptoms, and effects of depression, stress, and anxiety

Essential Question(s):	Enduring Understanding(s):
● What factors influence mental health? ● What is the impact of self and others on mental health?	● The way we feel, think, and act is constantly being influenced by the people and things in our life. By learning how to analyze influences, we are empowered to take ownership of our well-being by thoughtfully and critically choosing if and how we engage with influences.

Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: ● Rubric ● Observation ● Written Assignment ● Exit Slip ● Project ● Journal Writing ● Oral Presentation ● Self/Peer Evaluations ● Self Reflection ● Common Assessment ● Personal Conferencing	10 lessons

Family Overview (link below)	Integration of Technology:
[Unit 1](#)	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
• influence, social norms, peer pressure, analyze, perception, values, community, impact, Wellness, physical health, mental health, emotional health, social health, bullying, bully, victim, bystander, upstander, stress, stressor, stress management, consequences, Mental health illnesses, stigma,anxiety, depression, suicide, trusted adult, body image, eating disorder, anorexia nervosa, bulimia, binge eating disorder, trusted adult	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	• Bullying is just a part of growing up. • Stress is always bad. • People with mental illnesses are dangerous or should be feared. • Anxiety is just about worrying too much. • Depression is just feeling sad and can be overcome by thinking positively. • Only girls are concerned with body image. • Eating disorders are just about food and are a choice.
Connections to Prior Units:	Connections to Future Units:
Basic terms of mental and emotional health, like "stress," "emotions," and "coping," serve as a foundation for understanding more complex concepts such as mental illness, suicide, and the impact of social and environmental factors on well-being.	Mental and Emotional Health will be covered with the skill of Advocacy in 8th grade
Differentiation through [Universal Design for Learning](#)	
UDL Indicator	Teacher Actions:
Checkpoint 7.2 Optimize relevance, value, and authenticity	Connect to Real-World Contexts: -Design learning experiences that are connected to real-world contexts, problems, and challenges relevant to students' lives and interests. -Provide examples, case studies, and scenarios that illustrate the practical applications and significance of the content being learned. Offer Choice and Personalization: -Provide students with options and opportunities to

	explore topics, themes, or projects that align with their interests, goals, and experiences. -Allow students to personalize their learning experiences by selecting resources, activities, or assignments that resonate with their individual preferences and learning styles.

Supporting Multilingual/English Learners	
Related CELP standards:	**Learning Targets:**
6-8.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	**Level 1**- I can match pictures of feelings with their names, like happy, sad, or angry. **Level 2**- I can ask and answer questions about how friends or family affect my feelings. **Level 3**- I can explain how social media can influence my emotions using keywords from a word bank. **Level 4**- I can compare how different situations, like winning a game or losing a friend, affect mental health. **Level 5**- I can write a paragraph about how family, friends, and media influence mental health, using evidence from an article.

Lesson Sequence	Learning Target
1	● I can define internal and external influences and describe their impact on personal health factors and behaviors. ● I can analyze how a variety of influences connect to future health choices, behaviors, and outcomes
2	● I can identify my personal core values. ● I can identify negative and positive influences on my personal health and behaviors.
3	● I can identify the Bullying Cycle and the impact it has on the Wellness of self and others. ● I can analyze factors that influence how I treat others.
4	● I can identify the effects of stress on the mind and body. ● I can identify personal stressors in my life. ● I can examine how stressors can be a positive or negative influence on my behaviors and wellness.
5	● I can identify consequences related to not managing stress in a healthy way. ● I can analyze factors that influence stress and create an action plan that utilizes appropriate coping strategies.
6	● I can explain how mental health illnesses can impact the dimensions of wellness ● I can explain the causes, symptoms, and effects of depression, stress, and anxiety
7	● I can identify warning signs for depression/ suicide. ● I can analyze the impact of seeking a trusted adult for those in need.
8	● I can analyze different influences on body image. ● I can explain how body image can impact mental health in positive and negative ways.

9	• I can analyze how body image relates to eating disorders. • I can define different types of disordered eating.
10 Assessment	• I can define internal and external influences and describe their impact on personal health factors and behaviors. • I can analyze how a variety of influences connect to future health choices, behaviors, and outcomes

Grade 7

Unit Title:
2: Goal Setting in Healthy Eating and Physical Activity

Relevant Standards: Bold indicates priority
GS 6.2.8 Assess personal health practices. GS 6.3.8 Set a realistic personal health goal. GS 6.5.8 Apply strategies to overcome barriers to achieve a personal health goal. HEPA 1.1.8 Identify the importance of each macronutrient (fats, proteins, carbohydrates) and eating a variety of foods from each category. HEPA 1.10.8 Explain the relationship between access to healthy foods and personal food choices.

Essential Question(s):	Enduring Understanding(s):
• How can people set and achieve nutrition goals for better health?	• Goals challenge a person to grow and improve while empowering a person to act with intention and purpose.

Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: • Rubric • Observation • Written Assignment • Exit Slip • Project • Journal Writing • Oral Presentation • Self/Peer Evaluations • Self Reflection • Common Assessment • Personal Conferencing	9 lessons

Family Overview (link below)	Integration of Technology:
Unit 2	N/A

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology

	(beyond core resources):
• SMART goal, achieve, measurable, attainable, relevant, time-phased, specific, assess, responsibility, Nutrition, Nutrients, Dietary Guidelines, essential, protein, water, vitamins, minerals, fats, carbohydrates, saturated, unsaturated, calorie, diet, fad diets, fast food, consumption	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
N/A	• Fad diets are effective for long-term weight loss and overall health. • Fast food is always unhealthy and should be completely avoided. • Meal planning is time consuming and too hard to follow
Connections to Prior Units:	**Connections to Future Units:**
Prior knowledge in 6th grade of reading food labels helps in goal setting for healthy eating and physical activity by enabling individuals to make informed choices about nutrient intake, portion sizes, and calorie consumption to support their fitness goals.	The steps of goal setting will appear in many future areas, not just health education.

Differentiation through Universal Design for Learning

UDL Indicator	Teacher Actions:
Checkpoint 6.1 Guide appropriate goal setting	Demonstrate Goal-Setting: Show students how to break down long-term goals into manageable short-term objectives. Think Aloud: Verbally walk through the process of setting a goal, identifying obstacles, and planning steps to overcome those obstacles. Explicit Instruction: Teach students how to set SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound). Graphic Organizers: Use tools like goal-setting charts or templates to help students organize their thoughts and plans. Step-by-Step Guidance: Break down the goal-setting process into smaller steps and provide guidance at each stage. Regular Check-Ins: Schedule regular meetings to review students' progress towards their goals and adjust as needed. Reflection Activities: Implement activities that encourage students to reflect on their progress, challenges, and

strategies.

Journals: Have students maintain goal-setting journals where they can track their progress and reflect on their experiences.

Positive Reinforcement: Encourage a growth mindset by celebrating progress and effort rather than just the achievement of goals.

Feedback: Provide constructive feedback that focuses on students' strategies and efforts, encouraging them to persist and adapt.

Individualized Goals: Help students set goals that are tailored to their individual needs, strengths, and interests.

Flexible Pacing: Allow students to set goals that align with their personal learning pace and style.

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
6-8.10 An EL can . . . make accurate use of standard English to communicate in grade appropriate speech and writing.	*Level 1*-I can match pictures of healthy foods and exercises with their names. *Level 2*-I can ask and answer questions about my goals for eating healthy and being active. *Level 3*-I can explain my goal for healthy eating and physical activity using sentence frames like "My goal is to __ because __." *Level 4*-I can compare my current habits to my goal and explain what I need to change. *Level 5*-I can write a plan with steps to reach my healthy eating and physical activity goals, using facts and details from a health lesson.

Lesson Sequence	Learning Target
1	● I can identify my personal health practices that affect my overall wellness.
2	● I can identify the importance of eating a variety of foods from each food group. ● I can identify an area in my nutritional habits that I can improve on.
3	● I can analyze the risks of fad diets. ● I can create a personal health goal related to healthy eating.
4	● I can articulate the relationship between access to healthy foods and personal food choices. ● I can analyze barriers to healthy eating and propose strategies to overcome them..
5	● I can identify the potential health risks associated with frequent consumption of fast food. ● I can apply strategies to overcome barriers in making food choices.
6	● I can identify strategies for making healthy food choices despite the presence of conveniently placed unhealthy options.
7	● I can evaluate my access to healthy food options, demonstrate knowledge of nutritious

	food choices, and create a personalized health goal.
8	● I can create an action plan outlining specific steps and strategies to achieve a personal health goal.
9 Assessment	● I can create an action plan outlining specific steps and strategies to achieve a personal health goal.

Grade 7

Unit Title:
3: Communication in Healthy Relationships

Relevant Standards: Bold indicates priority
IC 4.1.8 Demonstrate the use of effective verbal and nonverbal communication skills to enhance health. IC 4.4.8 Demonstrate healthy ways to manage or resolve conflict. HR 1.3.8 Describe characteristics of healthy relationships (communication, respect, trust, and boundaries). HR 1.5.8 Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts). HR 1.6.8 Explore strategies to address unhealthy relationships. SAAP 1.7.8 Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. SAAP 1.9.8 Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking.

Essential Question(s):	Enduring Understanding(s):
● How do effective communication skills contribute to healthy relationships? ● What strategies can individuals use to improve their relationships?	Being an effective communicator plays a key role in connecting and building relationships, resolving social conflict, advocating for yourself, and making healthy choices.

Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: ● Rubric ● Observation ● Written Assignment ● Exit Slip ● Project ● Journal Writing ● Oral Presentation ● Self/Peer Evaluations ● Self Reflection ● Common Assessment	8 lessons

● Personal Conferencing	
Family Overview (link below)	**Integration of Technology:**
	N/A
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
● listen, speak, voice, body language, facial expressions, intent, inflection, tone, message, boundary, refuse, communicate, consent, permission, values, peer pressure, conflict, resolution, perspective, coping strategies, needs, wants, feelings, compromise, fair, negotiate, values, trust, respect, boundaries, open communication, blockers, STOP, refusal skills, conflict resolution styles, conflict resolution skills, Erin's Law, consent, sexual abuse, sexual harrassment, teasing, safe person,	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
N/A	● There's a "right" and "wrong" way to communicate ● Texting is enough to maintain a strong friendship or relationship ● Good communication means always agreeing ● Avoiding conflict at all costs is better than confronting the issue ● Apologizing means admitting defeat
Connections to Prior Units:	**Connections to Future Units:**
Communication in mental and emotional health that was addressed in 6th grade focused on expressing and managing personal feelings and emotions, while communication in healthy relationships emphasizes effective listening, mutual respect, and understanding between individuals.	
Differentiation through Universal Design for Learning	
UDL Indicator	**Teacher Actions:**
Checkpoint 5.1 Use multiple media for communication	● Multimedia Presentations: Allow students to use tools like PowerPoint, Prezi, or Google Slides to create multimedia presentations that include text, images, audio, and video. ● Visual Arts: Incorporate drawing, painting, infographics, and comics as methods for students to express their understanding. ● Collaborative Documents: Use platforms like Google Docs for collaborative writing and peer feedback.

	• Rubrics for Media Projects: Develop rubrics that assess the quality of communication across different media, ensuring clear criteria for multimedia projects. • Feedback and Revision: Encourage iterative processes where students receive feedback and revise their work using different media. • Inclusive Practices: Ensure that all media options are accessible to students with disabilities, providing necessary accommodations and support. • Resource Lists: Compile and share lists of tools and resources for creating multimedia projects.

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
6-8.4 An EL can . . . construct grade appropriate oral and written claims and support them with reasoning and evidence.	**Level 1**-I can match pictures of feelings with words like happy, sad, or angry. **Level 2**-I can ask and answer questions about how to talk kindly to friends and family. **Level 3**-I can explain how to use "I" statements to share my feelings, like "I feel __ when __." **Level 4**-I can compare healthy and unhealthy ways people communicate in relationships. **Level 5**- I can write a paragraph about how good communication helps build healthy relationships, using examples from class discussions.

Lesson Sequence	Learning Target
1	• I can demonstrate a variety of strategies to effectively communicate to enhance health. • I can rehearse healthy refusal / boundary setting strategies in a variety of scenarios
2	• I can identify and describe the characteristics of a healthy relationship.
3	• I can identify my personal conflict resolution style. • I can identify healthy/unhealthy communication strategies in a variety of conflict resolution styles.
4	• I can differentiate between healthy and unhealthy relationships and apply conflict resolution skills.
5	• I can identify the steps in the STOP refusal strategy. • I can rehearse a refusal /boundary setting strategy.
6	• I can explain the importance of showing respect to all individuals and explain the consequences that teasing has on a person's overall wellness. I can examine the context of how hurtful comments are affecting others.
7	• I can explain reasons why a person who has been sexually mistreated is not at fault. • I can identify and seek help from a trusted adult for myself or others in a time in need.
8 Assessment	• I apply my knowledge to demonstrate a variety of strategies to effectively communicate to enhance health through scenarios.

Grade 7

Unit Title:
4: Accessing Information in Alcohol, Nicotine and Other Drugs

Relevant Standards: Bold indicates priority
AI 3.1.8 Analyze the validity and reliability of health information, products, and services AI 3.4.8 Access valid and reliable health information from home, school, or community. ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs. ANOD 1.6.8 Explain school policies and community laws about alcohol, nicotine, and other drugs. ANOD 1.9.8 Describe short- and long-term physical, social and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).

Essential Question(s):	Enduring Understanding(s):
- How can people get reliable information about drugs and their effects? - How does having the right information help people make better choices about using drugs and reducing harm?	To take ownership of personal well-being it is often necessary to research health information, seek help or health services, and access health products. If we aren't able to distinguish what is accurate and relevant information, services, and/or products we risk accepting false information as truth, access improper care, and/or consume unhealthy or ineffective products.

Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: - Rubric - Observation - Written Assignment - Exit Slip - Project - Journal Writing - Oral Presentation - Self/Peer Evaluations - Self Reflection - Common Assessment - Personal Conferencing	8 lessons

Family Overview (link below)	Integration of Technology:
[Unit 4](#)	Student Chromebooks
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
access, information, situations, analyze, valid, reliable, resources, cite, credentials, expert, bias, impartial, analyze, locate, barrier, reflect, drug, stimulant, depressant, alcohol, binge drinking, blood alcohol content, cannabis, THC, vape, vaping, aerosol , laws, addiction, long term, short term, effects	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Library Media- - I can identify situations that I would need valid information - I can analyze the criteria that makes a source valid	- Drinking alcohol is harmless and makes you cool or popular - Vaping is not addictive - Cannabis is harmless because it's natural and legal - Experimenting with drugs won't affect my brain
Connections to Prior Units:	Connections to Future Units:
The prior knowledge of analyzing the influences of alcohol, nicotine, and other drugs in 6th grade lays the foundation for 7th grade by helping students understand how to access reliable information and make informed decisions about these substances.	The skill of accessing information will be addressed in 8th grade.
Differentiation through [Universal Design for Learning](#)	
UDL Indicator	Teacher Actions:
Checkpoint 4.1 Vary the methods for response and navigation	Offer Multiple Means of Response: -Provide students with various options for how they can respond to questions or demonstrate understanding. This could include verbal responses, written responses, drawings, gestures, or using assistive technology. -Encourage students to choose the response method that works best for them based on their strengths and preferences. -Allow for flexible response formats in assessments, such as multiple-choice questions, short answer questions, essays, oral presentations, or project-based assessments. Provide Scaffolded Support: -Offer scaffolded support to help students develop their skills in different response methods. Start with simpler

| | tasks and gradually increase complexity as students become more proficient.

-Break down tasks into smaller steps and provide clear instructions and examples to guide students through the process of responding in different ways.

Model Different Response Methods:

-Model different response methods for students to demonstrate how they can effectively communicate their understanding using various modalities.

-Provide opportunities for students to observe and learn from each other as they utilize different response methods in the classroom.

Utilize Technology:

-Incorporate technology tools and resources that support varied methods of response and navigation,

-Offer options for students to use assistive technology devices or software to navigate content and communicate their responses effectively.

Encourage Peer Collaboration:

-Promote peer collaboration and discussion to provide additional opportunities for students to share their ideas and perspectives.

-Assign group activities or cooperative learning tasks that require students to collaborate and communicate with their peers using different response methods. |
|---|---|

Supporting Multilingual/English Learners	
Related CELP standards:	**Learning Targets:**
6-8.4 An EL can . . . construct grade appropriate oral and written claims and support them with reasoning and evidence.	**Level 1**-I can match pictures of alcohol, nicotine, and other drugs with their names. **Level 2**-I can ask and answer questions about where to get help for drug and alcohol problems. **Level 3**-I can explain how to find trusted websites or people for information about drugs and alcohol. **Level 4**-I can compare two sources of information to decide which one is more reliable. **Level 5**-I can write a paragraph about how to find accurate information on alcohol, nicotine, and other drugs, using evidence from class materials.

Lesson Sequence	Learning Target
1	● I can identify situations that I would need valid information. ● I can analyze the criteria that makes a source valid.
2	● I can identify valid and reliable resources to access health information.

	● I can analyze a variety of resources to determine if they are reliable.
3	● I can use valid sources to analyze the negative consequences of consuming alcohol. ● I can analyze negative consequences of underage drinking. ● I can use valid sources to analyze the negative health effects of using alcohol on the mind and body.
4	● I can use valid sources to analyze the negative consequences of consuming Cannabis. ● I can analyze negative consequences of underage Cannabis use.
5	● I can access valid information on school and community laws. ● I can describe how unlawful actions can affect my social wellness. ● I can describe community laws and policies related to the consumption of ANOD.
6	● I can identify various health effects from ANOD use on the development of the teen brain ● I can utilize valid sources to identify the effects of drug use on overall Wellness.
7	● I can find valid information related to addiction. ● I can identify the four stages of addiction.
8 Assessment	● I can identify valid and reliable resources to access health information. ● I can analyze a variety of resources to determine if they are reliable.

Grade 8

Unit Title:
1: **Accessing Information in Disease, Injury and Violence Prevention**
Relevant Standards: Bold indicates priority
AI 3.1.8 Analyze the validity and reliability of health information, products, and services AI 3.4.8 Access valid and reliable health information from home, school, or community. ANOD 1.9.8 Describe short- and long-term physical, social and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem). HEPA 1.6.8 Explain the importance of a healthy relationship with food (i.e., intuitive eating, moderation, food as fuel). OWDP 1.3.8 Describe the controllable factors that contribute to optimal wellness and chronic diseases (i.e., heart disease, cancer, diabetes, hypertension, and osteoporosis). Intake (food, air, water, substances) Output (physical activity and movement; elimination of waste) Sleep Stress Management SIP 1.2.8 Define Digital Wellness and its impact on overall health. SAAP 1.10.8 Describe the positive and negative ways in which technology and social media can impact physical and emotional safety.

Essential Question(s):	Enduring Understanding(s):
• How can individuals access reliable information to effectively prevent diseases, injuries, and violence in their communities? • What strategies can be used to promote informed decision-making and behavior change?	To take ownership of personal well-being it is often necessary to research health information, seek help or health services, and access health products. If we aren't able to distinguish what is accurate and relevant information, services, and/or products we risk accepting false information as truth, access improper care, and/or consume unhealthy or ineffective products.

Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: • Rubric • Observation • Written Assignment • Exit Slip • Project • Journal Writing • Oral Presentation • Self/Peer Evaluations	9 lessons

- Self Reflection - Common Assessment - Personal Conferencing	
Family Overview (link below)	**Integration of Technology:**
Unit 1	N/A
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
access, information, situations, analyze, valid, reliable, resources, cite, credentials, expert, bias, impartial, analyze, locate, barrier, reflect, Drug, addiction, vaping, Chronic Disease, Nutrition, prevention, Salts, Sodium, /sugar, energy drinks, nutritional disease, digital wellness, digital safety	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Library Media- - I can identify situations that I would need valid information - I can analyze the criteria that makes a source valid	- Risky behaviors only affect the individual engaging in them - Privacy settings on social media platforms guarantee online safety.
Connections to Prior Units:	**Connections to Future Units:**
Prior knowledge of accessing information on alcohol, nicotine, and other drugs (ANOD) helps students apply similar skills to finding reliable resources on disease, injury, and violence prevention, empowering them to make informed decisions about health and safety.	.
Differentiation through Universal Design for Learning	
UDL Indicator	**Teacher Actions:**
Checkpoint 7.3 Minimize threats and distractions	- Establish Clear Expectations: Clearly communicate behavioral expectations to students from the beginning of the school year or course. This includes rules regarding respect for others, participation, and minimizing distractions. - Create a Safe and Supportive Environment: Foster a classroom climate where students feel safe to express themselves and take academic risks. Address any instances of bullying, harassment, or disrespectful behavior promptly and firmly. - Organize Physical Space: Arrange the physical space in the classroom to minimize distractions. This may involve positioning students away from noisy areas, ensuring adequate lighting, and providing comfortable seating. - Implement Behavior Management Strategies: Implement proactive behavior management strategies, such as positive reinforcement, praise, and incentives for staying focused and on-task.

	Provide individualized support for students who may struggle with self-regulation.
	● Use Visual Cues: Use visual cues or signals to redirect off-task behavior or remind students of expectations without disrupting the flow of instruction. For example, a quiet signal or a visual reminder of appropriate behavior can be effective.
	● Regularly Reflect and Adjust: Continuously monitor the learning environment and solicit feedback from students to identify and address any ongoing threats or distractions. Be willing to adapt your strategies based on the evolving needs of your students.

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
6-8.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	**Level 1**-I can match pictures of safety signs and health tools with their names. **Level 2**-I can ask and answer questions about where to get help to stay safe and healthy. **Level 3**-I can explain how to find trusted websites or people for information about disease, injury, and violence prevention. **Level 4**-I can compare two sources of information to decide which one is more reliable for staying safe and healthy. **Level 5**-I can write a paragraph about how to find accurate information on disease, injury, and violence prevention, using evidence from class materials.

Lesson Sequence	Learning Target
1	● I can identify the skill cues for accessing information.
2	● I can identify reliable online sources. ● I can articulate the negative effects of vaping on overall wellness.
3	● I can analyze health information from multiple sources. ● I can list the consequences obesity has on wellness. ● I can determine factors that contribute to obesity.
4	● I can apply evidence-based health information to synthesize the effects that salt, sugar, and caffeine have on the body.
5	● I can use effective online search strategies to find accurate and reliable health information. I can use evidence-based information to demonstrate learning of nutritional diseases.
6	● I can use effective online search strategies to find accurate and reliable health information. I can use evidence-based information to demonstrate learning of nutritional diseases.
7	● I can evaluate website credibility. I can understand ways to recognize online threats and protect personal information. ● I can describe ways in which technology impacts physical and emotional wellness of self and others.
8	● I can identify reliable sources.

	• I can utilize search techniques to find appropriate information. I can assess website credibility.
9	• I can identify reliable sources. I can utilize search techniques to find appropriate information. • I can assess website credibility.

Grade 8

Unit Title:
2: Advocacy in Mental Health Education

Relevant Standards: Bold indicates priority
AV 8.2.8 Persuade others to make positive health choices. AV 8.4.8 Demonstrate how to adapt positive health-related messages for different audiences. VP 1.2.8 Describe short- and long term consequences of violence to perpetrators, victims, and bystanders. MEH 1.3.8 Recognize the connection between depression and suicidal ideation. MEH 1.11.8 Summarize feelings and emotions associated with loss and grief. MEH 1.13.8 Describe how mental and emotional health can affect health-related behaviors.

Essential Question(s):	Enduring Understanding(s):
• How can effective advocacy promote awareness, acceptance, and access to resources for mental health support? • What role do individuals play in advocating for themselves and others?	Learning how to advocate empowers individuals to enhance their personal well-being, while also giving them the tools to help boost the well-being of others.

Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: • Rubric • Observation • Written Assignment • Exit Slip • Project • Journal Writing • Oral Presentation • Self/Peer Evaluations • Self Reflection • Common Assessment • Personal Conferencing	10 lessons

Family Overview (link below)	Integration of Technology:
Unit 2	N/A

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
problem, issue, advocate, challenge, obstacle, research, evidence, affected, persuade, support, Bullying, bully, victim, bystander, upstander, advocacy, mental illness, anxiety, depression, bipolar, ptsd, suicide awareness, grief, trusted adult	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
N/A	- It's not my place to intervene in someone else's problems - Talking to someone about their mental health will only make things worse - If someone is suicidal, they won't actually go through with it - Grieving should be done alone and in private
Connections to Prior Units:	**Connections to Future Units:**
Prior knowledge of communication in mental and emotional health and analyzing influences helps students understand the importance of advocating for mental health by recognizing how open dialogue and external factors affect well-being, enabling them to support and promote mental health awareness and resources.	
Differentiation through [Universal Design for Learning](#)	
UDL Indicator	**Teacher Actions:**
Checkpoint 7.2 Optimize relevance, value, and authenticity	- Real-Life Applications: Design assignments and projects that have real-world applications, such as solving community problems or addressing current events. - Guest Speakers: Invite professionals from various fields to speak about how the subject matter applies in their careers. - Interest Surveys: Conduct surveys or discussions to learn about students' interests and incorporate those interests into the curriculum. - Choice-Based Assignments: Provide options in assignments and projects that allow students to explore topics they are passionate about. - Authentic Texts and Resources: Use materials like news articles, primary source documents, or scientific journals that are relevant and up-to-date. - Project-Based Learning (PBL): Implement PBL where students work on projects that address real-world challenges and present their findings to an authentic audience. - Interactive Tools: Use technology to create interactive and engaging learning experiences, such as virtual field trips or simulations.

	● Multimedia Projects: Allow students to create multimedia projects, like videos or podcasts, to express their learning in dynamic and relevant ways. ● Responsive Teaching: Be responsive to students' feedback and be willing to adjust teaching strategies to make learning more relevant and engaging.

Related CELP standards:	Learning Targets:
6-8.6 An EL can . . . analyze and critique the arguments of others orally and in writing.	**Level 1**-I can match pictures of feelings with words like happy, sad, or scared. **Level 2**-I can ask and answer questions about how to get help for mental health needs. **Level 3**-I can explain how to tell a trusted adult if I or a friend needs mental health support. **Level 4**-I can compare different ways to advocate for mental health, like talking to a teacher or calling a helpline. **Level 5**-I can write a letter or create a presentation to advocate for better mental health support in my school or community.

Lesson Sequence	Learning Target
1	● I can learn the steps on persuading others to make positive health choices. ● I can determine obstacles that may get in the way of making positive choices. ● I can identify obstacles when finding resources for myself and others
2	● I can describe how advocating for others benefits the health and well-being of everyone in my community. ● I can analyze how to advocate health related messages to different audiences.
3	● Describe short- and long term consequences of violence to perpetrators, victims, and bystanders. ● I can describe the short/ long term consequences for all parties involved in the bullying cycle.
4	● I can describe ways to advocate for the education of mental and emotional health ● I can describe a variety of common mental illnesses
5	● I can identify necessary situations related to mental health when advocacy is needed. ● I can describe how mental illness affects my feelings, behaviors and choices.
6	● I can determine the best way to advocate for myself if I'm feeling depressed. ● I can determine the best way to advocate for a friend or family member who is experiencing depression.
7	● I can recognize the connection between depression and suicidal ideation. ● I can identify warning signs of depression and suicide.
8	● I can model the skill cues of advocacy while supporting others in times of grief. ● I can identify the stages of Grief.
9-10	● I can identify the steps of advocacy for myself and others. ● I can determine obstacles that may get in the way of making positive choices.

Grade 8

Unit Title:
3: Decision Making in Alcohol, Nicotine and Other Drugs
Relevant Standards: Bold indicates priority
DM 5.3.8 Explain how family, culture, media, peers, and personal beliefs affect a health-related decision. DM 5.5.8 Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision. VP 1.6.8 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian. ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs. ANOD 1.7.8 Determine the benefits of being alcohol, nicotine and other drug-free. ANOD 1.9.8 Describe short- and long-term physical, social and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).

Essential Question(s):	Enduring Understanding(s):
• What factors influence individuals' decisions regarding drug use? • How can informed decision-making skills be developed to promote healthy choices?	• All day, everyday we make conscious and unconscious decisions. Along with each and every choice comes a consequence that we have to live and deal with. By learning how to make healthy decisions, we limit the risk of negative and adverse outcomes and can take ownership of our well-being.
Demonstration of Learning:	**Pacing for Unit**
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: • Rubric • Observation • Written Assignment • Exit Slip • Project • Journal Writing • Oral Presentation • Self/Peer Evaluations	9 lessons

• Self Reflection • Common Assessment • Personal Conferencing	
Family Overview (link below)	**Integration of Technology:**
[Unit 3](#)	N/A
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
• decision, consequence, outcome, predict, reflect, help, hinder, healthy, unhealthy, personal safety, responsibility, risky behaviors, risky situations, abstaining, drug, illegal, legal, OTC, prescription, stimulant, depressant, hallucinogen, narcotic, fentanyl, opioids, club drugs, inhalants, anabolic steroids, chemical dependency	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
N/A	• Peer pressure is the only reason people try drugs or alcohol • Substance use is a personal choice with no broader consequences • Prescription drugs are safer than illicit drugs • Illegal drugs are more dangerous than legal substances: • It's easy to quit using drugs or alcohol once you start
Connections to Prior Units:	**Connections to Future Units:**
Prior knowledge of accessing information on alcohol, nicotine, and other drugs (ANOD) helps students make informed decisions in 8th grade by using reliable resources to evaluate the risks and consequences of substance use.	
Differentiation through [Universal Design for Learning](#)	
UDL Indicator	**Teacher Actions:**
Checkpoint 3.4 Maximize transfer and generalization	• Provide scaffolds that connect new information to prior knowledge (e.g., word webs, half-full concept maps) • Embed new ideas in familiar ideas and contexts (e.g., use of analogy, metaphor, drama, music, film, etc.) • Provide explicit, supported opportunities to generalize learning to new situations (e.g., different types of problems that can be solved with linear equations, using physics principles to build a playground)

Checkpoint 9.2 Facilitate personal coping skills and strategies	Provide differentiated models, scaffolds and feedback for: • Managing frustration • Seeking external emotional support • Developing internal controls and coping skills • Appropriately handling subject specific phobias and judgments of "natural" aptitude (e.g., "how can I improve on the areas I am struggling in?" rather than "I am not good at math") • Use real life situations or simulations to demonstrate coping skills

Related CELP standards:	Learning Targets:
6-8.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	**Level 1**-I can match pictures of alcohol, nicotine, and other drugs with their names. **Level 2**-I can ask and answer questions about good and bad choices related to drugs and alcohol. **Level 3**-I can explain how to make a safe decision about drugs using a decision-making chart. **Level 4**-I can compare the outcomes of good and bad decisions about using alcohol, nicotine, and other drugs. **Level 5**-I can write a paragraph about how to make healthy choices about drugs, using facts and examples from class materials.

Lesson Sequence	Learning Target
1	• I can define each step of the DECIDE model. • I can explain how influences affect health-related decisions. • I can explain appropriate steps toward ensuring personal safety and responsibility in the presence of firearms and other weapons.
2	• I can predict the potential consequences of a health-related decision. • I can summarize the benefits of being substance-free. • I can describe how addiction can affect wellness.
3	• I can recognize the legal consequences and potential long-term implications of using illegal drugs.
4	• I can consider how personal values influence decision making regarding drug use and avoidance.
5	• I can recognize the importance of critical thinking and resisting peer pressure in making informed decisions.
6	• I can demonstrate understanding of the risks associated with prescription painkillers and apply critical decision-making skills to make informed choices.
7-9	• I can demonstrate understanding of the risks associated with ATOD use and apply critical decision-making skills to make informed choices.

Grade 8

Unit Title:
4: Self-Management in Sexual Health/Sexual Assault and Abuse Prevention

Relevant Standards: Bold indicates priority
SM 7.1.8 Explain the importance of being responsible for one's personal health behaviors. SM 7.3.8 Demonstrate healthy practices and behaviors to improve the health of oneself and others. SH 1.3.8 Describe reproductive body parts and their functions. SH 1.4.8 Describe the menstrual cycle, the process of sperm production and the relationship to conception. SH 1.5.8 Determine the benefits of being sexually abstinent. SH 1.6.8 Explain how the most common STDs and HIV are transmitted. SH 1.7.8 Describe the usual signs and symptoms of common STDs and HIV and explain that some are asymptomatic. SH 1.9.8 Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly if having sex, not touching blood, and not touching used hypodermic needles. SAAP 1.2.8 Describe how power and control differences in relationships can contribute to aggression and violence. SAAP 1.4.8 Explain the term affirmative consent and what it looks like in words and/ or actions.

Essential Question(s):	Enduring Understanding(s):
● What strategies and practices empower individuals to responsibly manage their sexual health and well-being?	● Ultimately, you are the only one responsible for your health and if you want to thrive and live your best life, you must learn how to take control of your well-being.

Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: ● Rubric ● Observation ● Written Assignment ● Exit Slip ● Project	7 lessons

- Journal Writing - Oral Presentation - Self/Peer Evaluations - Self Reflection - Common Assessment - Personal Conferencing	
Family Overview (link below)	**Integration of Technology:**
Unit 4	N/A
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
responsible, responsibility, assume, importance, demonstrate, barrier, Erin's Law, sexual abuse, sexual harassment, consent, safe person, sating violence, relationship spectrum, healthy relationship, cycle of abuse, trusted adult, abstinence, puberty, hormones, female reproductive system, male reproductive system, menstruation, ovulation, fertilization, STD/STI, virus, bacteria, parasite	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
N/A	- Understanding anatomy isn't important for maintaining my health. - It's embarrassing or unnecessary to discuss sexual health with a trusted adult or healthcare provider. - Sexual abuse only happens to strangers.
Connections to Prior Units:	**Connections to Future Units:**
Differentiation through Universal Design for Learning	
UDL Indicator	**Teacher Actions:**
Checkpoint 7.3 Minimize threats and distractions	- Establish Clear Expectations: Clearly communicate behavioral expectations to students from the beginning of the school year or course. This includes rules regarding respect for others, participation, and minimizing distractions. - Create a Safe and Supportive Environment: Foster a classroom climate where students feel safe to express themselves and take academic risks. Address any instances of bullying, harassment, or disrespectful behavior promptly and firmly. - Organize Physical Space: Arrange the physical space in the classroom to minimize distractions. This may involve positioning students away from noisy areas, ensuring adequate lighting, and

	providing comfortable seating.
	• Implement Behavior Management Strategies: Implement proactive behavior management strategies, such as positive reinforcement, praise, and incentives for staying focused and on-task. Provide individualized support for students who may struggle with self-regulation. • Use Visual Cues: Use visual cues or signals to redirect off-task behavior or remind students of expectations without disrupting the flow of instruction. For example, a quiet signal or a visual reminder of appropriate behavior can be effective. • Regularly Reflect and Adjust: Continuously monitor the learning environment and solicit feedback from students to identify and address any ongoing threats or distractions. Be willing to adapt your strategies based on the evolving needs of your students.

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
6-8.10 An EL can . . . make accurate use of standard English to communicate in grade appropriate speech and writing.	**Level 1**-I can match pictures of body parts and safety symbols with their names. **Level 2**-I can ask and answer questions about how to stay safe and protect my body. **Level 3**-I can explain how to use refusal skills to stay safe in uncomfortable situations. **Level 4**-I can compare safe and unsafe situations and explain how to respond to each one. **Level 5**-I can write a plan for how to protect myself and get help if I feel unsafe, using ideas from class lessons.

Lesson Sequence	Learning Target
1	• I can explain the importance of being responsible for my health behaviors. • I can demonstrate healthy behaviors that maintain or improve health.
2	• I can describe how power and control imbalances within relationships can impact my overall Wellness. • I can explain the term affirmative consent and what it looks like in words and/ or actions.
3	• I can identify areas of personal responsibility for maintaining my overall Wellness • I can describe the reproductive body parts and their functions using medically appropriate terms.
4	• I can identify areas of personal responsibility for maintaining my overall Wellness • I can describe the menstrual cycle, the process of sperm production and the relationship to conception.
5	• I can identify self management practices that I need to commit to that will maintain optimal Wellness. • I can determine the benefits of being sexually abstinent on overall Wellness.
6	• I can identify self management practices that I need to commit to that will maintain optimal Wellness.

	● I can identify areas of personal responsibility for maintaining my overall Wellness ● I can explain how the most common STDs and HIV are transmitted. ● I can identify the usual signs and symptoms of common STDs and HIV and the effects on overall Wellness ● I can summarize ways to decrease the spread of STDs and HIV.
7	● I can explain the importance of being responsible for my health behaviors.