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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 3 Standard 4 Standard 5 Standard 6 Standard 7 Standard 8	STUDENTS CAN . . . Draw, label, and describe the Health Triangle (equilateral) Define peer pressure including positive and negative peer pressure List examples of positive and negative peer pressure Differentiate between direct and indirect peer pressure List the reasons why teens give into peer pressure Compare and contrast verbal and nonverbal communication techniques Describe the importance of body language in communication Describe refusal skills and why teens need them Identify the S.T.O.P. strategy Demonstrate the S.T.O.P. strategy in pressure situations	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) Interactive Tools	Self-Awareness Responsible Decision Making Self Management Social Awareness Relationship Skills

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2-3 weeks	Standard 1 Standard 2 Standard 3 Standard 4 Standard 5 Standard 7 Standard 8	STUDENTS CAN . . . Define the following terms: trachea, larynx, alveoli, carcinogens, nicotine, carbon monoxide, tar, second hand smoke, third hand smoke, diacetyl, leukoplakia, emphysema, popcorn lung, EVALI, and lung cancer List the various toxic chemicals (poisons) found in tobacco products Discuss how many carcinogens are found in tobacco products and how many different toxic chemicals are found in tobacco products Compare and contrast the various types of tobacco products Discuss the effects that using tobacco products has on the physical, mental and social side of the health triangle Identify costs and advertising techniques that tobacco companies use to market their product	Diagnostic Assessment Formative Assessment Project / Presentation	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

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		Describe the reasons why people choose to start vaping/smoking List reasons why warning labels on tobacco products are important Describe the effects that smoking has on the fetus of a pregnant mother as well as on an infant (SIDS) List and explain the different techniques that people can use to quit smoking Identify the numerous ways that lung cancer is treated			
2-3 weeks	Standard 1 Standard 2 Standard 3 Standard 4 Standard 5 Standard 7 Standard 8	STUDENTS CAN . . . Define the following terms: alcohol, alcoholism, alcohol poisoning, Blood Alcohol Content (BAC), depressant, intoxication, legal age of drinking, standard drink, inhibition, hangover, and binge drinking Describe the process by which alcohol is made	Diagnostic Assessment Formative Assessment Summative Assessment	Teen Health textbook Flipcharts / Slides Instructional Videos Group Activities Current Research (including	Self-Awareness Self-Management Responsible Decision Making Social Awareness Relationship Skills

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		Name the dangers of underage drinking Equalize beer, wine and hard liquor according to their alcoholic content Determine BAC using standard drink consumption and body weight Describe ways to handle peer pressure when faced with drinking situations Record and analyze different ways that alcohol can affect reaction time, vision, speech balance and coordination Evaluate and analyze current advertisements of alcoholic beverages		educational websites, peer-reviewed journals, print materials) Interactive Tools Guest Speakers	
1-2 weeks	Standard 1 Standard 4 Standard 5 Standard 6 Standard 7	STUDENTS CAN . . . Define the following terms: Medicine, Drug, Legal Drug, Illegal Drug, Prescription Medication (Rx), Over the Counter Medication (OTC), and THC Identify the physical and mental	Diagnostic Assessment Formative Assessment Summative Assessment	Teen Health textbook Flipcharts / Slides Instructional Videos Group Activities	Self-Awareness Self-Management Responsible Decision Making

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		effects that marijuana has on the body List and describe the long term effects that marijuana has on the body Explain the statement, “the legal status of a drug has little to do with its safety.” Rank the top five drugs that are abused by teens Analyze statistics regarding teen drug use Discuss the dangers of opioids including fentanyl Examine hypothetical peer interactions involving drugs and apply the S.T.O.P. technique to the peer pressure situation		Current Research (including educational websites, peer-reviewed journals, print materials) Guest Speakers	
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	Formative Assessment	Teen Health textbook Current Research (including educational websites,	Self-Awareness Self-Management Responsible Decision Making Relationship

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		NOTE: In compliance with SAVE Students Act (HB 123)		peer-reviewed journals, print materials) Instructional Videos Guest Speakers	Skills
3 days	Standard 1 Standard 2 Standard 3 Standard 4 Standard 5 Standard 6 Standard 7 Standard 8	STUDENTS CAN . . . Define and Identify Healthy Relationships Define and Identify Unhealthy Relationships Define consent/boundaries and their importance in a healthy relationship Describe the characteristics of a healthy relationship Recognize the warning signs and/or red flags of abuse in a relationship Describe the actions and/or behaviors that fall under the umbrella of sexual violence Compare bystanders and upstanders Describe the three D's of	Diagnostic Assessment Formative Assessment Summative Assessment	Teen Health textbook Flipcharts / Slides Instructional Videos Current Research (including educational websites, peer-reviewed journals, print materials) Guest Speakers	Self-Awareness Self-Management Responsible Decision Making Social Awareness Relationship Skills

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		upstander behavior - delegate, distract, and direct Identify helpful resources for themselves or others who may need assistance with a relationship *NOTE: In compliance with Erin's Law (SB 288)*			