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Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options	Connection to

Content Standards are based on the National Health Education Standards. The standards are listed below and will be referenced in the course of study only by their number.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 2: Students will analyze the influence of family, peers, culture, media, technology,
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

NOTE: Teen Health textbook (McGraw Hill / Glencoe publishers)

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1 week	Standard 1 Standard 2 Standard 4 Standard 5 Standard 6 Standard 7	STUDENTS CAN . . . Draw, label, and describe the Health Triangle (equilateral) Define and give an example for each of the three sides of the Health Triangle Define the parts of a S.M.A.R.T. goal and construct a S.M.A.R.T. goal Identify the steps of the decision making process Apply the decision making process to a health decision Explain how decisions affect goals Distinguish between aggressive, assertive and passive forms of communication Evaluate different communication techniques and restate unhealthy techniques in a more healthy way	Diagnostic Assessment Formative Assessment Summative Assessment Role Play	Teen Health textbook Flipcharts / Slides Instructional Videos Group Activities Current Research (including educational websites, peer-reviewed journals, print materials) Interactive Tools	Self-Awareness Responsible Decision Making Self Management

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1 week	Standard 1 Standard 4 Standard 5 Standard 6 Standard 7	STUDENTS CAN . . . Describe the structures of the Circulatory System Identify the three main parts of the blood Identify the structures and the three types of blood vessels found in the Circulatory System Describe the function of the Circulatory System Recognize the various illnesses and diseases of the Circulatory System List at least two interesting facts about the Circulatory System Discuss the importance of the Circulatory System to the human body Calculate and Record personal Target Heart Rates Practice counting resting and target heart rate Discuss the importance of regular exercise for good health	Diagnostic Assessment Formative Assessment Summative Assessment	Teen Health textbook Flipcharts / Slides Instructional Videos Group Activities Current Research (including educational websites, peer-reviewed journals, print materials)	Self-Awareness Self-Management Responsible Decision Making

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1 week	Standard 1 Standard 4 Standard 5 Standard 6 Standard 7 Standard 8	STUDENTS CAN . . . Describe the structures of the Respiratory System Describe the function of the Respiratory System Recognize the various illnesses and diseases of the Respiratory System List at least two interesting facts about the Respiratory System Identify the effects that smoking has on the Respiratory System of the human body Discuss the gas exchange process that occurs during breathing Identify the part of the brain that controls breathing	Diagnostic Assessment Formative Assessment Summative Assessment	Teen Health textbook Flipcharts / Slides Instructional Videos Current Research (including educational websites, peer-reviewed journals, print materials)	Self-Awareness Self-Management Responsible Decision Making
1 week	Standard 1 Standard 4 Standard 5 Standard 6 Standard 7	STUDENTS CAN . . . Identify the skull (cranium), sternum, ribs, vertebrae, and femur on the skeleton	Diagnostic Assessment Formative Assessment	Teen Health textbook Flipcharts / Slides	Self-Awareness Self-Management Responsible

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		Define ligaments, tendons, and cartilage Explain how infants can have over 300 bones in their skeleton but an adult skeleton only has 206 bones Define the three types of muscle: skeletal, smooth and cardiac (voluntary vs. involuntary) Identify the biceps, triceps, quadriceps, hamstrings, abs, and gluteus maximus muscles and describe how each one moves the skeleton Discuss the P.R.I.C.E. treatment and healing of an injury Name the vital organs which are protected by specific bones of the skeleton	Summative Assessment	Instructional Videos Group Activities Current Research (including educational websites, peer-reviewed journals, print materials) Interactive Tools	Decision Making
1 week	Standard 1 Standard 4 Standard 5 Standard 6 Standard 7	STUDENTS CAN . . . Identify the structures and functions of the Digestive System Describe the helper organs of	Diagnostic Assessment Formative Assessment Summative Assessment	Teen Health textbook Flipcharts / Slides Instructional Videos	Self-Awareness Self-Management Responsible Decision Making

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		the Digestive System Identify the structures and functions of the Excretory System List common illnesses and/or diseases of the Digestive and Excretory Systems Identify the difference between serving size and portion size Recognize the various parts of a “Healthy Plate” Discuss the reasons why the number of overweight American children and teens is increasing Analyze various food labels Determine healthy food choices based on food labels		Group Activities Current Research (including educational websites, peer-reviewed journals, print materials) Interactive Tools	Social Awareness
1 week	Standard 1 Standard 2 Standard 3 Standard 4 Standard 5	STUDENTS CAN . . . Identify and define the terms related to the human reproductive systems (egg, ovary, uterus, ovulation,	Diagnostic Assessment Formative Assessment Summative	Teen Health textbook Flipcharts / Slides	Self-Awareness Self-Management Responsible

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	Standard 6 Standard 7	fertilization, sperm, testicle, penis, semen, and ejaculation) Recognize the signs of puberty in humans (secondary sex characteristics) Identify the glands and hormones that trigger the onset of puberty in humans (the endocrine system)	Assessment	Instructional Videos Current Research (including educational websites, peer-reviewed journals, print materials)	Decision Making Social Awareness Relationship Skills
1 week	Standard 1 Standard 3 Standard 7 Standard 8	STUDENTS CAN: Research and create a slide presentation about a non-communicable disease including the overview, statistics, symptoms, diagnosis, treatment, and support groups Demonstrate and share knowledge about a non-communicable disease Understand, apply and analyze information from fellow classmates about various non-communicable diseases	Formative Assessment Summative Assessment Project / Presentation	Teen Health textbook Flipcharts / Slides Current Research (including educational websites, peer-reviewed journals, print materials)	Self-Awareness Self-Management Responsible Decision Making Social Awareness Relationship Skills
1 day	Standard 1 Standard 3	STUDENTS CAN: Describe the importance of CPR	Formative Assessment	Instructional Videos	Self-Awareness

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	Standard 4 Standard 5 Standard 6 Standard 7 Standard 8	Describe the techniques involved in performing hands-only CPR Explain and demonstrate how to perform correct chest compressions		Guest Speakers Group Activities Interactive Tools	Self-Management Responsible Decision Making Social Awareness Relationship Skills
2 days	Standard 4 Standard 7 Standard 8	STUDENTS CAN . . . Recognize signs of depression and the warning signs of suicide Demonstrate the ability to access help for themselves or for someone else *NOTE: In compliance with SAVE Students Act (HB 123)*	Diagnostic Assessment Formative Assessment	Teen Health textbook Current Research (including educational websites, peer-reviewed journals, print materials) Instructional Videos Guest Speakers	Self-Awareness Self-Management Responsible Decision Making Relationship Skills
1 day	Standard 4 Standard 7 Standard 8	STUDENTS CAN . . . Recognize the various types of abuse Describe and Apply the Protect Yourself Rules in an effort to avoid abuse	Formative Assessment	Teen Health textbook Current Research (including educational websites, peer-reviewed	Self-Awareness Self-Management Responsible Decision Making Relationship

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		Identify sources that could help themselves or a victim of abuse *NOTE: In compliance with Erin's Law (SB 288)*		journals, print materials) Instructional Videos	Skills