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| # | Health Smart Module | Lesson Number/Description | Teaching Tips | **Common Assessments** | Common Core Learning Standards | NYS Guidance Document |
| 1 | Emotional & Mental Health | 2. Classroom Rules & Responsibilities | Make sure to include all 7 dimensions of health. |  |  | CM.1.9, FLS.1.10 |
| 2 | Emotional & Mental Health | 1. Dimensions of Health | Make sure to include all 7 dimensions of health. |  | W.6.1,4; W.7.1,4; W.8.1,4 | SM.I.2, SM.I.3 |
| 3 | Abstinence Puberty  & Personal Health | 1. Staying Healthy for a Lifetime | (Falls under Physical dimension of health) |  | W.6.1,2,4; W.7.2,4;  W.8.1,4; RI.6.1,3; RI.7.1,3; RI.8.1,3 | SM.I.2, SM.I.3 |
| 4 | Abstinence Puberty  & Personal Health | 2. Protecting My Body from Disease | (Falls under Physical dimension of health) |  | RI.6.1,3; RI.7.1,3; RI.8.1,3 | ORH.I.1, ORH.I.4, PG.I.1, PG.I.2, PG.I.3 |
| 5 | Emotional & Mental Health | 3. Being Emotionally Healthy | (Lessons 3 through 7 fall under emotional health) | #1- Improving Emotional Health in the Student workbook. | RI.6.1; W.6.2,4; RI.7.1;  W.7.2,4; RI.8.1; W.8.2,4 | FLS.I.3, FLS.I.4, FLS.I.5, ORH.I.2, CM.I.1 |
| 6 | Emotional & Mental Health | 4. Qualities of Healthy Relationships | Supplement with SafeDates Lesson 1 Defining Caring Relationships pp 31-41 |  | RL.6.1; RL.7.1;  RL.8.1 ;W.6.1,2,4;  W.7.1,2,4; W.8.1,2,4 | FLS.I.4, FLS.I.5, FLS.I.6, RM.I.2 |
| 7 | Emotional & Mental Health | 5. Building Healthy Relationships Through Communication | Supplement with SafeDates Lesson 1 on Defining Caring Relationships  Dating Bingo Activity |  | W.6.2,4; W.7.2,4; W.8.2,4;  SL.6.1,3; SL.7.1,3; SL.8.1,3 | FLS.I.5, FLS.I.6, CM.I.1,  CM.I.3, CM.I.4, CM.I.5, CM.I.6 |
| 8 | Emotional & Mental Health | 6. Expressing Your Feelings |  |  | SL.6.1; L.6.6; SL.7.1; L.7.6;  SL.8.1; L.8.6; RL.6.1,3,4;  W.6.2,4; L.6.6; RL.7.1,3,4;  W.7.2,4; L.7.6; RL.8.1,3,4; W.8.2,4; L.8.6 | CM.I.3, CM.I.6, FLS.I.5, FLS.I.11 |
| 9. | Emotional & Mental Health | 7. Getting Help with Troublesome Feelings |  |  |  |  |
| 10 | Emotional & Mental Health | 8. Getting Help for Yourself |  |  |  |  |
| 11 | Emotional & Mental Health | 9. Dealing with Grief |  |  |  |  |
| 12 | Emotional & Mental Health | 10. What is Stress? |  |  | RL.6.1,3,4; W.6.1,2,4; | ST.I.1, ST.I.2, ST.I.3, ST.I.6, |
| 13 | Emotional & Mental Health | 12. Managing Stress |  |  | W.6.2,4; L.6.6; W.7.2,4;  L.7.6; W.8.2,4; L.8.6 | ST.I.1, ST.I.2, ST.I.3, ST.I.4,  ST.I.5, ST.I.6, ST.I.7, ST.I.8 |
| 14 | Violence & Injury Prevention | 3. Safety Rules to Prevent Common Injuries | You will need chart paper for the activity. |  | W.6.2,4; W.7.2,4; W.8.2,4 | VP.I.1, VP.I.7, VP.I.9, |
| 15 | Violence & Injury Prevention | First Aid | Also, refer to the First Aid PowerPoint in the MS Health Smart Google Drive folder. |  |  |  |
| 16 | Violence & Injury Prevention | 8. Understanding Violence |  |  |  |  |
| 17 | Violence & Injury Prevention | 9. Causes of Violence (Optional) |  |  |  |  |
| 18 | Violence & Injury Prevention | 10. Understanding Bullying |  | #2- Is It Bullying?  Student workbook. | RL.6.1,2; W.6.2,4; RL.7.1,2;  W.7.2,4; RL.8.1,2; W.8.2,4 | VP.I.12, VP.I.14 |
| 19 | Cyberbullying | Session 2 Cyberbullying | Session 2 is from the Cyberbullying curriculum. The lesson is located in MS Health Smart Google Drive folder |  |  |  |
| 20 | Cyberbullying | Session 3 How Does Cyberbullying affect people? | Session 3 is from the Cyberbullying curriculum. The lesson is located in the Google Drive folder. Make sure to include what to do when being bullied. |  |  |  |
| 21 | Violence & Injury Prevention | 11. Taking a Stand Against Bullying |  |  | W.6.1,4; SL.6.1,3,4;  W.7.1,4; SL.7.1,3,4;  W.8.1,4; SL.8.1,3,4;  RL.6.1,2,3; W.6.1,2,4;  RL.7.1,2,3; W.7.1,2,4;  RL.8.1,2,3; W.8.1,2,4;  SL.6.1; SL.7.1; SL.8.1 | VP.I.12, VP.I.14 |
| 22 | Violence & Injury Prevention | 14. Feelings and Fights | Use the “My Code of Conduct to Prevent Bullying” activity sheet (lesson 13) as bell work for this lesson. |  | W.6.1,2,3,4; W.7.2,3,4; W.8.2,3,4 | VP.I.5, VP.I.9, VP.I.10, VP.I.11 |
| 23 | Violence & Injury Prevention | 15. Skills to Resolve Conflict |  | # Resolve that Conflict  Student workbook. | W.6.2,4; W.7.2,4; W.8.2,4 | VP.I.4, VP.I.5, VP.I.7, VP.I.11 |
| 24 | Violence & Injury Prevention | 12. Hazing |  |  |  |  |
| 25 | Sexual Harassment: Prevention in the Schools | Sexual Harassment |  |  |  |  |
| 26 |  | Sexual Assault/Consent |  |  |  |  |
| 27 | Tobacco, Alcohol & Other Drugs | 1. Teens & Drugs: What’s the Truth | As you teach the TA&OD lessons please be sure to include Opioids and Heroin in the lessons where appropriate to meet the new Opiate/Heroin requirement. Use data from the RCSD Middle School YRBS and then compare to national survey. Use [www.monitoringthefuture.gov](http://www.monitoringthefuture.gov)  Lastly, for the percentages of use activity, include a card on e-cigarette use. | #3- The Truth About Teens and Drugs in the Student workbook. | W.6.2,4; W.7.2,4; W.8.2,4; L.6.6; L.7.6; L.8.6 | TB.I.1, AOD.I.1, AOD.I.2 |
| 28 | Tobacco, Alcohol & Other Drugs | 2. Alcohol: What’s the Truth | TA&OD lessons 2, 3 and 4 are similar (with different drugs). You may be able to combine them into 1 or 2 lessons/class periods. Also, the book *Life Skills* grades 6-12 by Sandra McTavish has many great worksheets to accompany the drug unit (any many other units). |  | W.6.1,2,4; W.7.1,2,4; W.8.1,2,4 | AOD.I.1, AOD.I.2 AOD.I.3, AOD.I.4 AOD.I.7 |
| 29 | Tobacco, Alcohol & | 3. Tobacco: What’s the Truth | See above. Make sure to include information on e-cigarettes and juules, |  | W.6.2,4; W.7.2,4; W.8.2,4; | TB.I.1, TB.I.2, TB.I.6, TB.I.7, |

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|  | | Other Drugs | | Truth |  |  | RI.6.1,2,3,4; SL.6.1,3; L.6.6;  RI.7.1,2,3,4; SL.7.1,3; L.7.6;  RI.8.1, 2,3,4; SL.8.1,3; L.8.6 | AOD.I.1, AOD.I.3 AOD.I.4, AOD.I.7 |
| 30 | | Tobacco, Alcohol & Other Drugs | | 4. Marijuana: What’s the Truth | See above |  | RL.6.1,2; W.6.1,4; SL.6.1;  RL.7.1,2; W.7.1,4; SL.7.1;  RL.8.1,2; W.8.1,4; SL.8.1 | AOD.I.3 AOD.I.4, AOD.I.7 |
| 31 | | Tobacco, Alcohol & Other Drugs | | 5. Medicines: What’s the Truth | This lesson helps to achieve the new **Opioid/Heroin** requirement. Information, awareness materials, and additional lessons using resources from the site. |  | RI.6.1,2,3,4; RI.7.1,2,3,4;  RI.8.1,2,3,4; RL.6.1,2,3,4;  W.6.2,4; RL.7.1,2,3,4;  W.7.2,4; RL.8.1,2,3,4; W.8.2,4 | AOD.I.4, AOD.I.14, UI.I.1 |
| 32 | | Tragedy and Hope, WNED | | Myth or Fact (p. 4) | The Tragedy and Hope lessons achieve the new Opioid/ Heroin requirement. This lesson  can be accessed at [www.nypbslearningmedia.rog](http://www.nypbslearningmedia.rog). Please also include the Opioid fact sheet as a student handout: Students Should Know the Facts found at [www.combatheroin.ny.gov](http://www.combatheroin.ny.gov/) |  | RI.6.1,2,3,4; RI.7.1,2,3,4;  RI.8.1,2,3,4; RL.6.1,2,3,4; | AOD.I.3, AOD.I.4, |
| 33 | | Tragedy and Hope, WNED | | Learning About Opioids | See above |  | RI.6.1,2,3,4; RI.7.1,2,3,4;  RI.8.1,2,3,4; RL.6.1,2,3,4; | AOD.I.3, AOD.I.4, AD.I.8 |
| 34 | | Tobacco, Alcohol & Other Drugs | | 7. Consequences of Drug Use: How Bad Could It Be? | Please be sure to include Opioids and Heroin in the lessons where appropriate to meet the new Opioid/Heroin requirement. |  | RL.6.1,2,3,4; W.6.2,4;  RL.7.1,2,3,4; W.7.2,4;  RL.8.1,2,3,4; W.8.2,4; SL.  6.1;L.6.6; RI.7.1,4; SL. 7.1;  L.7.6; RI.8.1,4; SL. 8.1; L.8.6 | AOD.I.3, AOD.I.4, AOD.I.5 |
| 35 | | Tobacco, Alcohol & Other Drugs | | 8. Influences on My Choices about Drugs | An optional activity is to choose a song and analyze the message. Lessons 8 and 9 can be combined. |  |  |  |
|  | | Tobacco, Alcohol & Other Drugs | | 9. Self-Talk for Being Drug Free |  |  | W.6.2,4; W.7.2,4; W.8.2,4 | AOD.I.6, TB.I.3 |
| 36 | | Tobacco, Alcohol & Other Drugs | | 15. Peer Pressure: Read Between the Lines | Lessons 15, 16, and 17 can be combined. |  | W.6.1,4; L.6.4; W.7.1,4;  L.7.4; W.8.1,4; L.8.4 | TB.I.3, CM.I.1 |
| 37 | | Tobacco, Alcohol & Other Drugs | | 17. Peer Pressure: Saying NO to Drugs | Lessons 15, 16, and 17 can be combined. Show slide 16 Saying No to Drugs. |  | SL.6.1; SL.7.1; SL.8.1 | TB.I.3, CM.I.2, CM.I.7 |
| 38 | | Tobacco, Alcohol & Other Drugs | | 18. Roleplay Practice: Resisting Drug Pressure | See assessments for the unit for additional options besides the role play. | Test in the Student workbook. Could be reviewed by making a Kahoot. or the Health Actions Pamphlet. Rubrics for the pamphlet are included. | RL.6.1,2; W.6.1; RL.7.1,2;  W.7.1; RL.8.1,2; W.8.1;  SL.6.1,3; SL.7.1,3; SL.8.1,3 | TB.I.3, CM.I.2, CM.I.7 |
| 39 | | Tobacco, Alcohol  &Other Drugs | | 19. Drug-Free Pledges: Support for Myself & Others |  |  | W.6.1,4; W.7.1,4; W.8.1,4 | TB.I.3, PG.I.7 |
| 40 | | | Abstinence Puberty  & Personal Health | 4. Talking About Sexuality | Make sure to establish ground rules. Refer to tips on Answering Questions about Sexuality. |  |  | FLS.I.9, FLS.I.10, FLS.I.12,  FLS.I.13, FLS.I.14, CM.I.9 |
| 41 | | | Abstinence Puberty  & Personal Health | 5. Puberty | Add 2 handouts from lesson 9 “Taking Care of Sexual Health” Student Workbook pages 20 and 21. |  | RI.6.1,2,3; SL.6.1,4;  RI.7.1,2,3; SL.7.1,4  RI.8.1,2,3; SL.8.1,4 ;  W.6.1,4; SL.6.3; W.7.1,4;  SL.7.3; W.8.1,4; SL.8.3 | FLS.I.2, FLS.I.3, FLS.I.14 |
| 42 | | | Abstinence Puberty  & Personal Health | 6. The Female Reproductive System | Refer to amaze.org for short video clips. |  | RI.6.1,3; L.6.6; RI.7.1,3;  L.7.6; RI.8.1,3; L.8.6 | FLS.I.2 |
| 43 | | | Abstinence Puberty  & Personal Health | 7. The Male  Reproductive System | Refer to amaze.org for short video clips. |  | RI.6.1,3; L.6.6; RI.7.1,3;  L.7.6; RI.8.1,3; L.8.6 | FLS.I.2 |
| 44 | | | Abstinence Puberty  & Personal Health | 8. The Menstrual Cycle and Pregnancy | Refer to amaze.org for short video clips. |  | RI.6.1,2,3; SL.6.1;  RI.7.1,2,3; SL.7.1;  RI.8.1,2,3; SL.8.1 | FLS.I.2 |
| 45 | | | Abstinence Puberty  & Personal Health | 10. Feelings and Relationships |  |  | SL.6.1; SL.7.1; SL.8.1  W.6.1,4; W.7.1,4; W.8.1,4 | FLS.I.10, FLS.I.11, SR.I.1 |
| 46 | | | Abstinence Puberty  & Personal Health | 11. Benefits of Abstinence | Also refer to the Making a Difference curriculum. The lessons from Making a Difference book are included in the MS Health Smart Google Drive folder. |  | W.6.1,4; L.6.6; W.7.1,4;  L.7.6; W.8.1,4; L.8.6;  SL.6.3; SL.7.3;SL.8.3 | SR.I.1, SR.I.4, SR.I.5, SR.I.6 |
| 47 | | | Abstinence Puberty  & Personal Health | 12. Influences on Abstinence |  |  | W.6.2,4; W.7.2,4; W.8.2,4 | ORH.I.3 |
| 48 | | | Abstinence Puberty  & Personal Health | 14. Planning Ahead to be Abstinent |  | #4- My Abstinence Plan in the Student workbook. | W.6.1,4; W.7.1,4; W.8.1,4 | FLS.I.7, FLS.I.11, SR.I.1,  SR.I.4, SR.I.5, SR.I.6 |
| 49 | | | Abstinence Puberty  & Personal Health | 15.Resisting Sexual Pressure |  |  |  | SR.I.1, SR.I.4, SR.I.6, CM.I.2, CM.I.7 |
| 50 | | | Abstinence Puberty  & Personal Health | 16. Roleplay Practice: Saying NO to Sexual Pressure |  |  | RL.6.1,3,4; RL.7.1,3,4;  RL.8.1,3,4 ; SL.6.1,3;  SL.7.1,3; SL.8.1,3 | SR.I.1, SR.I.4, SR.I.6, CM.I.7 |
| 51 | | | Abstinence Puberty  & Personal Health | 17. Achieving Goals Through Abstinence | Goes over responsibilities. See Assessment or Unit Assessment Act 2- Personal and Sexual Health Case Study. |  | W.6.1,4; W.7.1,4; W.8.1,4 | FLS.I.1, PG.I.1, PG.I.2, PG.I.3 |
| 52 | | | HIV, STD &  Pregnancy Prevention | 2. What About Sex? | For the lessons in this unit, refer to Ground Rules often. Refer to tips on answering… page 25. Refer to Assessment Evidence on page 24.  Also, be sensitive to all student and their beliefs. |  | RI.6.1,2,3,4; SL.6.1,4;  RI.7.1,2,3,4; SL.7.1,4;  RI.8.1,2,3,4; SL.8.1,4 | FLS.I.10, FLS.I.11,  SM.I.2,SR.I.1 |
| 53 | | | HIV, STD &  Pregnancy Prevention | 3. Sexual Identity & Sexual Stereotyping | See above |  | RI.6.1,2,3,4; SL.6.1; L.6.4;  RI.7.1,2,3,4; SL.7.1; L.7.4;  RI.8.1,2,3,4; SL.8.1; L.8.4;  W.6.2,4; W.7.2,4; W.8.2,4 | FLS.I.12, FLS.I.13 |
| 54 | | | HIV, STD &  Pregnancy Prevention | 4. Who’s Really Having Sex? | Also, utilize statistics for the RCSD 2017 YRBS for Middle School then compare to national average. RCSD YRBS for Middle School can be found on Google Drive folder |  |  | SR.I.2 |
| 55 | | | HIV, STD &  Pregnancy Prevention | 5. Reproduction & Teen Pregnancy | Refer to amaze.org for short video clips. Also, refer to slide for helpful models and diagrams. |  | RI.6.1,2,3,4; RI.7.1,2,3,4;  RI.8.1,2,3,4; W.6.1,2,4;  W.7.1,2,4; W.8.1,2,4;  SL.6.1; SL.7.1; SL.8.1 | SR.I.1 |
| 56 | | | HIV, STD &  Pregnancy Prevention | 6. STD Facts | Will need chart paper for activity. Refer to Assessment Evidence. Contact Highland Family Planning for a great guest speaker. | #What I learned about STD Student workbook. | RI.6.1,2,3,4; L.6.6;  RI.7.1,2,3,4; L.7.6;  RI.8.1,2,3,4; L.8.6 ;  W.6.1,2,4; W.7.1,2,4; W.8.1,2,4 | SR.I.1, SR.I.3, SR.I.4, SR.I.5, SR.I.7 |
| 57 | | | HIV, STD &  Pregnancy Prevention | 7. HIV Facts | You will need latex gloves for the activity. (Make sure that no students are allergic). Briefly introduce PrEP and PEP. Contact Highland Family Planning for a great guest speaker. You will need the video *The Truth about HIV* from Making a Difference curriculum which is located in the MS Health Smart Google Drive folder. | #5- What I learned About HIV  #Calling Koko Caller Assessment in MS Health Smart Google Drive folder. | W.6.1,2,4; W.7.1,2,4;  W.8.1,2,4 ; SL.6.1; SL.7.1; SL.8.1 | HIV.I.1, HIV.I.2, HIV.I.3,  HIV.I.4, HIV.I.5, SR.I.1,  SR.I.4, SR.I.5, SR.I.7 |
| 58 | | | HIV, STD &  Pregnancy Prevention | 8. STD & Responsible Actions | If you are in a school with a clinic, have a nurse come in as a guest speaker. | STD Scenarios in the Student workbook. | RL.6.1,2,3,4; RL.7.1,2,3,4; RL.8.1,2,3,4 | SR.I.3, SR.I.7 |
| 59 | | | Making a Difference Curriculum | Module 3: The Consequences of Sex: Pregnancy | Lesson is posted in MS Health Smart Google Drive folder You will need a DVD player and a copy of the Making a Difference video *Tanisha and Shay*, which is found in MS Health Smart Google Drive folder. | Assessment: Jamal and Kiesha worksheet, which is in MS Health Smart Google Drive folder and also in the Student workbook. |  |  |
| 60 | | | HIV, STD &  Pregnancy Prevention | 13. Using Condoms for Safer Sex | Should have a condom model with condoms to demonstrate. Refer again to a great video clip at amaze.com | #Testing What I Know about Condoms | RI.6.3,4; W.6.2; RI.7.3,4; W.7.2; RI.8.3,4; W.8.2;RI.6.3,4; RI.7.3,4; RI.8.3,4 | SR.C.3 |
| 61 | | | HIV, STD &  Pregnancy Prevention | 14. Negotiating Condom Use |  |  | RL.6.2; W.6.2; RL.7.2;  W.7.2; RL.8.2; W.8.2 | SR.C.3, SR.C.9, CM.I.2, CM.I.7 |
| 62 | | | HIV, STD &  Pregnancy Prevention | 15. Roleplay Practice: Protecting My Sexual Health |  | Final Assessment for Unit: test in book or Unit Assessment 2 (you will need the video that you choose from the list and a DVD player). Some of the videos are on Netflix and all are G-PG 13. Forms are in the workbook. See rubrics for grading. | W.6.2,3,4; W.7.2,3,4;  W.8.2,3,4; SL.6.3; SL.7.3; SL.8.3 | CM.I.2, CM.I.7 |
| 63 | Nutrition & Physical Activity | | | 1. What are Nutrients? | Possible Guest Speakers for this unit: RCSD Athletic trainers to discuss importance of healthy eating and physical activity. Assign student groups and have each group come up with 3 questions to ask guest speaker. | # What I Know about Nutrients in the Student workbook. |  |  |
| 64 | Nutrition & Physical Activity | | | 2. What Should I Eat and How Much? | Another possible Guest Speaker Bandele Akinniyi, Director of Food Services | #6- How much should I eat?/ Filling My Plate in the Student workbook. | W.6.2,4,8; W.7.2,4,8;  W.8.2,4,8; RI.6.1,2,3,4;  RI.7.1,2,3,4; RI.8.1,2,3,4 ; | PAN.I.1, PAN.I.2, PAN.E.4 |
| 65 | Nutrition & Physical Activity | | | 3. Assessing My Eating Habits | Another possible Guest Speaker Janine Nicolosi, Dietician for the District |  | RI.6.1,2,3,4; W.6.1; SL.6.1;  RI.7.1,2,3,4; W.7.1; SL.7.1;  RI.8.1,2,3,4; W.8.1; SL.8.1 | PAN.I.1, PAN.I.3, PAN.I.5 |
| 66 | Nutrition & Physical Activity | | | 4. Reading a Food Label | Make lesson more engaging by bringing in real labels for multiple types of foods. |  | RI.6.1,2,3,4; SL.6.1; L.6.6;  RI.7.1,2,3,4; SL.7.1;L.7.6;  RI.8.1,2,3,4; SL.8.1; L.8.6; W.7.2,4; | PAN.E.4 |
| 67 | | Nutrition & Physical Activity | | 5. Eating Breakfast Every Day |  |  | W.6.1,2,4; W.7.1,2,4; W.8.1,2,4 | PAN.I.1, PAN.I.3 |
| 68 | | Nutrition & Physical Activity | | 7. Eating Healthy at Fast Food Restaurants |  |  | RI.6.1,2,3,4; W.6.2,4;  RI.7.1,2,3,4; W.7.2,4;  RI.8.1,2,3,4; W.8.2,4 | PAN.I.3, PAN.I.5, PAN.E.4 |
| 69 | | Nutrition & Physical Activity | | 9. What Influences My Food Choices | Be sure to remind students that this is another opportunity where they can use their refusal skills to keep eating healthy. |  | W.6.2,4; W.7.2,4; W.8.2,4 | PAN.I.4, PAN.I.5, SM.I.1, SM.I.2 |
| 70 | | Nutrition & Physical Activity | | 11. Body Image Basics |  |  | RI.6.1,2,3,4; SL.6.1;  RI.7.1,2,3,4; SL.7.1;  RI.8.1,2,3,4; SL.8.1 ;  W.6.2,4; SL.6.1,3; W.7.2,4;  SL.7.1,3; W.8.2,4; SL.8.1,3 | PAN.C.8 |
| 71 | | Nutrition & Physical Activity | | 17. My Healthy Eating & Physical Activity Goal | Can work in collaboration with the P.E. teacher. |  | W.6.1,2,4; W.7.1,2,4; W.8.1,2,4 | PAN.I.5, PG.I.1, PG.I.2,  PG.I.3, PG.I.4, PG.I.5, PG.I.6, PG.I.7 |
| 72 | | Nutrition & Physical Activity | | 18. Tracking My Progress |  | # Have students set goal then track for 5 days. Rubrics are given. Or, Nutrition and Physical Activity Talk Show Unit Assessment #2. | RI.6.1,2,3,4; RI.7.1,2,3,4;  RI.8.1,2,3,4 ; W.6.1,2,4;  W.7.1,2,4; W.8.1,2,4 | PAN.I.5, PG.I.1, PG.I.2,  PG.I.3, PG.I.4, PG.I.5, PG.I.6, PG.I.7, PG.I.8 |

**Pacing Guide Key**

**Common Core Learning Standards:** The ELA Common Core Learning Standards alignment was identified by ETR Associates, publisher of the *HealthSmart*

Middle School curriculum.

Language Forms:

RL = Reading Literature

RI = Reading Informational Text W = Writing

SL = Speaking and Listening L = Language

The grade level follows the language form. The specific standards addressed follow the grade level, separated by commas. Example: W.7.2,4 = Writing, Grade 7, Standards 2 and 4.

**NYS Guidance Document:** *The Guidance Document for Achieving the New York State Standards in Health Education* alignment was identified by the Student Support Services Center of the Genesee Valley Educational Partnership, lead developer of the document for the New York State Education Department.

Language Forms:

SM = Self-Management Skill

RM = Relationship Management Skill SM = Stress Management Skill

CM = Communication Skill DM = Decision Making Skill

PG = Planning and Goal Setting Skill AD = Advocacy Skill

PAN = Physical Activity and Nutrition Functional Knowledge HIV = HIV/AIDS Functional Knowledge

SR = Sexual Risk Functional Knowledge

AOD = Alcohol and Other Drug Functional Knowledge FLS = Family Life/Sexual Health Functional Knowledge VP = Violence Prevention Functional Knowledge

ORH = Other Required Health Areas Functional Knowledge

E = Elementary I = Intermediate or Middle School Level C = Commencement or High School Level

The level follows the Functional Knowledge or Skill. The number of the related item from the Guidance Document follows the level, separated by periods. Example: SM.I.6 = Self-Management Skill, Intermediate Level, Item 6 (Identifies and accesses personal support persons or systems).