**Rochester City Schools District High School** 

**Comprehensive Health Education Pacing Guide (revised August 2018)**

**Rationale:**. The purpose of the Pacing Guide is to support and promote best practices in health education to increase student health, academic achievement and overall success. The Pacing Guide is based on the most current information available on “what works” and provides a sequenced, developmental progression of health and prevention lessons from the district approved curriculum, *Health Smart* High School (2017) and *Reducing the Risk- 5th Edition* (2011) (RTR). The initial lessons are "positive, healthy, strength-based lessons" enabling students to understand and develop the knowledge and skills to be healthy, fit and safe. The sequencing of the lessons also allows for the gradual development of a safe and supportive classroom learning environment where students can respectfully discuss and learn about important and sometimes sensitive health information. Students initially learn about being healthy physically, socially and emotionally, and then transition into key health education functional knowledge and skills in the areas of Emotional & Mental Health; Violence & Injury Prevention; Alcohol, Tobacco and Other Drug Prevention; Sexual Health; and Physical Activity and Nutrition. Students learn about positive Sexual Health and healthy relationships, followed by knowledge and skills to prevent Sexual Risk, HIV and STD. The Pacing Guide focuses solely on the knowledge and skills needed to achieve the NYS Standards in Health Education, including addressing the critical health issues identified in the most recent Rochester City School District Youth Risk Behavior Survey.

**Format:** The Pacing Guide was designed to provide Rochester City High Schools and health educators with critical best practice direction and information regarding: 1. The sequencing of the most critical Health Smart, WNED Tragedy and Hope, Ending Violence and RTR lessons throughout the high school health education course, numbered in the far left column. 2. The *Health Smart* Module, WNED Tragedy and Hope, , Ending Violence(Hazelton) or *RTR* curriculum and lesson (the Pacing Guide is also color coded, aligning the Module/Curriculum name in the second column to the color of the actual Module). 3. Lesson number and name within the *Health Smart* Module, WNED Tragedy and Hope, Safe Dates(Hazelton), Ending Violence(Hazelton) or *RTR* curriculum. 4. Teaching Tips and suggestions for meeting the NYS standards and mandates within the time requirements. 5. English Language Arts (ELA) Common Core Learning Standards addressed in the *Health Smart, WNED Tragedy and Hope,*  Ending Violence(Hazelton)or *RTR* Lesson. 6. *Guidance Document for Achieving the NYS Standards in Health Education* functional knowledge and skills addressed in the *Health Smart* and RTR lessons. \*Please refer to the key at the back of the Pacing Guide for abbreviations.

**Sexual Health and Prevention Lessons and Parent Opt-Out:** “Opt-out sexual health and prevention lessons” are those that are about sexual health, birth control and HIV/STD prevention methods. Parents/guardians may “opt” students out of sexual health and sexual risk/prevention lessons. Prior to teaching sexual health and prevention education lessons, the principal should send the Parent Notification Letter home, which includes instructions on how parents/guardians can opt their children out of certain lessons. To do so, parents/guardians must write a letter to the principal requesting that their child not be in the classroom during lessons about sexual health, birth control and methods of HIV/STD prevention, and stating that they will provide this instruction with their child at home. Research has shown that students who participate in sexual health and risk-reduction education may be less likely to engage in risk behaviors that can cause pregnancy or transmit HIV/STD. Throughout this document, lessons that meet opt-out sexual health and sexual risk prevention criteria are highlighted in yellow; however, schools should review lessons to decide how to best meet the educational needs of students.

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| **#** | **Health Smart Module** | **Lesson Number/ Description** | **Teaching Tips** | **Common Assessments** (refer to common assessment documents folder in Schoology under High School Health) | **Common Core Learning Standards** | **NYS Standards &**  **NYS Guidance Document** |
| **1** | Abstinence Personal & Sexual Health  ***Link to student workbook:***  <https://drive.google.com/open?id=17Kd2x2secnc7eSFOj5Z0Cv6h7FO0jBu6> | 1. Living a Healthy Life | *You can use the Wellness Self-Assessment* ***(from Lesson 2****) for this lesson; or use any of the attached self assessments depending on the # of Dimensions you teach* | **Self Assessments:**   * <https://drive.google.com/open?id=1JQ5OqGhZ581pe5FYuSh92EKn5oJHsF5-> * <https://drive.google.com/open?id=1iGxysit4HXEIYgN8b4SmZpQvpwUdMGYE> * <https://drive.google.com/open?id=153hGo_urADn59eS-fB41m1KpomtkKSIcf5kdd2FSixU> | RI.9-10.1; RI.11-12.1 | SM.C.2, SM.C.3 |
| **2** | Emotional & Mental Health  ***Link to student workbook:*** [***https://drive.google.com/open?id=1bitAfmFxwAYdhAZD7jh7pI3lncVIr7YM***](https://drive.google.com/open?id=1bitAfmFxwAYdhAZD7jh7pI3lncVIr7YM)  ***Student Journal Questions:***  [***https://drive.google.com/open?id=11OY7bWF9J8LwZfD1NzrtC85xPvVCm3q8JHd86bM3m-s***](https://drive.google.com/open?id=11OY7bWF9J8LwZfD1NzrtC85xPvVCm3q8JHd86bM3m-s) | 1.Dimensions of Health | * Feel free to add more boxes to the **How’s your health wksht** if you teach more than **5** dimensions * **PPT** (adjust according to the number of Dimensions you teach) <https://drive.google.com/open?id=1t1N1ObRFgzcSqempmgz0XY-DNwYdVPCszCdU1ICnLBM> | #1- How’s Your Health  <https://docs.google.com/document/d/1X-ASgrgcovgEHizkejD2FPOfj8Nqj_vbCsgKBvnYSaw/edit?usp=sharing>  #2 -Taking Your Emotional Pulse or  Wellness Assessment :<https://drive.google.com/open?id=1DY9pN1ckMUgpSmVuoverlB5YB0Jy6rT6jDunR80V3Eg> | SL.9-10.1; SL.11-12.1  ; RI.9-10.1,2,3,4; RI.11-  12.1,2,3,4; W.9-10.2,4; W.11-  12.2.4 | SM.C.2, SM.C.3, RM.C.2, RM.C.3  1A.Ca; 1A.Cb |
| **3** | Emotional & Mental Health | 2. Exploring Emotional Health |  | **Pages 6-9** in student  Workbook | RI.9-10.1,2,3,4; RI.11-12.1,2,3,4; W.9-10.2,4,8,9; W.11-  12.2.4.8.9; L.9-10.6; L.11-12.6 | RM.C.2, RM.C.3, ST.C.3, ST.C.5  1B.Cb |
| **4** | Emotional & Mental Health | 3. Taking Responsibility |  | **page 10** in Student  Workbook | W.9-10.1,2,3,4,5,8,9; W.11-  12.1,2,3,4,5,8,9; L.9-10.6; L.11-  12.6; SL.9-10.1; SL.11-12.1 | FLS.C.4, RM.C.2, RM.C.3, RM.C.6  1B.Cb |
| **5** | Emotional & Mental Health | 4. Optimism & Positive Self Talk |  | **pages 11-12** in Student  Workbook | W.9-10.2,4; W.11-12.2,4; L.9- 10.6; L.11-12.6 | SM.C.2  1B.Cb |
| **6** | Emotional & Mental Health | 5. Understanding Stress | Lessons 5 and 6 on Stress may be able to be combined | **pages 1-12** in Student  Workbook | W.9-10.2,4; W.11-12.2,4; L.9- 10.6; L.11-12.6 | ST.C.1, ST.C.2, ST.C.3, ST.C.4,  ST.C.5, ST.C.6, ST.C.7,  CM.C.3, CM.C.4, CM.C.5, CM.C.6 |
| **7** | Emotional & Mental Health | 6. Ways to Manage Stress |  |  | RI.9-10.1,2,3,4; RI.11-12.1,2,3,4;  SL.9-10.1; SL.11-12.1; L.9-10.6;  L.11-12.6; W.9-10.2,4; W.11- 12.2,4 | ST.C.2, ST.C.3, ST.C.4, ST.C.5,  ST.C.6, ST.C.7, ST.C.8, RM.C.5 |
| **8** | Emotional & Mental Health | 7. Responding to Emotions in Healthy Ways | This lesson is similar to lesson 12 – Managing Anger. You may be able to combine them into 1 lesson/class period. |  | RI.9-10.4; RI.11-12.4; L.9-10.6; L.11-12.6  ; W.9-10.2,4; W.11-12.2,4 | CM.C.3, RM.C.5  2A.Ca;2A.Cb;  1C.Ca |
| **9** | Emotional & Mental Health | 8. Skills for Effective Communication |  |  | W.9-10.1,2,3,4,5,9; W.11-  12.1,2,3,4,5,9; SL.9-10.1,3,4;  SL.11-12.1,3,4; RL.9-10.1,2,3,4; RL.11-12.1,2,3,4 | CM.C.2, CM.C.3, CM.C.4, CM.C.5, CM.C.6,  2A.Ca;2A.Cb; |
| **10** | Emotional & Mental Health | 9. Building Healthy Relationships |  |  | W.9-10.1,2,4; W.11-12.1,2.4;  SL.9-10.1; SL.11-12.1; L.9-10.6; L.11-12.6 | CM.C.4, RM.C.2  2A.Ca;2A.Cb; |
| **11** | Emotional & Mental Health | 10. Dealing With Difficult Relationships |  |  | RL.9-10.1,2,3,4; RL.11- 12.1,2,3,4; W.9-10.2,3,4,8,9; W.11-12.2,3,4,8,9;  SL.9-10.1,3,4; SL.11-12.1,3,4; L.9-10.6; L.11-12.6 | CM.C.2, CM.C.3, CM.C.4,  CM.C.5, CM.C.6, RM.C.2, RM.C.5 |
| **12** | Emotional & Mental Health | 12. Managing Anger | This lesson is similar to lesson 7 – Responding to Emotions in Healthy Ways. You may be able to combine them into 1 lesson/class period. |  | W.9-10.1,2,4,8; W.11-  12.1,2.4,8;SL.9-10.1,3; SL.11-  12.1,3; L.9-10.6; L.11-12.6 | RM.C.5, VP.I.10 |
| **13** | Emotional & Mental Health | 13. Skills for Conflict Resolution |  |  | RI.9-10.1,2,3,4; RI.11-12.1,2,3,4;  SL.9-10.1; SL.11-12.1; L.9-10.6;  L.11-12.6; W.9-10.1,2,3,4,5; W.11-12.1,2,3,4,5 | RM.C.5, CM.C.8  2A.Cb; |
| **14** | Emotional & Mental Health | 16. Getting Help for Mental Health Issues |  |  | RL.9-10.1,2,3,4; RL.11-  12.1,2,3,4; RI.9-10.1,2,3,4;  RI.11-12.1,2,3,4; W.9-  10.2,4,8,9; W.11-12.2,4,8,9;  SL.9-10.1,3; SL.11-12.1,3; L.9- 10.6; L.11-12.6 | SM.C.6, SM.C.7  3A.Cd  3B.Ca  3C  3D.C |

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| 15 | Emotional & Mental Health | 11. Coping with Loss & Grief |  |  | RL.9-10.1,2,3,4; RL.11-  12.1,2,3,4; RI.9-10.1,2,3,4; RI.11-12.1,2,3,4;  W.9-10.2,4; W.11-12.2,4; SL.9-  10.1; SL.11-12.1; L.9-10.6; L.11-  12.6 | RM.C.6  3A.Ce |
| 16 | Violence & Injury Prevention  [Student Workbook](https://drive.google.com/file/d/1mz98a3EdrCx4ZqksU2wQCiUXMDyDNHvp/view?usp=sharing) | 1. The Consequences of Violence |  | #2- Hate Comes to School: A Violence Case Study , Part 1 | W.9-10.1,4; W.11-12.1,4;  L.9-10.6; L.11-12.6; RL.9-10.  1,2,3,4; RL.11-12.1,2,3,4; SL.9-  10.1,4; SL.11-12.1,4; W.9-  10.1,2,4; W.11-12.1,2,4 | VP.C.1, VP.C.3, VP.C.12 |
| 17 | Violence & Injury Prevention | 2. Factors That Contribute to Violence |  |  | RL.9-10.1,2,3,4; RL.11-  12.1,2,3,4; W.9-10.2,4; W.11-  12.2.4; L.9-10.6; L.11-12.6 | VP.C.1 |
| 18 | Violence & Injury Prevention | 3. Preventing Bullying | You may need to supplement the Bullying lessons. |  | W.9-10.1,2,3,4,5,8,9; W.11-  12.1,2,3,4,5,8,9; L.9-10.6; L.11-  12.6 | VP.C.5 |
| 19 | Violence & Injury Prevention | 3. Preventing Cyberbullying |  | #3- The Case Against Cyberbullying | RL.9-10.1,2,3,4; RL.11-  12.1,2,3,4; SL.9-10.1; SL.11-  12.1; L.9-10.6; L.11-12.6  ; W.9-101.2,4,5,8,9; W.11- 12.2,4,5,8,9 | VP.C.4, VP.C.5, VP.C.13 |
| 20 | Violence & Injury Prevention | 7. Preventing Sexual Harassment |  |  | RL.9-10.1,2,3,4,5; RL.11-  12.1,2,3,4,5; SL.9-10.1,4,6; SL.11-12.1,4,6; W.9- 10.2,4,5,8,9; W.11-12.2,4,5,8,9; | VP.C.5, VP.C.8, VP.C.9 |
| 21 | Violence & Injury Prevention | 7. Preventing Dating Violence |  |  | RL.9-10.1,2,3,4; RL.11-  12.1,2,3,4; RI.9-10.1,2,3,4;  RI.11-12.1,2,3,4; W.9- 10.2,4,8,9; W.11-12.2,4,8,9; L.9-  10.6; L.11-12.6 | VP.C.5, VP.C.10, VP.C.11 |

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| 22 | Violence & Injury Prevention | 10. Preventing Suicide |  |  | RI.9-10.1,4; RI.11-12.1,4; W.9- 10.2,4; W.11-12.2,4;  SL.9-10.1,4,6; SL.1112.1,4,6; L.9- 10.3,6; L.11-12.3,6 | VP.C.2 |
| 23 | Violence & Injury Prevention | 11. Getting Help |  |  | RI.9-10.1,2,3,4; RL.11-  12.1,2,3,4; W.9-10.1,2,4; W11-  12.1,2,4; L.9-10.6; L.11-12.6;  SL.9-10.2,4; SL.11-12.2,4 | VP.C.11, SM.C.6, SM.C.7 |
| 24 | Tobacco, Alcohol & Other Drug Prevention  ***Link to***  ***Student Handbook:***  [***https://drive.google.com/open?id=12b9ho-N78yHxLLKcGizPigzZzoYyb8UH***](https://drive.google.com/open?id=12b9ho-N78yHxLLKcGizPigzZzoYyb8UH) | 1. Teens & Drug Use | Please be sure to include Opioids and Heroin in the TAOD lessons where appropriate to meet the new Opioid/Heroin requirement. |  | RI.9-10.1,2,3,4; RI.11-12.1,2,3,4;  SL.9-10.1,4; SL.11-12.1,4; L.9-  10.6; L.11-12.6; W.9-10.1,2,4; W.11-12.1,2,4 | AOD.I.1 |
| 25 | Tobacco, Alcohol & Other Drug Prevention | 6. Alcohol: Get the Facts |  |  | RI.9-10.1,2,3,4; RI.11-12.1,2,3,4; W.9-10.2,4,8,9; W.11- 12.2.4,8,9; SL.9-10.1,3,4; SL.11-  12.1,3,4; L.9-10.6; L.11-12.6 | AOD.C.1, AD.C.2, AD.C.3, AD.C.10, AOD.C.13 |
| 26 | Tobacco, Alcohol & Other Drug Prevention | 7. Marijuana: Get the Facts |  | #4- Marijuana Get the Facts/ Marijuana Myth Busters | RL.9-10.1,2,3,4; RL.11- 12.1,2,3,4; W.9-10.1,2,3,4,9; W.11-12.1,2,3,4,9;  SL.9-10.1,4; SL.11-12.1,4; L.9- 10.6; L.11-12.6 | AOD.C.1 |
| 27 | Tobacco, Alcohol & Other Drug Prevention | 11. Making Decisions About  Drugs |  |  | RL.9-10.1,2,3,4; RL.11-  12.1,2,3,4; W.9-10.2,4; W.11-  12.2,4; SL.9-10.1; SL.11-12.1; L.9-10.6; L.11-12.6 | DM.C.1, DM.C.3, DM.C.5, DM.C.7 |

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| 28 | Tragedy and Hope, WNED  [Tragedy & Hope: Educator's Guide](https://drive.google.com/file/d/1krLDEr5_fJVmDSBppL4xvtl6HGw4lmzk/view?usp=sharing)  [Tragedy & Hope Website & Videos (PBS)](https://ny.pbslearningmedia.org/resource/512d7376-bf0a-4e1d-9a98-98f706a9e11e/full-educators-guide/) | The Cycle of Addiction (p.10) | The Tragedy and Hope WNED lessons help to achieve the new Opioid/Heroin requirement. Please also include the Opioid fact sheet as a student handout: Students Should Know the Facts found at<https://oasas.ny.gov/harm-reduction> |  | RL.9-10.1,2,3,4; RL.11-  12.1,2,3,4; W.9-10.1,2,3,4; W.11-12.1,2,3,4 | AOD.I.14 |
| 29 | Tragedy and Hope, WNED | The Cycle of Addiction (p.11) | See above |  |  | AOD.I.14 |
| 30 | Tragedy and Hope, WNED | The Cycle of Addiction (p.11) | See above |  | RL.9-10.1,2,3,4; RL.11-  12.1,2,3,4; W.9-10.1,2,3,4; W.11-12.1,2,3,4 | AOD.C.4, DM.C.3, DM.C.6 |
| 31 | Tragedy and Hope, WNED | Prescription Drug Abuse Awareness Campaign (p.22) | See above |  |  |  |
| 32 | Tragedy and Hope, WNED | Prescription Drug Abuse Awareness Campaign (p.22) | See above |  | RL.9-10.1,2,3,4; RL.11-  12.1,2,3,4; W.9-10.1,2,3,4; W.11-12.1,2,3,4; | AOD.C.15 |
| 33 | Tragedy and Hope, WNED | Prescription Drug Abuse Awareness Campaign (p.23) | See above |  | RL.9-10.1,2,3,4; RL.11-  12.1,2,3,4; W.9-10.1,2,3,4; W.11-12.1,2,3,4;  SL.9-10.1,4; SL.11-12.1,4; | AD.C.8 |
| 34 | Tragedy and Hope, WNED | Prescription Drug Abuse Awareness Campaign (p.23) | See above |  | RL.9-10.1,2,3,4; RL.11-  12.1,2,3,4; W.9-10.1,2,3,4; W.11-12.1,2,3,4;  SL.9-10.1,4; SL.11-12.1,4; | AD.C.8 |

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| 35 | Tobacco, Alcohol & Other Drug Prevention | 12. My Drug Free Future |  |  | RI.9-10.1,2,3,4; RI.11-12.1,2,3,4;  SL.9-10.1; SL.11-12.1; L.9-10.6;  L.11-12.6; W.9-10.1,2,3,4,9;  W.11-12.1,2,3,4,9; L.9-10.6; L.11-12.6 | PG.C.1, PG.C.4, PG.C.6, PG.C.7 |
| 36 | Tobacco, Alcohol & Other Drug Prevention | 14. Saying NO to Drugs | Abbreviate lesson 14 and combine role play practice from lesson 15 into this lesson |  | RL.9-10.1,2,3,4; RL.11-12.1,2,3,4; W.9-10.2,3,4,9; W.11-12.2,3,4,9; SL.9-10.1,4; SL.11-12.1,4; L.9-10.6; L.11-12. | CM.C.2, CM.C.7 |
| 37 | Tobacco, Alcohol & Other Drug Prevention | 17. Advocating for Being Drug-Free |  |  | RL.9-10.1,2,3,4; RL.11-  12.1,2,3,4; W.9-10.1,2,3,4; W.11-12.1,2,3,4;  SL.9-10.1,4; SL.11-12.1,4; L.9- 10.6; L.11-12.6 | AOD.I.6, AD.C.6, AD.C.7, AD.C.8, AD.C.9 |
| 38 | Abstinence Personal & Sexual Health  ***Link to Student Workbook:***  [***https://drive.google.com/open?id=17Kd2x2secnc7eSFOj5Z0Cv6h7FO0jBu6***](https://drive.google.com/open?id=17Kd2x2secnc7eSFOj5Z0Cv6h7FO0jBu6) | 7. Understanding Sexuality |  |  | RI.9-10.1,4; RI.11-12.1,4; SL.9-  10.1,4; SL.11-12.1,4; L.9-10.3,6;  L.11-12.3,6; W.9-10.2,4; W.11- 12.2,4 | FLS.C.4, FLS.C.8, FLS.C.9, FLS.C.10 |
| 39 | Abstinence Personal & Sexual Health | 8. Review of  Reproductive System |  | #5- Understanding Human Reproduction | RI.9-10.1,4; RI.11-12.1,4; W.9- 10.9; W.11-12.9;  L.9-10.6; L.11-12.6 | FLS.C.8 |
| 40 | Abstinence Personal & Sexual Health | 9. Influences on Sexual Choices |  |  | W.9-10.2,4; W.11-12.2,4; SL.9- 10.3,4; SL.11-12.3,4  ; L.9-10.6; L.11-12.6 | SR.C.5, SR.C.7, SR.C.9, SR.C.10, SR.C.11 |
| 41 | Abstinence Personal & Sexual Health | 13. Setting Limits to Support Abstinence |  |  | RI.9-10.1,2,3,4; RI.11- 12.1,2,3,4;SL.9-10.1,3,4; SL.11-  12.1,3,4; L.9-10.6; L.11-12.6 | SR.C.1, SR.C.3 |
| 42 | Abstinence Personal & Sexual Health | 16. Setting a Goal to Protect Sexual Health |  |  | W.9-10.1,4; W.11-12.1,4 | PG.C.1, PG.C.2, PG.C.3,  PG.C.4, PG.C.6, PG.C.7 |

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| 43 | [RTR: Understanding Self-Identity](https://drive.google.com/file/d/1JM94xgudyFqT6TAp59fPv167cSMWykHh/view?usp=sharing) | Who We Are: Understanding Self- Identity |  |  | RI.9-10.1,2,4; RI.11-12.1,2,4;  SL.9-10.1,4; SL.11-12.1,4;  L.9-10.4,6; L.11-12.4,6 | FLS.C.8, FLS.C.9, FLS.C.10, SM.C.1, SM.C.6 |
| **44** | RTR: Understanding Self-Identity | Who We Are: Understanding Self- Identity |  | #6- Stories of Young People | RI.9-10.1,2,4; RI.11-12.1,2,4;  SL.9-10.1,4; SL.1112.1,4; L.9- 10.4,6; L.11-12.4,6 | FLS.C.8, FLS.C.9, FLS.C.10, SM.C.1, SM.C.6 |
| **45** | Reducing The Risk (5th Edition)  [Student Workbook](https://drive.google.com/file/d/1uYYea6-Vj9s6q7lIeLnNaLMRy6GQMIlv/view?usp=sharing) | 1A. Abstinence, Sex and Protection: Pregnancy Prevention Emphasis |  |  | SL.9-10.1,4; SL.11-12.1,4; W.9-  10.1,2,3,4; W.11-12.1,2,3,4 | SR.C.1, HIV.C.1, HIV.C.3,  HIV.C.5, HIV.C.7, CM.C.4 |
| **46** | Reducing The Risk | 2. Abstinence: Not Having Sex |  |  | RI.9-10.1,2,3,4; RI.11-12.1,2,3,4;  W.9-10.1,2,3,4; W.11-12.1,2,3,4 | SR.C.1, SR.C.2, SR.C.3,  SR.C.4, SR.C.5, DLS.C.4, CM.C.4 |
| **47** | Reducing The Risk | 3. Refusals |  |  | RI.9-10.1,2,3; RI.11-12.1,2,3;  SL.9-10.1,4; SL.11-12.1,4; W.9-  10.1,3,4; W.11-12.1,3,4 | CM.C.2, CM.C.3, CM.C.4  Homework: SM.C.1, CM.C.2,  CM.C.3, CM.C.4, CM.C.5, CM.C.6 |
| **48** | Reducing The Risk | 4. Using Refusal Skills |  |  | RI.9-10.1,2,3; RI.11-12.1,2,3;  SL.9-10.1,4; SL.11-12.1,4; W.9-  10.1,3,4; W.11-12.1,3,4 | CM.C.1, CM.C.2, CM.C.3 |
| **49** | Reducing The Risk | 5. Delay Tactics |  |  | RI.9-10.1,2,3; RI.11-12.1,2,3;  SL.9-10.1,4; SL.11-12.1,4; W.9-10.1,3,4; W.11-12.1,3,4 | CM.C.1, CM.C.2, CM.C.3 |
| **50** | Reducing The Risk | 6. Avoiding High Risk Situations |  |  | W.9-10.1,3; W.11-12.1,3; SL.9- 10.1,3; SL.11-12.1,3 | CM.C.2, CM.C.3, CM.C.4, CM.C.5, CM.C.6 |
| **51** | Reducing The Risk | 7. Getting and Using Protection |  |  | RI.9-10.1,2,3,4; RI.11-12.1,2,3,4; W.9-10.1,4; W.11-12.1,4 | HIV.C.5, HIV.C.6, HIV.C.7 |

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| **52** | Reducing The Risk | 8. Getting and Using Protection II | Coordinate with school nurse to arrange a clinic visit or to increase students awareness of the CAP program. | #7- Call or Visit a Clinic | RI.9-10.1,2,3,4; RI.11-12.1,2,3,4; W.9-10.1,2,3,4; W.11-  12.1,2,3,4; SL.9-10.1,4; SL.11-  12.1,4 | HIV.C.1, HIV.C.2, HIV.C.3,  HIV.C.4, HIV.C.5, HIV.C.6,  HIV.C.7, HIV.C.8, HIV.C.5, HIV.C.9, |
| **53** | Reducing The Risk | 9. Knowing and Talking About Protection: Skills Integration I |  |  | RI.9-10.1,2,3,4; RI.11-12.1,2,3,4;  W.9-10.1,2,4; W.11-12.1,2,4;  SL.9-10.1,4; SL.11-12.1,4 | HIV.C.3, HIV.C.4, HIV.C.5,  HIV.C.6, CM.C.1, CM.C.2,  CM.C.3, CM.C.4, CM.C.5, CM.C.6 |
| **54** | Reducing The Risk | 10. Skills Integration I |  |  | RI.9-10.1,2,3,4; RI.11-12.1,2,3,4;  W.9-10.1,2,4; W.11-12.1,2,4;  SL.9-10.1,4; SL.11-12.1,4 | HIV.C.1, HIV.C.3, HIV.C.5,  HIV.C.6, HIV.C.7, CM.C.1,  CM.C.2, CM.C.3, CM.C.4,  CM.C.5, CM.C.6, CM.C.7 |
| **55** | Reducing The Risk | 11. Skills Integration II |  |  | RI.9-10.1,2,3,4; RI.11-12.1,2,3,4;  W.9-10.1,2,4; W.11-12.1,2,4;  SL.9-10.1,4; SL.11-12.1,4 | HIV.C.1, HIV.C.3, HIV.C.5,  HIV.C.6, HIV.C.7, CM.C.1,  CM.C.2, CM.C.3, CM.C.4,  CM.C.5, CM.C.6, CM.C.7 |
| **56** | Reducing The Risk | 12. Preventing HIV and Other STDs |  | #8- How Would HIV Change My Life | RI.9-10.1,2,3,4; RI.11-12.1,2,3,4;  W.9-10.1,2,4; W.11-12.1,2,4;  SL.9-10.1,4; SL.11-12.1,4 | HIV.C.1, HIV.C.2, HIV.C.3,  HIV.C.5, HIV.C.6, HIV.C.7, HIV.C.8, HIV.C.9 |
| **57** | Reducing The Risk | 13. HIV Risk Behavior |  |  | RI.9-10.1,4; RI.11-12.1,4; SL.9- 10.1,4; SL.11-12.1,4 | HIV.C.1, HIV.C.2 |
| **58** | Reducing The Risk | 14. Implementing Protection from STD and Pregnancy |  |  | RI.9-10.1,4; RI.11-12.1,4; SL.9-  10.1,4; SL.11-12.1,4; W.9-  10.1,2,4; W.11-12.1,2,4 | HIV.C.5, HIV.C.6, HIV.C.7,  HIV.C.8, CM.C.1, CM.C.2,  CM.C.3, CM.C.4, CM.C.5, CM.C.6, CM.C.7 |
| **59** | Reducing The Risk | 15. Sticking With Abstinence and Protection |  |  | W.9-10.1,2,4; W.11-12.1,2,4;  SL.9-10.1,4; SL.11-12.1,4 | W.9-10.1,2,4; W.11-12.1,2,4;  SL.9-10.1,4; SL.11-12.1,4 |
| **60** | Reducing The Risk | 16. Skills Integration IV |  |  | RI.9-10.1,2,3; RI.11-12.1,2,3;  SL.9-10.1,4; SL.11-12.1,4; W.9-  10.1,3,4; W.11-12.1,3,4 | HIV.C.1, HIV.C.3, HIV.C.5,  HIV.C.6, HIV.C.7, CM.C.1,  CM.C.2, CM.C.3, CM.C.4,  CM.C.5, CM.C.6, CM.C.7 |

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| **61** | **Nutrition & Physical Activity**  ***Link to Student Handbook:*** [***https://drive.google.com/open?id=1RHCHmDCXz4OxKHLnQ1ipS1A3Bz6rlrAz***](https://drive.google.com/open?id=1RHCHmDCXz4OxKHLnQ1ipS1A3Bz6rlrAz) | 1. Nutrition & Health |  |  | RI.9-10.1,2,3,4; RI.11-12.1,2,3,4; W.9-10.1,2,4,9; W.11- 12.1,2,4,9; L.9-10.6; L.11-12.6;  SL.9-10.1,3,4; SL.11-12.1,3,4 | PAN.C.1, PAN.C.6 |
| **62** | **Nutrition & Physical Activity** | 2. Guidelines for Healthy Eating |  |  | W.9-10.1,2,4,9; W.11-  12.1,2,4,9; L.9-10.6; L.11-12.6 | PAN.C.4, PAN.I.1 |
| **63** | **Nutrition & Physical Activity** | 3. What’s On My Plate? |  |  | W.9-10.2,4; W.11-12.2,4  ; SL.9-10.1,3,4; SL.11-12.1,3,4;  RI.9-10.1,2,3,4; RI.11-12.1,2,3,4 | PAN.C.3, PAN.I.1 |
| **64** | **Nutrition & Physical Activity** | 4. Reading Food Labels |  |  | W.9-10.2,4; W.11-12.2,4; L.9- 10.6; L.11-12.6  ; RI.9-10.1,2,3,4; RI.11- 12.1,2,3,4 | PAN.C.3 |
| **65** | **Nutrition & Physical Activity** | 5. Eating Healthy at Fast Food Restaurants | Students enjoy this lesson, but it can be removed if you are short on time. |  | RI.9-10.1,2,3,4; RI.11-12.1,2,3,4;  W.9-10.2,4; W.11-12.2,4; L.9- 10.6; L.11-12.6 | PAN.C.3, PAN.I.4 |
| **66** | **Nutrition & Physical Activity** | 6. Physical Activity & Health |  |  | RL.9-10.1; RL.11-12.1; W.9-  10.1,2,3,4,9; W.11-12.1,2,3,4,9; L.9-10.6; L.11-12.6 | PAN.C.1, PAN.C.2, PAN.C.3, PAN.C.4, PAN.C.6 |
| **67** | **Nutrition & Physical Activity** | 7. Guidelines for Physical Activity |  |  | W.9-10.2,4; W.11-12.2,4; SL.9-10.1,3,4; SL.11-12.1,3,4; L.9-10.3,6; L.11-12.3,6 | PAN.C.2, PAN.C.4 |
| **68** | **Nutrition & Physical Activity** | 8. Setting Healthy Eating & Physical Activity Goals | Combine key components of lesson 9 into lesson 8. | #9- My Healthy Eating or Physical Activity Goal | RI.9-10.1,2,3,4; RI.11-12.1,2,3,4;  SL.9-10.1,4; SL.11-12.1,4; L.9-  10.6; L.11-12.6; W.9-10.1,2,4; W.11-12.1,2,4 | PG.C.1, PG.C.2, PG.C.3,  PG.C.4, PG.C.5, PG.C.6 |
| **69** | **Nutrition & Physical Activity** | 12. Analyzing  Influences on Eating & Physical Activity |  |  | W.9-10.1,2,4,9; W.11- 12.1,2,4,9; L.9-10.6; L.11-12.6; SL.9-10.1,4; SL.11-12.1,4 | PAN.C.8, DM.C.6 |
| **70** | **Nutrition & Physical Activity** | 13. Influences on Body Image |  |  | W.9-10.1,2,4; W.11-12.1,2,4; L.9-10.6; L.11-12.6 | PAN.C.8 |
| **71** | **Nutrition & Physical Activity** | 14. Managing Weight in Healthy Ways |  |  | RI.9-10.1,2,3,4; RI.11-12.1,2,3,4; RL.9-10.1,2,3,4; RL.11- 12.1,2,3,4; W.9-10.1,2,3,4,9;  W.11-12.1,2,3,4,9; SL.9-10.1;  SL.11-12.1; L.9-10.6; L.11-12.6 | PAN.C.3 |

**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.9-10.2,4 = Writing, Grades 9-10, 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.C.6 = Self-Management Skill, Commencement Level, Item 6 (Identifies and accesses personal support persons or systems).

**New York State Framework for Mental Health Education Instruction**

This framework supports the NYS Health Education Learning Standards and is to be used in conjunction with the current Guidance Document to Achieving New York State Learning Standards in Health. The New York State Education Department recommends schools utilize this resource to develop or adopt their own curriculum aligned with the current New York State Learning Standards, and to tailor instruction and programs based on needs identified at the local level.

**KEY: 1 – Self Management, 2 – Relationships, and 3 - Resource Management.**

**Subcategories within each standard: A, B, C and D.**

Early Elementary (EE), Late Elementary (LE), Intermediate/Middle School (I) and Commencement/High School (C).

Subcategories within each standard: A, B, C and D. Items within each subcategory: a, b, c, d, e and f.