

# 2021

## HEALTH EDUCATION CURRICULUM Grades 9-10



EAST PROVIDENCE SCHOOL DISTRICT

Curriculum Writers: Dan Cabral, Sara Duarte, Shane Messier,

8/16/2021

# EAST PROVIDENCE SCHOOL DISTRICT HEALTH CURRICULUM GRADE 9-10

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HEALTH STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>1. Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life.</p> <p>1.1 <u>Health Content Areas</u></p> <p><u>Areas</u></p> <ol style="list-style-type: none"> <li>1. Personal Health</li> <li>2. Mental and Emotional Health</li> <li>3. Injury Prevention</li> <li>4. Nutrition</li> <li>5. Sexuality and Family life</li> <li>6. Disease Control and Prevention</li> <li>7. Substance Use and Abuse Prevention</li> </ol>		<p>The student</p> <p>1.1.1 Analyzes how behavior (e.g. nutrition, physical activity, substance use, sexual, personal safety) can impact health maintenance and disease prevention.</p> <p><u>HPE 1&amp;2</u> <b>REQUIRED TOPICS:</b></p> <ul style="list-style-type: none"> <li>• health as a balance; interpretation of data relating to prevalence of physical activity among youth; relationship of gender, age, socioeconomic status, and other demographics to lifestyle; frequency, duration and intensity and their relationship to conditioning; dietary and nutritional supplements and fitness <b>1.1.1</b></li> <li>• weight management/fad diets; principal dietary factors associated with heart disease, cancer, diabetes, obesity, osteoporosis <b>4.1.1</b></li> <li>• <u>Non-Communicable:</u> risk factors associated with heart disease; relationship of lifestyle with cardiovascular disease and stroke, cancer; exposure to environmental hazards, etc. smoking, environmental tobacco smoke, industrial substances, occupational hazards <b>6.1.1</b>. <a href="http://www.cdc.gov">o cdc.gov</a></li> <li>• effect on judgment; anxiety and depression and susceptibility to disease <b>2.1.1</b></li> <li>• need for contraception during intercourse unless pregnancy is planned; advantages and disadvantages of various methods of contraception; fetal development; childbirth; role of mother, father, coach during labor and delivery; definition of legal abortion <b>5.1.1</b></li> <li>• <u>Communicable:</u> transmission of STD/STI; impact of ATOD use on risk-taking behavior <b>6.1.1</b> <a href="http://www.cdc.gov">o cdc.gov</a></li> <li>• HIV transmission; depression; injuries <b>7.1.1</b></li> </ul>	<p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> <li>• tiered assignments</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• anchoring</li> <li>• think/pair/share</li> <li>• cubing, etc.</li> </ul> <p>Facilitates best practices of teaching that include:</p> <ul style="list-style-type: none"> <li>• student-centered</li> <li>• experiential</li> <li>• holistic</li> <li>• authentic</li> <li>• expressive</li> <li>• reflective</li> <li>• social</li> <li>• collaborative</li> <li>• democratic</li> <li>• cognitive</li> <li>• developmental</li> <li>• constructivist/ heuristic</li> <li>• challenging</li> </ul> <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication</li> <li>• critical thinking</li> <li>• research</li> <li>• reflection/ evaluation</li> </ul> <p>Applies best practice of teaching health education:</p> <ul style="list-style-type: none"> <li>• focuses on clear health goals and related behavioral outcomes</li> </ul>	<p><b>***The resources below will be used for all standards/content areas***</b></p> <p><u>Textbooks</u> Health Smart Curriculum Choices Magazine EBooks</p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> <li>• <i>Health Literacy for All Students</i> (RIDE)</li> <li>• RIDE Comprehensive Health Instructional Outcomes</li> <li>• Visual aids, e.g. skeleton, muscle charts, etc.</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• G Suite</li> <li>• Plickers</li> <li>• Internet</li> <li>• Laptop/chromebook</li> <li>• Smart Board</li> <li>• <a href="http://www.cdc.gov">cdc.gov</a></li> <li>• <a href="http://www.heart.org">heart.org</a></li> <li>• <a href="https://sites.google.com/site/ephshpe/">https://sites.google.com/site/ephshpe/</a></li> <li>• <a href="http://labmf.org">labmf.org</a> (Lindsay Ann Burke website dating violence)</li> <li>• <a href="http://marchofdimes.com">marchofdimes.com</a></li> <li>• <a href="http://choosemyplate.gov">choosemyplate.gov</a></li> <li>• <a href="http://namirhodeisland.org">namirhodeisland.org</a></li> <li>• <a href="http://pamstenzel.com">pamstenzel.com</a></li> <li>• <a href="http://plannedparenthood.org">plannedparenthood.org</a></li> <li>• <a href="http://redcross.org">redcross.org</a></li> <li>• <a href="http://samaritansri.org">samaritansri.org</a></li> <li>• <a href="http://teenhealth.org">teenhealth.org</a></li> <li>• <a href="http://thrivetri.org">thrivetri.org</a></li> <li>• <a href="http://www.shapeamerica.gov">www.shapeamerica.gov</a></li> <li>• <a href="http://www.cancer.org">www.cancer.org</a></li> <li>• <a href="http://www.healthy.net">www.healthy.net</a></li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>• Validated common tasks</li> <li>• Common formative/ summative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p>Journals/logs</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklists</p> <ul style="list-style-type: none"> <li>• Health decision-making</li> <li>• School-wide rubrics (writing, oral communication, etc.)</li> </ul> <p>Performance-based tasks</p> <p>Self-assessment</p>

# EAST PROVIDENCE SCHOOL DISTRICT HEALTH CURRICULUM GRADE 9-10

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		<p><b>1.1.2 Describes the interrelationships of mental, emotional, social and physical health throughout young adulthood.</b></p> <p><u>HPE1&amp;2 REQUIRED TOPICS</u></p> <ul style="list-style-type: none"> <li>benefits from physical activity; how rest improves fitness; facts and fallacies regarding exercise and diet; tailoring exercise to individual needs <b>1.1.2</b></li> <li>changing nutritional needs <b>4.1.2</b></li> <li>self-image- personal, social, ideal; personal qualities and characteristics; personal development over time; capacity and potential for personal growth and change; heredity and environment; fallacies regarding suicide; signs signaling suicide; eating disorders, and bullying <b>2.1.2</b></li> <li>function of sexual and reproductive anatomy; facts vs. myths; human sexual response cycle; sexual feelings and desires throughout life; role of hormones in growth and development and reproductive and sexual functioning; people with disabilities have sexual feelings, needs and desires; dating readiness and interest varies among individuals; sexual expression as an important component of individual's sexual identity; homosexuality, heterosexuality, bisexuality and implications for sexual health, sexual activity, gender roles <b>5.1.2</b> <ul style="list-style-type: none"> <li><a href="http://pamstenzel.org">pamstenzel.org</a></li> <li><a href="http://www.youthprideri.org">www.youthprideri.org</a></li> </ul> </li> </ul> <p><b>1.1.3 Analyzes the impact of personal health behaviors on the functioning of body systems.</b></p> <p><u>HPE 1&amp;2 REQUIRED TOPICS</u></p> <ul style="list-style-type: none"> <li>specific dietary needs of athletes <b>4.1.3</b></li> <li><u>Non-communicable</u>: signs and symptoms of heart attack; stroke; 7 warning signs of cancer; different types of cancer; diagnosis and treatment of chronic diseases, e.g. diabetes, physically challenged individuals <b>6.1.2</b> <ul style="list-style-type: none"> <li><a href="http://cdc.gov">cdc.gov</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>is research-based and theory-driven</li> <li>addresses individual values and group norms that support health-enhancing behaviors</li> <li>focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors and reinforcing protective factors</li> <li>addresses social pressures and influences</li> <li>builds personal competence, social competence and efficacy by addressing skills</li> <li>provides functional health knowledge that is basic, accurate, and directly contributes to health promoting decisions and behaviors</li> <li>uses strategies designed to personalize information and engage students</li> <li>provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods and materials</li> <li>incorporates learning strategies, teaching methods, and materials that are culturally inclusive</li> <li>provides adequate time for instruction and learning</li> <li>provides opportunities to reinforce skills and positive health behaviors</li> <li>provides opportunities to make connections with influential others</li> <li>includes teacher information and plans for</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.innerbody.com">www.innerbody.com</a></li> <li><a href="http://www.nutritionexplorations.org">www.nutritionexplorations.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li><a href="http://www.stopbullying.gov">www.stopbullying.gov</a></li> <li><a href="http://youthprideri.org">youthprideri.org</a></li> <li><a href="http://www.kahoot.com">www.kahoot.com</a></li> <li><a href="http://www.edpuzzle.com">www.edpuzzle.com</a></li> <li><a href="http://www.heart.org">www.heart.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>CPR Mannequins</li> <li>AED Trainer</li> <li>EpiPen Trainer</li> <li>Stop the Bleed Kit</li> <li>Digital Materials</li> <li>White Board</li> <li>Markers</li> </ul> <p><b>Digital Media Center</b></p> <ul style="list-style-type: none"> <li>Students can use the digital media center for class to create projects, group work and access resources.</li> </ul> <p><b>School/Community</b></p> <ul style="list-style-type: none"> <li>Chartwells</li> <li>Guest speakers</li> <li>School nurse</li> <li>School Resource Officers</li> <li>School Social Worker</li> <li>Student assistance counselor</li> </ul>	<p><b>Self and peer evaluation</b></p> <p><b>Tests and quizzes</b></p> <p><b>Written responses (ELA Common Core)</b></p> <ul style="list-style-type: none"> <li>Arguments</li> <li>Informative</li> <li>Responding to informational text</li> </ul> <p><b>Choice Boards</b></p>
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# EAST PROVIDENCE SCHOOL DISTRICT HEALTH CURRICULUM GRADE 9-10

Curriculum Writers: Sara Duarte, Dan Cabral,, Shane Messier

		<ul style="list-style-type: none"> <li>anxiety; eustress; effect on performance, concentration, etc.; depression as a common emotional response to distress; positive mental/emotional states and physical health <b>2.1.3</b> <ul style="list-style-type: none"> <li><a href="http://www.namirhodeisland">www.namirhodeisland</a></li> </ul> </li> <li>adolescent pregnancy; STDs; sexual harassment and sexual assault, relationship between sexual behaviors and sexual violence <b>5.1.3</b></li> <li><u>Communicable</u>: signs, symptoms and course of infection of HIV/AIDS, STD/STI and other communicable diseases; transmission, prevention; course of HIV infection leading to AIDS; opportunistic infections; risk of infection via blood products before and after 1985; testing and treatment <b>6.1.2</b> <a href="http://cdc.gov">cdc.gov</a></li> <li>effect on performance, concentration, communication, etc.; depression; effects of chemical substances on brain function; commonly abused drugs; illegal drugs; short- and long-term effects of substances including: tobacco, alcohol and caffeine; habits; dependency; tolerance; addiction; withdrawal) <b>7.1.3</b></li> </ul> <p><b>1.1.4 Analyzes how the family, peers, community and environment influence the health of individuals.</b> <u>HPE 1&amp;2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>activity level, food choices, <b>1.1.4</b></li> <li>the consequences of participating in high-risk behaviors <b>3.1.3</b></li> <li>various reasons people date, such as companionship, to share an experience with someone, friendship and love.; expression of feelings, including love, is a matter of choice and should not go against personal values; parental concerns; compromising feelings; types of families; factors affecting family functioning (e.g. mobility, divorce, death); interaction of heredity, the environment and the family , <u>dating violence</u> <b>5.1.4</b> <a href="http://labmf.org">labmf.org</a></li> </ul>	<p>professional development and training that enhances instruction and student learning</p> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (pie chart)</p>		
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		<ul style="list-style-type: none"> <li>• peer pressure; violence in society 1.1.4</li> <li>• various reasons people date, such as companionship, to share an experience with someone, friendship and love.; expression of feelings, including love, is a matter of choice and should not go against personal values; parental concerns; compromising feelings; types of families; factors affecting family functioning (e.g. mobility, divorce, death); interaction of heredity, the environment and the family , dating violence 5.1.4</li> <li>• nature and distribution of specific diseases can be associated with countries, occupations and lifestyles; the incidence of various diseases changes over time; effect of chronic disorders upon family and society; impact of disease and diagnosis of disease on the individual, family and society 6.1.3</li> <li>• patterns of alcohol, tobacco and caffeine use; peer pressure; current social and health problems - cancer, drunk driving, FAS, HIV/AIDS 7.1.4</li> </ul>			
<p>2. Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>2.1 <u>Health Content Areas</u></p> <ol style="list-style-type: none"> <li>1. Personal Health</li> <li>2. Mental and Emotional Health</li> </ol>		<p><b>The student</b></p> <p>2.1.1 <b>Evaluates the validity of health information, products and services.</b> <u>HPE 1 &amp; 2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>• sound sources of nutrition information; safe weight management programs vs. fad diets 4.2.1</li> <li>• treatment "quackery"; reliable sources 6.2.1</li> <li>• treatment "quackery"; reliable sources 6.2.1</li> </ul> <p>2.1.2 <b>Analyzes resources from home, school, and community that provide valid health information.</b> <u>HPE 1 &amp; 2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>• sound sources of information,               <ul style="list-style-type: none"> <li>◦ <a href="http://choosemyplate.gov">choosemyplate.gov</a> 4.2.2</li> </ul> </li> </ul>	<p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>• tiered assignments</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• anchoring</li> <li>• think/pair/share</li> <li>• cubing, etc.</li> </ul>		<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>• Validated common tasks</li> <li>• Common formative/summative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals/logs</b></p>

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<p>3. Injury Prevention</p> <p>4. Nutrition</p> <p>5. Sexuality and Family life</p> <p>6. Disease Control and Prevention</p> <p>7. Substance Use and Abuse Prevention</p>		<ul style="list-style-type: none"> <li>different types of available assistance; elements and rationale of support systems <a href="#">2.2.1</a>, <a href="#">7.2.1</a></li> <li>regarding sexual health and sexual identity/orientation; sexual activity, sexual health, gender role stereotyping; sexual assault and sexual harassment; finding helpful adults such as parents, teachers, guidance counselors, physicians, mental health counselors, religious leaders, gay and lesbian community resources <a href="#">5.2.2</a> <ul style="list-style-type: none"> <li><a href="http://namirhodeisland.org">namirhodeisland.org</a></li> <li><a href="http://pamstenzel.com">pamstenzel.com</a></li> </ul> </li> <li>community agencies with missions to address certain diseases and disorders; teachers; school nurse; family physician <a href="#">6.2.2</a></li> </ul> <p>2.1.3 <b>Evaluates media influences on the selection of health information and products</b> <a href="#">HPE 1&amp;2</a> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>nutrition issues published through the media can confuse/overwhelm consumers <a href="#">4.2.3</a></li> <li>ATOD</li> </ul> <p>2.1.4 <b>Accesses school and community health services for self and others.</b> <a href="#">HPE 1&amp;2</a> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>access school and community resources and services for personal or family problems, and for treating alcohol <a href="#">2.2.2</a></li> <li>access school and community resources and services for personal or family problems, and for treating alcohol <a href="#">2.2.2</a></li> <li>adolescents with an unplanned pregnancy should talk with their parents, religious leaders, health care providers, and/or other trusted adults <a href="#">5.2.3</a> <ul style="list-style-type: none"> <li><a href="http://plannedparenthood.org">plannedparenthood.org</a></li> </ul> </li> <li>risk for STD/HIV of victim who has been sexually assaulted <a href="#">6.2.3</a></li> </ul>	<p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"> <li>student-centered</li> <li>experiential</li> <li>holistic</li> <li>authentic</li> <li>expressive</li> <li>reflective</li> <li>social</li> <li>collaborative</li> <li>democratic</li> <li>cognitive</li> <li>developmental</li> <li>constructivist/ heuristic</li> <li>challenging</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>problem solving</li> <li>communication</li> <li>critical thinking</li> <li>research</li> <li>reflection/ evaluation</li> </ul> <p><b>Applies best practice of teaching health education:</b></p> <ul style="list-style-type: none"> <li>focuses on clear health goals and related behavioral outcomes</li> <li>is research-based and theory-driven</li> <li>addresses individual values and group norms that support health-enhancing behaviors</li> <li>focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors and reinforcing protective factors</li> <li>addresses social pressures and influences</li> </ul>		<p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklists</b></p> <ul style="list-style-type: none"> <li>Health decision-making</li> <li>School-wide rubrics (writing, oral communication, etc.)</li> </ul> <p><b>Performance-based tasks</b></p> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Tests and quizzes</b></p> <p><b>Written responses</b> (ELA Common Core)</p> <ul style="list-style-type: none"> <li>Arguments</li> <li>Informative</li> <li>Responding to informational text</li> </ul> <p><b>Choice Boards</b></p>
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		<p>2.1.5 <b>Analyzes the cost and availability of health care products and services for individuals.</b>  <u>HPE 1 &amp; 2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>antiseptics, disinfectants; universal precautions; cost comparison of preventing disease vs. treating disease <b>6.2.4</b>  <a href="http://redcross.org">redcross.org</a></li> </ul> <p>2.1.6 <b>Analyzes situations requiring professional health services.</b>  <u>HPE 1 &amp; 2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>eating disorders <b>4.2.5</b></li> <li>reporting injuries; mental and emotional health needs relating to health practices such as eating disorders <b>2.2.2</b>  <a href="http://namirhodeisland.org">namirhodeisland.org</a></li> <li>seeking help in reaction to signs of suicide. <b>2.2.3</b></li> <li>reporting child abuse; when to call for medical help: traffic related injuries; falls resulting in head injury; substance use; burns; water/boating injuries; sports injuries; weapons; poison <b>3.2.2</b></li> <li>using health professionals (e.g. gynecologist, obstetrician, urologist, community agencies, etc.); dealing with sexual harassment, sexual assault <b>5.2.4</b></li> <li>diagnosis and treatment of symptoms and diseases <b>6.2.5</b></li> <li>seeking help in reaction to signs of substance abuse <b>7.2.3</b></li> </ul> <p>2.1.7 <b>Explains requirements for entering and pursuing specific health careers.</b>  <u>HPE 1 &amp; 2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>health educator; physical educator; worksite health promotion specialist; coach; dance instructor; massage therapist; occupational</li> </ul>	<ul style="list-style-type: none"> <li>builds personal competence, social competence and efficacy by addressing skills</li> <li>provides functional health knowledge that is basic, accurate, and directly contributes to health promoting decisions and behaviors</li> <li>uses strategies designed to personalize information and engage students</li> <li>provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods and materials</li> <li>incorporates learning strategies, teaching methods, and materials that are culturally inclusive</li> <li>provides adequate time for instruction and learning</li> <li>provides opportunities to reinforce skills and positive health behaviors</li> <li>provides opportunities to make connections with influential others</li> <li>includes teacher information and plans for professional development and training that enhances instruction and student learning</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales),</p>		
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		health; pharmacist; aerobics instructor; exercise physiologist; sports medicine 2.2.3 <ul style="list-style-type: none"><li>public safety officer, EMT, nurse, physician, educator, policy maker 3.2.3</li></ul>	categorize/classify organizers (categories, tree) (pie chart)		
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.  3.1 Health Content Areas 1. Personal Health 2. Mental and Emotional Health 3. Injury Prevention 4. Nutrition 5. Sexuality and Family life 6. Disease Control and Prevention 7. Substance Use and Abuse Prevention	The student  3.1.1 Analyzes the role of individual responsibility for enhancing health. <u>HPE 1&amp;2</u> REQUIRED TOPICS: <ul style="list-style-type: none"><li>choices and consequences; tailoring physical activity to individual needs; establishing criteria for selection of fitness equipment 1.3.1</li><li>choices and consequences; effects of drugs/alcohol on behavior, reason and judgment 3.3.1</li><li>analyze the role of individual responsibility for healthy nutrition behaviors 4.3.1</li><li><u>Non-communicable</u>: lifestyle choices regarding exercise, nutrition, smoking, etc. 6.3.1</li><li>choices and consequences; effects of emotions on behavior, judgment, and reason 2.3.1</li><li>choices and consequences; effects of drugs/alcohol on behavior, reason and judgment 3.3.1</li><li>abstinence from sexual intercourse is the preferred sexual behavior for adolescents; responsible behaviors such as contraceptive use; condom use, etc. 5.3.1 <a href="http://plannedparenthood.org">o plannedparenthood.org</a></li><li><u>Communicable</u>: choices and consequences; behaviors leading to increased risk for STDs - numerous sexual partners; males who have had sex with other males; use of injected illegal drugs; infants born to infected mothers;</li></ul>	Differentiates instruction by varying the content, process, and product and implementing <ul style="list-style-type: none"><li>tiered assignments</li><li>jigsawing</li><li>pre/post assessments</li><li>anchoring</li><li>think/pair/share</li><li>cubing, etc.</li></ul> Facilitates best practices of teaching that include: <ul style="list-style-type: none"><li>student-centered</li><li>experiential</li><li>holistic</li><li>authentic</li><li>expressive</li><li>reflective</li><li>social</li><li>collaborative</li><li>democratic</li><li>cognitive</li><li>developmental</li><li>constructivist/ heuristic</li><li>challenging</li></ul> Addresses multiple intelligences (instructional strategies)  Facilitates integration of the applied learning standards <ul style="list-style-type: none"><li>problem solving</li><li>communication</li><li>critical thinking</li><li>research</li><li>reflection/ evaluation</li></ul>		<u>STANDARDIZED AND REQUIRED</u> <ul style="list-style-type: none"><li>Validated common tasks (e.g. portfolio task)</li><li>Common formative/ summative assessments</li></ul> <u>SUGGESTED</u>  Anecdotal records  Exhibits  Graphic organizers  Interviews <ul style="list-style-type: none"><li>Student to student</li><li>Teacher to student</li><li>Student to third party</li></ul> Journals/logs  Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)  Oral  Rubrics/checklists <ul style="list-style-type: none"><li>Health decision-making</li></ul>	



# EAST PROVIDENCE SCHOOL DISTRICT HEALTH CURRICULUM GRADE 9-10

Curriculum Writers: Sara Duarte, Dan Cabral,, Shane Messier

		<p>unsafe sex; effect of substance use on judgment and exposure to risk <b>6.3.1</b>  <a href="http://pamstenzel.com">o pamstenzel.com</a></p> <ul style="list-style-type: none"> <li>choices and consequences; effects of drugs on other aspects of behavior, judgment, and reason <b>7.3.1</b>  <a href="http://www.abovetheinfluence.com">o www.abovetheinfluence.com</a></li> </ul> <p><b>3.1.2 Evaluates personal health habits to determine strategies for health enhancement and risk reduction.</b>  <b>HPE 1&amp;2 REQUIRED TOPICS:</b></p> <ul style="list-style-type: none"> <li>appraising personal health behaviors; use of safety equipment in recreational, sport or leisure activities; selecting activities and exercise according to potential fitness benefits <b>1.3.2</b></li> <li>avoiding abusive relationships <b>3.3.2</b></li> <li>evaluate personal nutrition/eating habits to determine strategies for enhancing health and reducing risk <b>4.3.2</b>  <a href="http://www.nutritionexplorations.org">o www.nutritionexplorations.org</a></li> <li>appraising personal health behaviors <b>1.3.2</b></li> <li>sharing and facing a crisis with others and its effect on anxiety <b>2.3.1</b></li> <li>use of safety equipment in recreational, sport or leisure activities; avoiding dangerous situations; occupational injuries, e.g. falls, lifting, repetitive movement; sharp objects, occupational choice; avoiding abusive relationships <b>3.3.2</b>  <a href="http://redcross.org">o redcross.org</a></li> <li>explain why it is important to talk with one's partner and other trusted adults about contraception prior to deciding to use it <b>5.3.2</b>  <a href="http://plannedparenthood.org">o plannedparenthood.org</a></li> <li>use of caffeine, nicotine, alcohol, medicines and their effects on health; illegal substances <b>7.3.2</b></li> </ul>	<p><b>Applies best practice of teaching health education:</b></p> <ul style="list-style-type: none"> <li>focuses on clear health goals and related behavioral outcomes</li> <li>is research-based and theory-driven</li> <li>addresses individual values and group norms that support health-enhancing behaviors</li> <li>focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors and reinforcing protective factors</li> <li>addresses social pressures and influences</li> <li>builds personal competence, social competence and efficacy by addressing skills</li> <li>provides functional health knowledge that is basic, accurate, and directly contributes to health promoting decisions and behaviors</li> <li>uses strategies designed to personalize information and engage students</li> <li>provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods and materials</li> <li>incorporates learning strategies, teaching methods, and materials that are culturally inclusive</li> <li>provides adequate time for instruction and learning</li> <li>provides opportunities to reinforce skills and positive health behaviors</li> </ul>	<ul style="list-style-type: none"> <li>School-wide rubrics (writing, oral communication, etc.)</li> </ul> <p><b>Performance-based tasks</b></p> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Tests and quizzes</b></p> <p><b>Written responses (ELA Common Core)</b></p> <ul style="list-style-type: none"> <li>Arguments</li> <li>Informative</li> <li>Responding to informational text</li> </ul> <p><b>Choice Boards</b></p>
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## EAST PROVIDENCE SCHOOL DISTRICT HEALTH CURRICULUM GRADE 9-10

Curriculum Writers: Sara Duarte, Dan Cabral,, Shane Messier

		<p>3.1.3 <b>Analyzes the short-term and long-term consequences of safe, risky and harmful behaviors.</b></p> <p><u>HPE 1 &amp; 2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>analyze the short-term and long-term consequences of proper and poor nutrition habits <b>4.3.3</b>  <a href="http://www.nutritionexplorations.org">www.nutritionexplorations.org</a></li> <li>analyze the short-term and long-term consequences of safe, risky and harmful behaviors <b>6.3.3</b></li> <li>personal feelings and attitudes about suicide; dealing with depression and/or anxiety <b>2.3.3</b></li> <li>sexual intercourse not a way to achieve adulthood; various ways to express affection within a relationship including adolescent dating relationships; factors having an adverse effect on fetal and infant health; methods which promote fetal and infant health e.g. <ul style="list-style-type: none"> <li>mother avoiding ATOD during pregnancy, prenatal care</li> <li>proper nutrition</li> <li>parental responsibility, etc. <b>5.3.3</b> <ul style="list-style-type: none"> <li><a href="http://plannedparenthood.org">plannedparenthood.org</a></li> <li><a href="http://pamstenzel.com">pamstenzel.com</a></li> </ul> </li> </ul> </li> <li>analyze the short-term and long-term consequences of safe, risky and harmful behaviors <b>6.3.3</b></li> <li>drug laws and their purpose; effects of alcohol and other drugs on judgment, driving, etc.; personal feelings and attitudes about substance use <b>7.3.3</b></li> </ul> <p>3.1.4 <b>Demonstrates strategies to improve or maintain personal, family and community health.</b></p> <p><u>HPE 1 &amp; 2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>primary and secondary prevention - early detection methods, e.g. mammograms, BSE, TSE, skin cancer screening; cholesterol screening; nutrition and exercise <b>6.3.4</b>  <a href="http://cancer.org">cancer.org</a></li> </ul>	<ul style="list-style-type: none"> <li>provides opportunities to make connections with influential others</li> <li>includes teacher information and plans for professional development and training that enhances instruction and student learning</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers , pie chart.</p>		
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## EAST PROVIDENCE SCHOOL DISTRICT HEALTH CURRICULUM GRADE 9-10

Curriculum Writers: Sara Duarte, Dan Cabral,, Shane Messier

		<ul style="list-style-type: none"> <li>importance for adolescents and adults to maintain the health of their reproductive and sexual organs (e.g. pelvic exam, BST, TSE, etc. <b>5.3.4</b>)</li> <li>testing for STD/STI, use of latex barrier e.g. condoms, what individuals, families, groups, industry, organizations and others in the community can do to positively impact the environment <b>6.3.4</b></li> </ul> <p><b>3.1.5 Develops injury prevention and management strategies for personal, family and community health.</b>  <b><u>HPE 1&amp;2</u> REQUIRED TOPICS</b></p> <p>inappropriate expectations and/or behaviors in a relationship; appropriate sexual behaviors for adolescents; coercion and emotional pressure not acceptable in a sexual relationship <b>5.3.5</b>  <u><a href="http://pamstenzel.com">pamstenzel.com</a></u></p> <p><b>3.1.6 Identifies and demonstrates ways to avoid and reduce threatening situations.</b>  <b><u>HPE 1&amp;2</u> REQUIRED TOPICS</b></p> <p><b>3.1.7 Researches and evaluates strategies to manage stress in individuals.</b>  <b><u>HPE 1&amp;2</u> REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>research and evaluate strategies to manage stress in individuals <b>2.3.5</b></li> <li>research and evaluate strategies to address substance use in individuals <b>7.3.5</b></li> </ul>			
<b>4. Students will analyze the influence of culture, media, technology and</b>		<p><b>The student</b></p> <p><b>4.1.1 Analyzes how cultural diversity enriches and challenges health behaviors.</b>  <b><u>HPE 1&amp;2 CPR</u> REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>cultural experiences, attitudes and practices <b>2.4.1</b></li> </ul>	<p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> </ul>		<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>Validated common tasks (e.g. portfolio task)</li> <li>Common formative/summative assessments</li> </ul>

# EAST PROVIDENCE SCHOOL DISTRICT HEALTH CURRICULUM GRADE 9-10

Curriculum Writers: Sara Duarte, Dan Cabral,, Shane Messier

<p><b>other factors on health</b></p> <p><u>4.1 Health Content Areas</u></p> <ol style="list-style-type: none"> <li>1. Personal Health</li> <li>2. Mental and Emotional Health</li> <li>3. Injury Prevention</li> <li>4. Nutrition</li> <li>5. Sexuality and Family life</li> <li>6. Disease Control and Prevention</li> <li>7. Substance Use and Abuse Prevention</li> </ol>		<ul style="list-style-type: none"> <li>• analyze how cultural diversity enriches and challenges nutrition behaviors <b>4.4.1</b></li> <li>• evaluate the effect of media and other factors on personal, family and community nutrition practices <b>4.4.2</b></li> <li>• cultural experiences, attitudes and practices <b>2.4.1</b></li> <li>• why in some cultures some assertive behaviors are considered impolite or inappropriate; beliefs about abortion and contraception are based on religious, cultural, family and societal value <b>5.4.1</b></li> <li>• use of medical care; attitudes regarding prevention, early detection and screening; sexual behavior choices; how religion and other cultural practices influence health behaviors <b>6.4.1</b></li> <li>• drugs and medicines in various cultures; cultural attitudes and practices about drug use; drug use in history; impact of ATOD on family, society <b>7.4.1</b></li> </ul> <p><b>4.1.2 Evaluates the effect of media and other factors on personal, family and community health.</b></p> <p><u>HPE 1&amp;2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>• impact of age, gender, race, ethnicity, socioeconomic status and culture on type and level of physical activity; use of dietary supplements and fitness; conditions which produce environmental pollution <b>1.4.1</b></li> <li>• worksite health issues. e.g. safety, exposure to environmental toxins, etc.; ozone depletion; global warming; technology which reduces pollution; preserves various species; improved agricultural practices, <b>littering and recycling 1.4.2</b></li> <li>• sexuality; realistic and unrealistic images of adolescent and adult relationships; role of emotions, peers, gender roles, culture, personal choice, etc. on motivations for sexual</li> </ul>	<ul style="list-style-type: none"> <li>• think/pair/share</li> <li>• cubing, etc.</li> </ul> <p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"> <li>• student-centered</li> <li>• experiential</li> <li>• holistic</li> <li>• authentic</li> <li>• expressive</li> <li>• reflective</li> <li>• social</li> <li>• collaborative</li> <li>• democratic</li> <li>• cognitive</li> <li>• developmental</li> <li>• constructivist/ heuristic</li> <li>• challenging</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication</li> <li>• critical thinking</li> <li>• research</li> <li>• reflection/ evaluation</li> </ul> <p><b>Applies best practice of teaching health education:</b></p> <ul style="list-style-type: none"> <li>• focuses on clear health goals and related behavioral outcomes</li> <li>• is research-based and theory-driven</li> <li>• addresses individual values and group norms that support health-enhancing behaviors</li> <li>• focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors and</li> </ul>		<p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals/logs</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklists</b></p> <ul style="list-style-type: none"> <li>• Health decision-making</li> <li>• School-wide rubrics (writing, oral communication, etc.)</li> </ul> <p><b>Performance-based tasks</b></p> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Tests and quizzes</b></p> <p><b>Written responses</b> (ELA Common Core)</p> <ul style="list-style-type: none"> <li>• Arguments</li> </ul>
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# EAST PROVIDENCE SCHOOL DISTRICT HEALTH CURRICULUM GRADE 9-10

Curriculum Writers: Sara Duarte, Dan Cabral,, Shane Messier

		<p>expression, <a href="#">dating violence</a> (<a href="#">labmf.org</a> <a href="#">Lindsay Ann Burke</a>) <a href="#">5.4.2</a>  <a href="#">pamstenzel.com</a></p> <ul style="list-style-type: none"> <li>sexuality; realistic and unrealistic images of adolescent and adult relationships; role of emotions, peers, gender roles, culture, personal choice, etc. on motivations for sexual expression, <a href="#">dating violence</a> (<a href="#">labmf.org</a> <a href="#">Lindsay Ann Burke</a>) <a href="#">5.4.2</a></li> <li>growing use of tobacco, alcohol in the media <a href="#">7.4.2</a></li> </ul> <p><b>4.1.3 Evaluates the impact of technology on personal, family and community health.</b>  <a href="#">HPE 1&amp;2</a> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>evaluate the impact of technology on personal, family and community nutrition practices <a href="#">4.4.3</a></li> <li>promotion of high risk behaviors through TV, music and other media <a href="#">6.4.2</a></li> </ul> <p><b>4.1.4 Analyzes how information from the community influences health.</b>  <a href="#">HPE 1&amp;2</a> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>understanding and using public health data to make personal lifestyle changes <a href="#">6.4.3</a></li> <li>dealing with conflict; complex emotions <a href="#">2.4.3</a></li> <li>local, state and federal rules, regulations and law regarding safety and prevention of injury <a href="#">3.4.1</a></li> <li>understanding and using public health data to make personal lifestyle changes <a href="#">6.4.3</a></li> <li>socially accepted/non-accepted uses of various substances <a href="#">7.4.3</a></li> </ul>	<p>reinforcing protective factors</p> <ul style="list-style-type: none"> <li>addresses social pressures and influences</li> <li>builds personal competence, social competence and efficacy by addressing skills</li> <li>provides functional health knowledge that is basic, accurate, and directly contributes to health promoting decisions and behaviors</li> <li>uses strategies designed to personalize information and engage students</li> <li>provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods and materials</li> <li>incorporates learning strategies, teaching methods, and materials that are culturally inclusive</li> <li>provides adequate time for instruction and learning</li> <li>provides opportunities to reinforce skills and positive health behaviors</li> <li>provides opportunities to make connections with influential others</li> <li>includes teacher information and plans for professional development and training that enhances instruction and student learning</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams,</p>	<ul style="list-style-type: none"> <li>Informative</li> <li>Responding to informational text</li> </ul> <p><b>Choice Boards</b></p>
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# EAST PROVIDENCE SCHOOL DISTRICT HEALTH CURRICULUM GRADE 9-10

Curriculum Writers: Sara Duarte, Dan Cabral,, Shane Messier

			comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers ( pie chart)		
<p><b>5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.</b></p> <p><b>5.1</b> <u>Health Content Areas</u></p> <ol style="list-style-type: none"> <li>1. Personal Health</li> <li>2. Mental and Emotional Health</li> <li>3. Injury Prevention</li> <li>4. Nutrition</li> <li>5. Sexuality and Family life</li> <li>6. Disease Control and Prevention</li> <li>7. Substance Use and Abuse Prevention</li> </ol>		<p><b>The student</b></p> <p><b>5.1.1 Demonstrates skills for communicating effectively with family, peers and others.</b> <u>HPE 1&amp;2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>• apply effective skills for communicating effectively with the family, peers and others about personal, family, community and environmental health <b>1.5.1</b></li> <li>• use skills for communicating effectively about nutrition issues with the family, peers and others <b>4.5.1</b> o <a href="http://www.nutritionexplorations.org">www.nutritionexplorations.org</a></li> <li>• assertive behavior; listening skills; "befriending" skills to prevent suicide <b>2.5.1</b></li> <li>• assertive behavior; listening skills; "befriending" skills <b>3.5.1</b></li> <li>• verbal and non-verbal assertiveness techniques; individuals' right to say how they feel even if others disagree, to refuse a request, and to expect to be treated fairly and not be intimidated regarding sexuality issues <b>5.5.1</b></li> <li>• listening skills; assertiveness; "I" statements; setting limits; refusal, negotiation and collaboration skills <b>6.5.1</b></li> <li>• assertive behavior; listening skills; "befriending" skills <b>7.5.1</b></li> </ul> <p><b>5.1.2 Analyzes how interpersonal communication affects relationships</b></p>	<p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>• tiered assignments</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• anchoring</li> <li>• think/pair/share</li> <li>• cubing, etc.</li> </ul> <p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"> <li>• student-centered</li> <li>• experiential</li> <li>• holistic</li> <li>• authentic</li> <li>• expressive</li> <li>• reflective</li> <li>• social</li> <li>• collaborative</li> <li>• democratic</li> <li>• cognitive</li> <li>• developmental</li> <li>• constructivist/ heuristic</li> <li>• challenging</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p><b>Facilitates integration of the applied learning standards</b></p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication</li> <li>• critical thinking</li> </ul>		<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>• Validated common tasks (e.g. portfolio task)</li> <li>• Common formative/summative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals/logs</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklists</b></p> <ul style="list-style-type: none"> <li>• Health decision-making</li> </ul>

# EAST PROVIDENCE SCHOOL DISTRICT HEALTH CURRICULUM GRADE 9-10

Curriculum Writers: Sara Duarte, Dan Cabral,, Shane Messier

		<p><u>HPE 1&amp;2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>• conflict resolution 2.5.2, 3.5.2, 7.5.2</li> <li>• conflict resolution 2.5.2, 3.5.2, 7.5.2</li> <li>• value of communication; outcomes of poor communication - confusing messages, unwanted behaviors and emotional stress 5.5.2</li> <li>• compassion, friendship and support of individuals with HIV, AIDS, other diseases and disabilities 5.5.2</li> </ul> <p>5.1.3 <b>Demonstrates healthy ways to express needs, wants and feelings</b></p> <p><u>HPE 1&amp;2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>• listening skills; assertiveness; "I" statements; setting limits; refusal, negotiation and collaboration skills 6.5.1</li> </ul> <p>5.1.4 <b>Demonstrates ways to communicate care, consideration and respect of self and others</b></p> <p><u>HPE 1&amp;2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>• knowledge of and respectful for the diversity of others 3.5.4</li> <li>• knowledge of and respectful for the diversity of others 3.5.4</li> <li>• not using substances; not pressuring others to use 7.5.5</li> </ul> <p>5.1.5 <b>Demonstrates strategies for solving interpersonal conflicts without harming self or others</b></p> <p><u>HPE 1&amp;2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>• being assertive in sexual situations may be difficult and help from parents or trusted adults may be beneficial 5.5.4</li> </ul> <p>5.1.6 <b>Demonstrates refusal, negotiation and collaboration skills needed to avoid potentially-harmful situations</b></p> <p><u>HPE 1&amp;2</u> <b>REQUIRED TOPICS</b></p> <p>negotiation and collaboration skills; refusing pressure from another person to engage in sexual activity 5.5.5</p>	<ul style="list-style-type: none"> <li>• research</li> <li>• reflection/ evaluation</li> </ul> <p><b>Applies best practice of teaching health education:</b></p> <ul style="list-style-type: none"> <li>• focuses on clear health goals and related behavioral outcomes</li> <li>• is research-based and theory-driven</li> <li>• addresses individual values and group norms that support health-enhancing behaviors</li> <li>• focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors and reinforcing protective factors</li> <li>• addresses social pressures and influences</li> <li>• builds personal competence, social competence and efficacy by addressing skills</li> <li>• provides functional health knowledge that is basic, accurate, and directly contributes to health promoting decisions and behaviors</li> <li>• uses strategies designed to personalize information and engage students</li> <li>• provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods and materials</li> <li>• incorporates learning strategies, teaching methods, and materials that are culturally inclusive</li> <li>• provides adequate time for instruction and learning</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide rubrics (writing, oral communication, etc.)</li> </ul> <p><b>Performance-based tasks</b></p> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Tests and quizzes</b></p> <p><b>Written responses (ELA Common Core)</b></p> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Informative</li> <li>• Responding to informational text</li> </ul> <p><b>Choice Boards</b></p>
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# EAST PROVIDENCE SCHOOL DISTRICT HEALTH CURRICULUM GRADE 9-10

Curriculum Writers: Sara Duarte, Dan Cabral,, Shane Messier

		<p>5.1.7 Analyzes the possible causes of conflict in schools, families and communities <u>HPE 1&amp;2</u> REQUIRED TOPICS</p> <p>5.1.8 Demonstrates healthy strategies used to prevent conflict <u>HPE 1&amp;2</u> REQUIRED TOPICS</p> <ul style="list-style-type: none"><li>use healthy strategies to prevent intentional injury 3.5.8</li></ul>	<ul style="list-style-type: none"><li>provides opportunities to reinforce skills and positive health behaviors</li><li>provides opportunities to make connections with influential others</li><li>includes teacher information and plans for professional development and training that enhances instruction and student learning</li></ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers, pie chart</p>		
<p>6. Students will demonstrate the ability to use goal-setting and decision-making to enhance health.</p> <p>6.1 <u>Health Content Areas</u></p> <p>1. Personal Health</p>	<p>The student</p> <p>6.1.1 Knows and uses the <b>DECIDE DECISION-MAKING MODEL</b></p> <ul style="list-style-type: none"><li>Define the problem/situation</li><li>Explore possible options</li><li>Consider all the alternatives/consequences</li><li>Identify the best alternative/personal values</li><li>Develop and implement a plan of action/decide and act</li><li>Evaluate and monitor the solution, give feedback when necessary</li></ul> <p>6.1.2 Analyzes the ability to use different strategies when making decisions related to health needs and risks of young adults <u>HPE 1&amp;2</u> REQUIRED TOPICS</p>	<p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"><li>tiered assignments</li><li>jigsawing</li><li>pre/post assessments</li><li>anchoring</li><li>think/pair/share</li><li>cubing, etc.</li></ul>		<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"><li>Validated common tasks (e.g. portfolio task)</li><li>Common formative/summative assessments</li></ul> <p><b><u>SUGGESTED</u></b></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p>	

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<p>2. Mental and Emotional Health</p> <p>3. Injury Prevention</p> <p>4. Nutrition</p> <p>5. Sexuality and Family life</p> <p>6. Disease Control and Prevention</p> <p>7. Substance Use and Abuse Prevention</p>		<ul style="list-style-type: none"> <li>• selection and use of fitness equipment, clubs and programs; fad diets; risk reduction as a combination of factors) <b>1.6.1</b></li> <li>• dietary analysis; tracking food intake; weight management. <b>4.6.1</b> <a href="http://choosemyplate.gov">o choosemyplate.gov</a></li> </ul> <p>substance use; coping with stress; relationships; seeking help <b>2.6.1</b></p> <ul style="list-style-type: none"> <li>• identifying personal, family and community safety plans <b>3.6.1</b></li> <li>• complexity and difficulty of decisions regarding sexual and reproductive health issues such as sexual identity, coming out, abortion, teen pregnancy; dating relationships <b>5.6.1</b></li> <li>• epidemics <b>6.6.1</b></li> <li>• coping with stress; relationships <b>7.6.1</b></li> </ul> <p><b>6.1.3 Analyzes health concerns that require individuals to work together.</b> <b>HPE 1&amp;2 REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>• reducing risks for CV disease, CA, and other disease and disability in a community or population group <b>1.6.2</b> <a href="http://heart.org">o heart.org</a></li> <li>• eating disorders <b>2.6.2</b></li> <li>• nutrition advocacy; eating disorder <b>4.6.2</b></li> <li>• suicide prevention; depression <b>2.6.2</b></li> <li>• community safety efforts; occupational risks <b>3.6.2</b></li> <li>• substance abuse prevention and treatment <b>7.6.2</b></li> </ul> <p><b>6.1.4 Predicts immediate and long-term impact of health decisions on the individual family and community.</b> <b>HPE 1&amp;2 REQUIRED TOPICS</b></p>	<p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"> <li>• student-centered</li> <li>• experiential</li> <li>• holistic</li> <li>• authentic</li> <li>• expressive</li> <li>• reflective</li> <li>• social</li> <li>• collaborative</li> <li>• democratic</li> <li>• cognitive</li> <li>• developmental</li> <li>• constructivist/ heuristic</li> <li>• challenging</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication</li> <li>• critical thinking</li> <li>• research</li> <li>• reflection/ evaluation</li> </ul> <p><b>Applies best practice of teaching health education:</b></p> <ul style="list-style-type: none"> <li>• focuses on clear health goals and related behavioral outcomes</li> <li>• is research-based and theory-driven</li> <li>• addresses individual values and group norms that support health-enhancing behaviors</li> <li>• focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors and reinforcing protective factors</li> <li>• addresses social pressures and influences</li> </ul>		<ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals/logs</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklists</b></p> <ul style="list-style-type: none"> <li>• Health decision-making</li> <li>• School-wide rubrics (writing, oral communication, etc.)</li> </ul> <p><b>Performance-based tasks</b></p> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Tests and quizzes</b></p> <p><b>Written responses</b> (ELA Common Core)</p> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Informative</li> <li>• Responding to informational text</li> </ul> <p><b>Choice Boards</b></p>
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# EAST PROVIDENCE SCHOOL DISTRICT HEALTH CURRICULUM GRADE 9-10

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		<ul style="list-style-type: none"> <li>• benefits of engaging in healthy lifestyle - social, emotional, physical, economic 1.6.3</li> <li>• factors and steps in decision-making; on-going nature of decision making throughout life 2.6.3 3.6.3, 6.6.2, 7.6.3</li> <li>• benefits of engaging in healthy lifestyle - social, emotional, physical, economic 1.6.3</li> <li>• factors and steps in decision-making; on-going nature of decision making throughout life. 2.6.3, 3.6.3, 6.6.2, 7.6.3</li> <li>• benefits of postponing childbearing 5.6.2</li> </ul> <p>6.1.5 <b>Describes how personal health goals are influenced by changes in information, abilities, priorities and responsibilities</b>  <u>HPE 1&amp;2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>• describe how personal health goals are influenced by changes in information, abilities, priorities, and responsibilities 2.6.4</li> <li>• application of U.S. Dietary Guidelines 4.6.4  <a href="http://choosemyplate.gov">o choosemyplate.gov</a></li> <li>• Pregnancy, education, parenting 7.6.4</li> </ul> <p>6.1.6 <b>Compares and contrasts a variety of plans that address personal strengths, needs and health risks.</b>  <u>HPE 1&amp;2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>• setting personal goals; self-contracts; commitment to personal goals; calculating risks; pros and cons of individual vs. group activities to enhance wellness 1.6.4, 2.6.5, 7.6.5</li> <li>• setting personal goals; self-contracts; calculating risks; avoiding assault 3.6.4</li> <li>• integrate information about disease prevention and control into an effective personal plan for a healthy lifestyle 6.6.3  <a href="http://redcross.org">o redcross.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• builds personal competence, social competence and efficacy by addressing skills</li> <li>• provides functional health knowledge that is basic, accurate, and directly contributes to health promoting decisions and behaviors</li> <li>• uses strategies designed to personalize information and engage students</li> <li>• provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods and materials</li> <li>• incorporates learning strategies, teaching methods, and materials that are culturally inclusive</li> <li>• provides adequate time for instruction and learning</li> <li>• provides opportunities to reinforce skills and positive health behaviors</li> <li>• provides opportunities to make connections with influential others</li> <li>• includes teacher information and plans for professional development and training that enhances instruction and student learning</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales),</p>		
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		<ul style="list-style-type: none"><li>7.6.5 setting personal goals; self-contracts; calculating risks; avoiding assault 2.6.5, 3.6.4</li><li>role of significant others, culture, media, peers 5.6.3</li><li>integrate information about disease prevention and control into an effective personal plan for a healthy lifestyle 6.6.3</li></ul>	categorize/classify organizers (categories, tree) relational organizers (pie chart)		
<p>7. Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p> <p>7.1 <u>Health Content Areas</u></p> <ol style="list-style-type: none"><li>1. Personal Health</li><li>2. Mental and Emotional Health</li><li>3. Injury Prevention</li><li>4. Nutrition</li><li>5. Sexuality and Family life</li><li>6. Disease Control and Prevention</li><li>7. Substance Use and Abuse</li></ol>	<p>The student</p> <p>7.1.1 Discusses accurate information and express opinions about health issues. <u>HPE 1&amp;2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"><li>evaluate information and express opinions about lifestyle and wellness 1.7.1</li><li>design methods for accurately expressing information and ideas about wellness 1.7.2</li><li>effects of violence, self destructive behaviors, misdirected emotions on individual, bullying, family and society 2.7.1<ul style="list-style-type: none"><li>o <a href="http://www.stopbullying.gov">www.stopbullying.gov</a></li></ul></li><li>discuss accurate nutrition information and express opinions about health issues 4.7.1</li><li>lifestyle choices 6.7.1</li><li>effects of violence, self-destructive behaviors, misdirected emotions on individual, family and society 2.7.1</li><li>discuss accurate information and express opinions about safety and prevention of injuries 3.7.1<ul style="list-style-type: none"><li>o <a href="http://redscross.org">redscross.org</a></li></ul></li><li>lifestyle choices 6.7.1</li><li>effects of substance use on individual, family and society 7.7.1</li></ul>	<p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"><li>tiered assignments</li><li>jigsawing</li><li>pre/post assessments</li><li>anchoring</li><li>think/pair/share</li><li>cubing, etc.</li></ul> <p>Facilitates best practices of teaching that include:</p> <ul style="list-style-type: none"><li>student-centered</li><li>experiential</li><li>holistic</li><li>authentic</li><li>expressive</li><li>reflective</li><li>social</li><li>collaborative</li><li>democratic</li><li>cognitive</li><li>developmental</li><li>constructivist/ heuristic</li><li>challenging</li></ul> <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"><li>problem solving</li><li>communication</li><li>critical thinking</li></ul>		<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"><li>Validated common tasks</li><li>Common formative/summative assessments</li></ul> <p><b><u>SUGGESTED</u></b></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"><li>Student to student</li><li>Teacher to student</li><li>Student to third party</li></ul> <p>Journals/logs</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklists</p>	

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Prevention.		<p>7.1.2 <b>Designs methods for accurately expressing health information and ideas.</b>  <u>HPE 1&amp;2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>design methods for accurately expressing nutrition information and idea 4.7.2</li> <li>design methods for accurately expressing information and ideas about preventing disease. 6.7.2  <a href="http://www.abovetheinfluence.com">www.abovetheinfluence.com</a></li> <li>design methods for accurately expressing information and ideas about mental health promotion and suicide prevention 2.7.2</li> <li>design methods for accurately expressing information and ideas about safety and injury prevention 3.7.2</li> <li>design methods for accurately expressing information and ideas about preventing disease. 6.7.2</li> <li>utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about STDs, HIV/AIDS and other communicable and non-communicable diseases. 6.7.3</li> <li>design methods for accurately expressing information and ideas about substance abuse prevention 7.7.2</li> </ul> <p>7.1.3 <b>Utilizes strategies to overcome barriers when communicating information, ideas, feelings and opinions about.</b>  <u>HPE 1&amp;2</u> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about nutrition issues 4.7.3</li> <li>utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about mental health issues 2.7.3</li> <li>utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about substance use issues 7.7.3</li> </ul>	<ul style="list-style-type: none"> <li>research</li> <li>reflection/ evaluation</li> </ul> <p><b>Applies best practice of teaching health education:</b></p> <ul style="list-style-type: none"> <li>focuses on clear health goals and related behavioral outcomes</li> <li>is research-based and theory-driven</li> <li>addresses individual values and group norms that support health-enhancing behaviors</li> <li>focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors and reinforcing protective factors</li> <li>addresses social pressures and influences</li> <li>builds personal competence, social competence and efficacy by addressing skills</li> <li>provides functional health knowledge that is basic, accurate, and directly contributes to health promoting decisions and behaviors</li> <li>uses strategies designed to personalize information and engage students</li> <li>provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods and materials</li> <li>incorporates learning strategies, teaching methods, and materials that are culturally inclusive</li> <li>provides adequate time for instruction and learning</li> </ul>		<ul style="list-style-type: none"> <li>Health decision-making</li> <li>School-wide rubrics (writing, oral communication, etc.)</li> </ul> <p><b>Performance-based tasks</b></p> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Tests and quizzes</b></p> <p><b>Written responses (ELA Common Core)</b></p> <ul style="list-style-type: none"> <li>Arguments</li> <li>Informative</li> <li>Responding to informational text</li> </ul> <p><b>Choice Boards</b></p>
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		<p><a href="http://www.abovetheinfluence.com">www.abovetheinfluence.com</a></p> <p>7.1.4 <b>Influences and supports others in making positive health choices.</b>  <a href="#">HPE 1&amp;2</a> <b>REQUIRED TOPICS</b></p> <ul style="list-style-type: none"> <li>influence and support others in making choices about positive health behaviors <b>1.7.3</b></li> <li>avoiding injury; seeking professional help/treatment; avoiding violence <b>7.7.3</b>  <a href="http://redcross.org">redcross.org</a></li> <li>influence and support others in making positive nutrition choices <b>4.7.4</b></li> <li>avoiding substances; seeking professional help/treatment; early diagnosis and treatment; changing unhealthy behaviors; reducing others' risk for exposure to an infectious disease <b>6.7.4</b></li> <li>avoiding substances; seeking professional help/treatment; managing stress; changing unhealthy behaviors <b>2.7.4</b></li> <li>avoiding injury; seeking professional help/treatment; avoiding violence <b>7.7.3</b></li> <li>influence and support others when making positive health choices regarding sexuality issues (regardless of sexual orientation <b>5.7.2</b></li> <li>avoiding substances; seeking professional help/treatment; early diagnosis and treatment; changing unhealthy behaviors; reducing others' risk for exposure to an infectious disease <b>6.7.4</b>  <a href="http://www.abovetheinfluence.com">www.abovetheinfluence.com</a></li> <li>professional help/treatment; changing unhealthy behaviors involving substance use <b>7.7.4</b>  <a href="http://www.abovetheinfluence.com">www.abovetheinfluence.com</a></li> </ul> <p>7.1.5 <b>Works cooperatively when advocating for healthy communities.</b>  <a href="#">HPE 1&amp;2</a> <b>REQUIRED TOPICS</b></p>	<ul style="list-style-type: none"> <li>provides opportunities to reinforce skills and positive health behaviors</li> <li>provides opportunities to make connections with influential others</li> <li>includes teacher information and plans for professional development and training that enhances instruction and student learning</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers ( pie chart)</p>		
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		<ul style="list-style-type: none"> <li>identifying community resources; supporting positive changes in communities which enhance wellness; identifying community resources; how to work with community groups and governmental agencies 1.7.4</li> <li>identifying community resources; laws addressing violent behaviors 2.7.4</li> <li>work cooperatively when advocating for healthy communities 4.7.5</li> <li>identifying community resources; community education 6.7.5</li> <li>identifying community resources; laws addressing violent behaviors 2.7.4</li> <li>laws to address safety; identifying community resources 3.7.4</li> <li>work cooperatively when advocating for ways that schools, families, and communities can reduce the incidence of sexual harassment 5.7.3</li> <li>identifying community resources; community education 6.7.5</li> <li>laws to control access and use of drugs; identifying community resources 7.7.5</li> </ul>			
<b>8. COMMON CORE ELA (Science and Technical Subjects)</b>  8.1 Reading Informational Text		<b>Students</b>  <b>Key Ideas and Details</b>  8.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions, e.g. (RST.9-10.1) <ul style="list-style-type: none"> <li>reading current events</li> <li>analyzing on-line research</li> </ul> 8.1.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text, e.g. (RST.9-10.2)	<b>Differentiates instruction by varying the content, process, and product and implementing</b> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul>		<u><b>STANDARDIZED AND REQUIRED</b></u> <ul style="list-style-type: none"> <li>Validated common tasks</li> <li>Common formative/summative assessments</li> </ul> <u><b>SUGGESTED</b></u>  Anecdotal records  Exhibits  Graphic organizers



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		<ul style="list-style-type: none"> <li>• current event</li> <li>• graphic organizers</li> </ul> <p>8.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text. (RST.9-10.3)</p> <ul style="list-style-type: none"> <li>• charting</li> <li>• decision-making model</li> </ul> <p><b>Craft and Structure</b></p> <p>8.1.4 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 <i>grades 9-10 texts and topics, e.g.</i> (RST.9-10.4)</p> <ul style="list-style-type: none"> <li>• unit vocabulary and graphic organizers</li> <li>• word walls</li> </ul> <p>8.1.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (RST.9-10.5) (<i>e.g., physical activity and body composition, communicable and non-communicable</i>), <i>e.g.</i></p> <ul style="list-style-type: none"> <li>• graphic organizers</li> <li>• essential questions</li> <li>• choosemyplate.gov</li> </ul> <p>8.1.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address (RST.9-10.6)</p> <ul style="list-style-type: none"> <li>• What are your caloric needs?</li> <li>• When is enough enough?</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <p>8.1.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words, e.g. (RST.9-10.7)</p> <ul style="list-style-type: none"> <li>• My plate</li> <li>• (strategy for main idea) 3.2.1</li> <li>• video streaming</li> <li>• Power Point and Prezi presentations</li> <li>• annual stats for chronic diseases, etc.             <ul style="list-style-type: none"> <li>○ epidemics</li> <li>○ pandemics</li> </ul> </li> </ul>	<p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"> <li>• student-centered</li> <li>• experiential</li> <li>• holistic</li> <li>• authentic</li> <li>• expressive</li> <li>• reflective</li> <li>• social</li> <li>• collaborative</li> <li>• democratic</li> <li>• cognitive</li> <li>• developmental</li> <li>• constructivist/ heuristic</li> <li>• challenging</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication</li> <li>• critical thinking</li> <li>• research</li> <li>• reflection/ evaluation</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bowl, pie chart)</p>	<p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals/logs</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklists</b></p> <ul style="list-style-type: none"> <li>• Health decision-making</li> <li>• School-wide rubrics (writing, oral communication, etc.)</li> </ul> <p><b>Performance-based tasks</b></p> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Tests and quizzes</b></p> <p><b>Written responses</b> (ELA Common Core)</p> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Informative</li> <li>• Responding to informational text</li> </ul> <p><b>Choice Boards</b></p>
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		<p>8.1.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem, e.g. (RST.9-10.8)</p> <ul style="list-style-type: none"><li>• classroom discussion</li><li>• debate</li><li>• DECIDE Decision-making model</li></ul> <p>8.1.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts (RST.9-10.9)</p> <ul style="list-style-type: none"><li>• graphic organizers e.g. reproduction and pregnancy prevention</li></ul> <p>8.1.10 Reads and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently (RST.9-10.10)</p>			
<p>9. COMMON CORE ELA (Science and Technical Subjects)</p> <p>9.1 Writing Text Types and Purposes</p>	<p><b>Students</b></p> <p>9.1.1 Write <b>arguments</b> through validated task and/or when applicable use the decision-making process <b>DECIDE</b></p> <ul style="list-style-type: none"><li>• Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. (WHST.9-10.1a)</li><li>• Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. (WHST.9-10.1b)</li><li>• Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (WHST.9-10.1c)</li></ul>	<p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"><li>• tiered assignments</li><li>• jigsawing</li><li>• pre/post assessments</li><li>• anchoring</li><li>• think/pair/share</li><li>• cubing, etc.</li></ul> <p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"><li>• student-centered</li><li>• experiential</li><li>• holistic</li><li>• authentic</li><li>• expressive</li><li>• reflective</li><li>• social</li><li>• collaborative</li><li>• democratic</li><li>• cognitive</li><li>• developmental</li><li>• constructivist/ heuristic</li><li>• challenging</li></ul>		<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"><li>• Validated common tasks</li><li>• Common formative/summative assessments</li></ul> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"><li>• Student to student</li><li>• Teacher to student</li><li>• Student to third party</li></ul> <p><b>Journals/logs</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual,</p>	

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		<ul style="list-style-type: none"> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (WHST.9-10.1d)</li> <li>Provide a concluding statement or section that follows from or supports the argument presented. (WHST.9-10.1e)</li> </ul> <p>9.1.2 Write <b>informative texts</b>, including the narration of historical events, scientific procedures/ experiments, or technical processes. (WHST.9-10.2)</p> <ul style="list-style-type: none"> <li>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (WHST.9-10.2a)</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (WHST.9-10.2b)</li> <li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. (WHST.9-10.2c)</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. (WHST.9-10.2d)</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (WHST.9-10.2e)</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating</li> </ul>	<p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>problem solving</li> <li>communication</li> <li>critical thinking</li> <li>research</li> <li>reflection/ evaluation</li> </ul> <ul style="list-style-type: none"> <li>includes teacher information and plans for professional development and training that enhances instruction and student learning</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bowl, pie chart)</p>	<p>collaboration-interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklists</b></p> <ul style="list-style-type: none"> <li>Health decision-making</li> <li>School-wide rubrics (writing, oral communication, etc.)</li> </ul> <p><b>Performance-based tasks</b></p> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Tests and quizzes</b></p> <p><b>Written responses</b> (ELA Common Core)</p> <ul style="list-style-type: none"> <li>Arguments</li> <li>Informative</li> <li>Responding to informational text</li> </ul> <p><b>Choice Boards</b></p>
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		implications or the significance of the topic). (WHST.9-10.2f)			
<p><b>9. COMMON CORE ELA (Science and Technical Subjects)</b></p> <p>9.2 Production and Distribution of Writing</p>		<p><b>Students</b></p> <p>9.2.1 Produce writing in which the organization, development, substance, and</p> <ul style="list-style-type: none"> <li>• style are appropriate to task, purpose, and audience, e.g. <a href="#">Validated Tasks</a>, <a href="#">informational or reflection paper</a></li> </ul> <p>9.2.2 Develop and strengthen writing as needed by</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• revising</li> <li>• editing</li> <li>• rewriting</li> <li>• trying a new approach,</li> </ul> <p>focusing on addressing what is most significant for a specific purpose and audience</p> <p>9.2.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. e.g.</p> <ul style="list-style-type: none"> <li>• <a href="#">Power Point™</a></li> <li>• <a href="#">Word processing (e.g. brochures)</a></li> <li>• <a href="#">YouTube videos</a></li> <li>• <a href="#">Google Suite</a></li> </ul>	<p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>• tiered assignments</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• anchoring</li> <li>• think/pair/share</li> <li>• cubing, etc.</li> </ul> <p><b>Facilitates best practices of teaching that include:</b></p> <ul style="list-style-type: none"> <li>• student-centered</li> <li>• experiential</li> <li>• holistic</li> <li>• authentic</li> <li>• expressive</li> <li>• reflective</li> <li>• social</li> <li>• collaborative</li> <li>• democratic</li> <li>• cognitive</li> <li>• developmental</li> <li>• constructivist/ heuristic</li> <li>• challenging</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication</li> <li>• critical thinking</li> <li>• research</li> <li>• reflection/ evaluation</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast</p>		<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>• Validated common tasks</li> <li>• Common formative/summative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals/logs</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p><b>Oral</b></p> <p><b>Rubrics/checklists</b></p> <ul style="list-style-type: none"> <li>• Health decision-making</li> <li>• School-wide rubrics (writing, oral communication, etc.)</li> </ul> <p><b>Performance-based tasks</b></p>

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			organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) pie chart)		<b>Self-assessment</b>  <b>Self and peer evaluation</b>  <b>Tests and quizzes</b>  <b>Written responses</b> (ELA Common Core) <ul style="list-style-type: none"><li>• Arguments</li><li>• Informative</li><li>• Responding to informational text</li></ul> <b>Choice Boards</b>
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