<table>
<thead>
<tr>
<th><strong>Strand</strong></th>
<th><strong>Concept</strong></th>
<th><strong>Learning Targets</strong></th>
</tr>
</thead>
</table>
| A.        | Identify various types of mental and emotional situations and how to cope with them in healthy ways | 1. Describe appropriate ways to express needs, wants, and feelings  
2. Describe what stress is and how it effects the body  
3. Define bullying and harassment and list examples of each  
4. Differentiate between positive and negative peer pressure  
5. Establish short and long term goals  
6. Explain how relationships (family, peers) change as individuals mature  
7. Describe how body image and thoughts affect health |

**Alignments:**
CCSS: 6-8.RST.2; 6-8.RST.8  
Performance: 3.2, 3.3, 4.7  
Knowledge: (H/PE) 2,6  
NETS: 1d  
DOK: 2

**Instructional Strategies**
- Provide texts that model emotions to aid making portfolio  
- Shared writing  
- Shared reading of emotion and bullying books with class discussion  
- Guided practice  
- Role Playing about bullying and peer pressure
**Assessments/Evaluations**

- Oral presentation of portfolio
- Written:
  - quizzes
  - tests

**Sample Assessment Questions**

- What are two types of peer pressure?
- What are 2 ways:
  - that stress can affect a person’s body?
  - to appropriately release stress?

**Instructional Resources/Tools**

- Role playing
- Portfolios
- Foldable notes

**Literacy Connections**

- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions
- Distinguish among facts, reasoned judgment based on research findings, and speculation in a text

**Cross Curricular Connections**

- Independent Living
**Concept**

B. Identify the various systems of the body and how they function

<table>
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<tbody>
<tr>
<td></td>
<td>B. Identify the various systems of the body and how they function</td>
<td>1. Describe the functions and components of the following systems:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Skeletal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Muscular</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Digestive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Circulatory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Respiratory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Nervous</td>
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<tr>
<td></td>
<td></td>
<td>Investigate disorders and prevention techniques related to the major systems</td>
</tr>
</tbody>
</table>

**Alignments:**
CCSS: 6-8.RST.8; 6-8.RST.4  
Performance: 4.7  
Knowledge: (H/PE) 1  
NETS: 1c  
DOK: 2

**Instructional Strategies**
- The teacher will model blood flow  
- Guided practice putting body systems in the correct locations  
- Guided reading practice

**Assessments/Evaluations**
- Written:  
  - quizzes  
  - tests  
- Presentation of body system poster
### Sample Assessment Questions

- How many chambers does the heart have?
- Explain why we need joints
- What system in the body is responsible for taking oxygen to all cells?
- What are 3 parts to blood?

### Instructional Resources/Tools

- Stethoscopes
- Models
- Online simulations
- Body videos

### Literacy Connections

- Distinguish among facts, reasoned judgment based on research findings, and speculation in a text
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics

### Cross Curricular Connections

- Health/PE
- Human Biology
### Concept

C. Evaluate personal health and fitness skills

### Learning Targets

1. Evaluate behaviors that keep a person healthy (physical activity, sleep, nutrition, hygiene)
2. Identify preventative health care options and explain the benefit of each
3. Locate a variety of healthcare services and products
4. Describe the main components of an effective workout routine

### Alignments:

CCSS: 6-8.RST.4; 6-8.RST.8  
Performance: 4.7  
Knowledge: (H/PE) 4  
NETS: 2d  
DOK: 2

### Instructional Strategies

- Guided practice using resources to find healthcare professionals
- The teacher will model how to:  
  - stretch before working out  
  - look up healthcare services
- Shared reading
- Critique personal health behaviors and their cause and effect on health
- Evaluate how physical activity positively affects the body, such as:  
  - strength  
  - endurance  
  - flexibility  
  - body composition
## Assessments/Evaluations

- Presentation of video
- Written:
  - quizzes
  - tests

## Sample Assessment Questions

- What are the 3 parts of a good workout routine?
- What are some problems people could have if they don’t exercise?
- How much exercise do you need in a day?

## Instructional Resources/Tools

- Fitness video
- Phone books
- Online resources

## Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics
- Distinguish among facts, reasoned judgment based on research findings, and speculation in a text

## Cross Curricular Connections

- PE
- Independent Living
### Strand Concept

D. Evaluate the relationship between proper nutrition and healthy lifestyles

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Identify that foods fit into various groups</td>
</tr>
<tr>
<td>1. Identify healthy food choices from each of the food groups</td>
</tr>
<tr>
<td>1. Describe sources and functions of vitamins and minerals that are critical for the body</td>
</tr>
<tr>
<td>1. Evaluate the six essential nutrients and their functions (carbohydrates, proteins, fats, vitamins, minerals, water)</td>
</tr>
<tr>
<td>1. Identify the basic parts of a nutritional label (serving size, fat, sugar, carbs, etc.)</td>
</tr>
<tr>
<td>1. Analyze media influence on eating behaviors</td>
</tr>
</tbody>
</table>

### Alignments:

- CCSS: 6-8.RST.4; 6-8.RST.9
- Performance: 4.7
- Knowledge: (H/PE) 2
- NETS: 1a
- DOK: 2

### Instructional Strategies

- Guided practice sorting foods into food groups
- The teacher will model how to read food labels
- Shared reading
- Class discussions

### Assessments/Evaluations

- Written:
  - tests
  - quizzes
## Sample Assessment Questions

- What are the main food groups?
- How many calories should most people eat in a day?
- Explain the difference between anorexia and bulimia
- How often should you eat out?

## Instructional Resources/Tools

- Nutrition videos
- MyPlate & MyPyramid posters
- Nutrition charts
- Nutrition labels

## Literacy Connections

- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics

## Cross Curricular Connections

- Independent Living
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>E. Evaluate the effects of tobacco, alcohol, and other drug (TAOD) use</td>
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<table>
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<tr>
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<tbody>
<tr>
<td>1. Describe proper and improper usage of substances in the home (household cleaners, prescription drugs, over the counter drugs)</td>
</tr>
<tr>
<td>Describe the effects of TAOD on the body (lungs, liver, brain, etc.)</td>
</tr>
<tr>
<td>Explain why individuals need to follow labels and/or doctor guidelines for all medications</td>
</tr>
<tr>
<td>Describe factors that influence the decision to use and abuse substances</td>
</tr>
<tr>
<td>Assess the risk of dependency and locate available resources for help</td>
</tr>
<tr>
<td>Show various refusal and assertive skills</td>
</tr>
</tbody>
</table>

**Alignments:**
CCSS: 6-8.RST.2; 6-8.RST.4  
Performance: 4.7  
Knowledge: (H/PE) 5  
HEGLE: RAR.3.B (5th and 6th Gr.); RAR.3.C (5th-7th Gr.)  
NETS: 1a  
DOK: 2

**Instructional Strategies**
- Look alike demo
- Guided practice filling out a Venn diagram
- Use models showing harmful effects of drugs on the body
- Shared reading
- Compare and contrast over the counter and prescription drugs
### Assessments/Evaluations
- Written:
  - tests
  - quizzes
- Presentation on a drug

### Sample Assessment Questions
- Why is it important to follow all medication guidelines?
- Why should you not take another person’s medication?
- What are the harmful effects of alcohol on the body?
- What parts of the body are harmed by smoking?

### Instructional Resources/Tools
- Demonstration board

### Literacy Connections
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics
- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions

### Cross Curricular Connections
- Independent Living
<table>
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<tr>
<td>F. Identify and discuss preventative behaviors</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Classify communicable and non-communicable diseases into appropriate categories</td>
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<tr>
<td></td>
<td></td>
<td>- Differentiate between HIV and AIDS; describe signs and symptoms of each</td>
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<tr>
<td></td>
<td></td>
<td>- Explain the consequences of how teen pregnancy and parenting can impact personal, family and societal perspectives</td>
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<td>- Evaluate the progression of reliability of various contraceptive methods from most reliable to least reliable</td>
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<tr>
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<td></td>
<td>- Identify behaviors that can increase or decrease the risk of cancer</td>
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<tr>
<td></td>
<td></td>
<td>- Describe the body’s lines of defense and the stages of disease progression</td>
</tr>
</tbody>
</table>

**Alignments:**
CCSS: 6-8.RST.4; 6-8.RST.7  
Performance: 4.7  
Knowledge: (H/PE) 2,3  
NETS: N/A  
DOK: 2

**Instructional Strategies**
- Guided practice sorting positive and negative behaviors  
- The teacher will model how to identify possible skin cancer  
- Shared reading
## Assessments/Evaluations
- Written:
  - tests
  - quizzes

## Sample Assessment Questions
- How are HIV and AIDS spread?
- How can you keep yourself protected from diseases?
- What is the most reliable form of contraceptive?
- How are 3 ways teen parenting affects teens and their families?

## Instructional Resources/Tools
- Videos
- Internet
- Magazines

## Literacy Connections
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics
- Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)

## Cross Curricular Connections
- N/A
<table>
<thead>
<tr>
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</table>
| G. Identify and practice first aid techniques | 1. | - Explain how basic aid techniques can help to save lives  
- Assess home and school environments for potential unsafe situations and recommend corrective action  
- Apply concepts about weather safety (recognize and attend to changing conditions)  
- Predict the outcome when safety equipment is used/not used in physical activity  
- List the common water-related emergencies and describe prevention and treatment techniques  
- Identify safety precautions to use outside the home  
- Explain ways of making a home or apartment safe  
- Identify ways to care for and keep children safe |

**Alignments:**
CCSS: 6-8.RST.4  
Performance: 4.7  
Knowledge: (H/PE) 7  
HEGLE: RAR.2.A (7th Gr.); RAR.2.B (5th and 6th Gr.); RAR.2.C (6th and 7th Gr.); RAR.2.D (9th-12th Gr.)  
NETS: 1a  
DOK: 2  

**Instructional Strategies**
- Guided practice of putting together a first aid kit  
- Shared reading  
- The teacher will model bandaging techniques  
- Hands-on activities
### Assessments/Evaluations
- Portfolio
- Written:
  - tests
  - quizzes

### Sample Assessment Questions
- What are the 3 types of burns?
- What should you do during electrical storms?
- What should you do if a building is on fire?
- Where should you go during a tornado?
- Explain what to do for a bee sting?

### Instructional Resources/Tools
- First Aid Kit
- Internet
- Videos

### Literacy Connections
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics

### Cross Curricular Connections
- Independent Living