

2021

HEALTH EDUCATION CURRICULUM Grades 6-8

EAST PROVIDENCE SCHOOL
DISTRICT

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Duarte 8/17/2021**

EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 6-8

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HEALTH STANDARDS	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> <ol style="list-style-type: none"> 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 	<p>The student</p> <p>1.1.1 Explains the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • concepts of physical activity, exercise, and performance-related fitness and health-related fitness; exercise and rest; aerobic exercise; positive contributions of physical activity to health (1, 1.1) • concept of intentional and unintentional injuries; magnitude of the injury problem among various age groups; predictability of injuries (3, 1.1) • link between breakfast and ability to learn and perform (4, 1.2) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • relationship of physical activity to reduction of risk for chronic disease; measures to reduce risk of heart disease; other benefits of various forms of physical activity (energy level, capacity to manage stress, self-esteem); various forms of physical activity; principles of training and conditioning for specific physical activities; physical activity and weight management (1, 1.1) • various injuries - breaks, strains, sprains; head and spinal cord injury; weight-lifting injuries (3, 1.3) • energy balance, healthy food choices, variety and moderation, major nutrients, where in food pyramid specific nutrients are found, food sources for nutrients, US Dietary guidelines (4, 1.1) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • the components of the male and female reproductive systems; the role these structures have in reproduction (testes, urethra, penis, accessory glands, uterus, ovaries, fallopian tubes, vagina, etc.); pregnancy; possibility of pregnancy with genital intercourse; fertilization, prenatal development and human birth; role of X and Y chromosomes in determining baby's gender (5, 1.1) • link between breakfast and ability to learn and perform, energy needs, physiological function of key nutrients; variety of nutrient requirements based on gender, age activity level; nutrients and chronic disease (4, 1.2) • <u>Communicable diseases:</u> (definition of HIV/AIDS, sexually transmitted diseases (STD)/sexually transmitted infections (STI) signs, symptoms, incubation periods, disease agents, transmission and health risks; testing 	<p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Facilitates best practices of teaching that include:</p> <ul style="list-style-type: none"> • student-centered • experiential • holistic • authentic • expressive • reflective • social • collaborative • democratic • cognitive • developmental • constructivist/heuristic • challenging <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers</p>	<p>Textbooks</p> <ul style="list-style-type: none"> • Choices Magazine <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • Health Literacy for All Students (RIDE) • Comprehensive Health Instructional Outcomes (RIDE) <p>Technology</p> <ul style="list-style-type: none"> • G Suite • laptop/Chromebook • Smart Board • cdc.gov • heart.org • https://sites.google.com/site/ephshpe/ • labmf.org (Lindsay Ann Burke website dating violence) • marchofdimes.com • choosemyplate.gov • namirhodeisland.org • pamstenzel.com • plannedparenthood.org • redcross.org • samaritansri.org • teenhealth.org • thriveri.org • www.shapeamerica.gov • www.cancer.org • www.healthy.net • www.innerbody.com • www.nutritionexplorations.org • www.ride.ri.gov • www.stopbullying.gov • youthprideri.org • www.edpuzzle.com • Plickers • www.kahoot.com • Brain Pop 	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> • Validated common tasks (e.g. portfolio task) • Common formative/summative assessments <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals/logs</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral</p>

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			<p>and treatment options; specific STD/STI -- gonorrhea, chlamydia, genital warts/condyloma); other communicable diseases (e.g. TB, hepatitis, influenza, meningitis) (6, 1.1)</p> <ul style="list-style-type: none"> • <u>Non-communicable diseases:</u> (cardiovascular disease (heart attack, stroke, high blood pressure, hypertension); risk factors related to heart disease; effects of cigarette smoking on body systems; cancer; stress and its relationship to heart disease, ulcers, and other disorders; physically challenged individuals (6, 1.1) 	<p>(charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • problem solving • communication • critical thinking • research • reflection/ evaluation <p>Applies best practice of teaching health education:</p> <ul style="list-style-type: none"> • focuses on clear health goals and related behavioral outcomes • is research-based and theory-driven • addresses individual values and group norms that support health-enhancing behaviors • focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors and reinforcing protective factors • addresses social pressures and influences • builds personal competence, social competence and efficacy by addressing skills • provides functional health knowledge that is basic, accurate, and 	<p>Materials</p> <ul style="list-style-type: none"> • Kit -American Heart Association Schoolsite Program <p>School library</p> <p>DVDs</p> <ul style="list-style-type: none"> • Personal Health • Mental and Emotional Health • Injury Prevention • Nutrition • Sexuality and Family life • Disease Control and Prevention • Substance Use and Abuse Prevention <p>School/Community</p> <ul style="list-style-type: none"> • School nurse • Student Assistance Counselor • School Resource Officer 	<p>Rubrics/checklists</p> <ul style="list-style-type: none"> • Health decision-making • School-wide rubrics (writing, oral communication, etc.) <p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Tests and quizzes</p> <p>Written responses (ELA Common Core)</p> <ul style="list-style-type: none"> • Arguments • Informative • Responding to informational text
	1.1.2	<p>Describes the interrelationship of mental, emotional, social and physical health during adolescence.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • social and emotional benefits of physical activity and overall personal wellness (1, 1.2) • self-image; personal qualities and characteristics; how to assess self; personal development over time; capacity and potential for personal growth & change; emotional changes of adolescence; complex emotional states (2, 1.1) • peer pressure; family and social expectations, bullying (2, 1.3) • how body image affects feelings and behaviors; feelings about body changes; role of heredity, environment and health habits in personal appearance; development of sexual and romantic feelings in many people during puberty; gender roles and gender role stereotyping; how talents, characteristics, strengths and hopes are equally found in boys and girls; value of non-sexual relationships; characteristics of good friends; dating; types of dating; family views regarding dating; difference between like, infatuation and love (5, 1.2) • positive health habits; effects of heredity on health status (6, 1.2) • patterns of alcohol, tobacco and caffeine use; peer pressure; effect of individual use on family and society (7, 1.2) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • personal stress-inducing situations; how decisions are affected by mental and emotional health (2, 1.4) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • sexual health including its enhancement of life and relationships; people as sexual beings with a sexual identity; definition of masturbation; definition of sexual orientation; theories which explain sexual orientation, coming out, homophobia, dating and dating violence (5, 1.2) 				

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			<ul style="list-style-type: none">• short- and long-term effects of disease (6, 1.2)		
		1.1.3 <u>Grade 6</u>	<p>Explains how health is influenced by the interaction of body systems.</p> <p>REQUIRED TOPICS:</p> <ul style="list-style-type: none">• components of the male and female reproductive systems; the role these structures have in reproduction (testes, urethra, penis, accessory glands, uterus, ovaries, fallopian tubes, vagina, etc.); role of endocrine system; secondary sex characteristics; range of puberty; menstruation; nocturnal emissions (5, 1.1) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none">• circulatory system - anatomy and physiology; factors affecting health of the circulatory system (e.g. substances, heredity, diet, etc.); what to do when heart stops beating (1, 1.3)• eustress and distress; anxiety; body's adaptations to stressors (2, 1.2)• proper nutrition affects the interaction of body systems (4, 1.3)• individual physiological, psycho-social and environmental influences on effects chemical substances (7, 1.1) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none">• <u>Communicable disease</u>: cycle of infection; nature of viruses; how viruses and bacteria attack body cells; immune system; common methods of disease transmission; how infections can spread through the body; effect of STDs on the body (6, 1.3)• <u>Non-communicable disease</u>: effect of lifestyle on the development of chronic disease (e.g., heart disease, cancer); effect of lifestyle on health.) (6, 1.3)• individual physiological, psycho-social and environmental influences on effects chemical substances; short- and long-term effects of tobacco, alcohol and caffeine; habits; dependency; tolerance; addiction; withdrawal (7, 1.1)• respiratory system - anatomy and physiology; examples of respiratory diseases and their effects; process for resuscitation; ways to protect the respiratory system; changes in body systems as fitness improves; digestive system - anatomy and physiology; factors affecting health of the digestive system, e.g. chemical substances, diseases and disorders; oral health and the impact on personal appearance, speech, nutritional status and social relationships; oral disorders, e.g. gingivitis, tooth decay; prevention strategies; vision and hearing - anatomy and physiology; assessing eye/vision and ear/hearing health; correcting vision & hearing; protecting vision and hearing) (1, 1.3)	<p>directly contributes to health promoting decisions and behaviors</p> <ul style="list-style-type: none">• uses strategies designed to personalize information and engage students• provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods and materials• incorporates learning strategies, teaching methods, and materials that are culturally inclusive• provides adequate time for instruction and learning• provides opportunities to reinforce skills and positive health behaviors• provides opportunities to make connections with influential others• includes teacher information and plans for professional development and training that enhances instruction and student learning	

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			<p>1.1.4 a Describes how family, peers and environment influence the health of adolescents.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • food choices; high fat/low fat foods; benefits of exercise (4, 1.4a) • families in present-day society; patterns in US; separation, divorce and how children deal with their feelings about it; responsibilities and privileges inherent in family; responsible parenting; seriousness and long-term nature of having and/or raising a child; why some people choose not to have children (5, 1.3) • family history; current statistics regarding physical activity among adolescents; food choices; availability of resources for engaging in healthy behaviors) how improvements in the environment improve personal health; how improvements in the environment enhance personal and community health (1, 1.4) <p><u>Grade 7</u> REQUIRED TOPICS: NONE</p> <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • short- and long-term effects of disease on individuals, family and society; behaviors and other factors which place an individual at risk for certain diseases, e.g. HIV; heart disease; cancer; personal, family and economic impact of disease; contributions to society by individuals who are physically challenged (6, 1.4) <p>1.1.4b Analyzes how environment and personal health are interrelated.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • weather, electrocution, fire, poison, firearms and other weapons (3, 1.2) • use of safety equipment; signs & symptoms of child abuse (3, 1.4) • needs of adolescents; self-esteem; influence of needs on behaviors; meeting needs in a healthy way; dealing effectively with negative feelings. (7, 1.4) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • food processing, safety and preparation; healthful ways to cook (4, 1.4.b) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • access to substances; legal issues related to youth access to substances (7, 1.3) <p>1.1.5 Describes ways to reduce risks related to early adolescent health</p>			
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			<p>problems.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • sleep requirements; fatigue - prevention and treatment; sedentary lifestyle (1, 1.5) • importance of early diagnosis and treatment; medical attention, risky behaviors, maintenance of healthy habits, including hygiene, proper nutrition, physical activity (6, 1.5) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • nutrition and athletic performance - myths and facts (1, 1.5) • emotional needs of adolescents; influence of needs on behaviors (2, 1.5) • dieting; weight management (4, 1.5) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • abstinence from sexual intercourse as the acceptable form of sexual expression for pre-teenagers and adolescents; need for adolescents to set limits regarding sexual expression (5, 1.4) • <u>HIV infection</u>: people with HIV may not look or feel sick; incubation period of approximately 6 months; virus remains in body throughout life; sexual orientation is not the cause of HIV and AIDS (6, 1.5) • <u>HIV transmitted through</u>: exposure to infected body fluids including: a) semen and vaginal secretions; b) blood (sharing IV drug needles, using unsterile needles for steroids, body piercing, blood bothers, etc.) and c) from and infected mother to her child before or during childbirth and/or through breast milk (6, 1.5) • <u>HIV not transmitted</u>: through casual contact - hugging, sneezing, sharing eating utensils and drinking cups, playing or speaking with an infected person; <p>(Individuals with HIV often develop illnesses and other diseases that healthy people normally do not get; a diagnosis of AIDS means an individual has one or more serious illness such as Kaposi's sarcoma, lymphomas; wasting syndrome; AIDS-related dementia, endocervical cancer, chronic yeast infections, or the T-cell count is under 200 (6, 1.5)</p> <ul style="list-style-type: none"> • environmental - positive behaviors to protect, conserve and improve the environment for the prevention of illness (6, 1.5) • HIV transmission; ATOD dependency; classification of drugs by effect, by use, by how sold; independent, additive, synergistic and antagonistic drug effects (7, 1.5) 			
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			<p>1.1.6 Explains how appropriate health care can prevent premature death and disability. <u>GRADE 6 REQUIRED TOPICS:</u></p> <ul style="list-style-type: none"> when to seek medical care (3, 1.5) <p><u>GRADE 7 REQUIRED TOPICS:</u></p> <ul style="list-style-type: none"> when to seek medical care; basic first aid; treating seizures, hypothermia, heat stroke, heat exhaustion; Heimlich maneuver; basic CPR (3, 1.5) <p><u>GRADE 8 REQUIRED TOPICS:</u></p> <ul style="list-style-type: none"> contraception as a means to prevent pregnancy; methods; advantages and disadvantages, etc.; choices when a woman is faced with an unintended pregnancy - e.g. raise the child, adoption, abortion; the crime of rape as forced intimate sexual conduct (5, 1.5) <p>1.1.7 Describes how lifestyle, family history, pathogens and other risk factors are related to the cause or prevention of disease and other health problems. <u>GRADE 6 REQUIRED TOPICS:</u></p> <ul style="list-style-type: none"> relationship between chronic disease and nutrition; food handling and safety; personal wellness (4, 1.6) distinguish among illness, disease and health; relationship between positive feelings of self and taking care of one's body; disease causing agents; factors which contribute to disease and infection; difference between communicable and non-communicable disease; how diseases and disorders affect feelings and actions (6, 1.1) <p><u>GRADE 7 REQUIRED TOPICS:</u></p> <ul style="list-style-type: none"> relationship between chronic disease and nutrition; food handling and safety; personal wellness (4, 1.6) <p><u>GRADE 8 REQUIRED TOPICS:</u> NONE</p>			
2.	Students will demonstrate the ability to access valid health information and health-promoting products and services.	<p>The student</p> <p>2.1.1 Analyzes the validity of health information, products, and services. <u>Grade 6 REQUIRED TOPICS:</u></p> <ul style="list-style-type: none"> identify and access appropriate resources for teens to answer questions or concerns about puberty and growing up, relationship and family issues (5, 2.1) substance abuse prevention information and services (7, 2.2) <p><u>Grade 7 REQUIRED TOPICS:</u></p> <ul style="list-style-type: none"> sources of information (3, 2.1) 	•			

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	<p>2.1 <u>Health Content Areas</u></p> <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • sources of products and services (3, 2.2) • food labels (4, 2.1) • substance abuse prevention information and services (7, 2.2) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • identify and access appropriate resources for teens to answer questions or concerns about sexuality issues such as sexual activity, sexual orientation, etc. (5, 2.1) • information for adolescents, including community agencies addressing HIV/AIDS issues and sources of information about the environment (6, 2.1) • substance abuse prevention information and services. (7, 2.2) <p>2.1.2 Utilizes resources from home, school and community that provide valid health information.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • sources of products and services (1, 2.2.) • sources of information (2, 2.1) • resources for physically challenged individuals and their families; medical sites for diagnosis, agencies and organizations which work to protect the environment (6, 2.2) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • sources of information (2, 2.1) • reliable sources of information (4.2.2) e.g. myplate.gov • resources for physically challenged individuals and their families; medical sites for diagnosis, agencies and organizations which work to protect the environment. (6, 2.2) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • sources of information (2, 2.1) • resources for physically challenged individuals and their families; medical sites for diagnosis, treatment and information regarding STDs, HIV and AIDS), agencies and organizations which work to protect the environment (6, 2.2) 			
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			<p>2.1.3 Analyzes how media influences the selection of health information, products and services.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • use of roles models; celebrities in advertising and other advertising strategies (2, 1.3) • advertising and self-perception (2, 2.3) • advertising and ATOD use (7, 2.4) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • use of roles models; celebrities in advertising and other advertising strategies (2, 1.3) • advertising and self-perception (2, 2.3) • advertising and ATOD use (7, 2.4) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • use of roles models; celebrities in advertising and other advertising strategies (2, 1.3) • advertising and ATOD use (7, 2.4) <p>2.1.4 Locates health products and services.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • sources of mental health support and services (2, 2.4) • substance abuse prevention services, sources of support and services (7, 2.1) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • sources of mental health support and services (2, 2.4) • why "special foods" and supplements are generally unnecessary (4, 2.3) • substance abuse prevention services, sources of support and services (7, 2.1) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • sources of mental health support and services (2, 2.4) • substance abuse prevention services, sources of support and services (7, 2.1) <p>2.1.5 Compares the costs and validity of health products.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • quackery (2, 1.4) • quackery; consumerism (3, 2.3) 			
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			<p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> cost and nutritional values of various foods (4, 2.4) <p><u>Grade 8</u></p> <ul style="list-style-type: none"> cost of ATOD, e.g. the cost of tobacco during 1 year, raising a child <p>2.1.6 Describes situations requiring professional health services.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> 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 (3, 2.4) pregnancy, assistance with issues surrounding dating violence, rape, sexual abuse, etc. (5, 2.4) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> injuries; athletic training; health practices harmful to self or others (2, 1.5) stress; substance use; depression and other mental and emotional distress as treatable conditions (2, 2.5) 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 (3, 2.4) special diets for diabetes, food safety (4, 2.5) pregnancy, assistance with issues surrounding dating violence, rape, sexual abuse, etc. (5, 2.4) stress; substance use; stages of alcohol and drug dependency; ATOD dependence as treatable conditions (7, 2.5) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> stress; substance use; depression and other mental and emotional distress as treatable conditions (2, 2.5) 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 (3, 2.4) pregnancy, assistance with issues surrounding dating violence, rape, sexual abuse, etc. (5, 2.4) 			
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			<ul style="list-style-type: none"> when to seek help for illness; identify testing procedures for STDs; diagnosis of HIV through testing procedures, e.g. ELISA test, Western Blot test; basic treatments available for people with HIV and AIDS, e.g. medications, lifestyle changes, dealing with hazardous materials, e.g. chemicals, broken glass or metals, asbestos or other potentially harmful situations (6, 2.3) stress; substance use; stages of alcohol and drug dependency; ATOD dependence as treatable conditions (7, 2.5) <p>2.1.7 Explains roles played by different health providers.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> role of counselors in addressing mental health issues; treatment for mental health issues; programs promoting mental and emotional health (2, 2.6) role of public safety officers/police, fire; EMT/rescue workers, etc. (3, 2.5) professional health care providers, trusted adults, faith communities and other resources available for someone with questions about sexuality and growing up (5, 2.3) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> role of counselors in addressing mental health issues; treatment for mental health issues; programs promoting mental and emotional health (2, 2.6) counseling for weight management; nutrition and sports (4, 2.6) professional health care providers, trusted adults, faith communities and other resources available for someone with questions about sexuality and growing up (5, 2.3) role of counselors in addressing substance use issues; treatment for substance use; substance abuse prevention programs (7, 2.6) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> role of counselors in addressing mental health issues; treatment for mental health issues; programs promoting mental and emotional health (2, 2.6) role of health care providers (e.g. physicians, nurses, etc.) in puberty, maturing, contraceptive decision making and other reproductive health, sexuality and family life issues (5, 2.2) 			
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			<ul style="list-style-type: none"> role of counselors in addressing substance use issues; treatment for substance use; substance abuse prevention programs (7, 2.6) 			
	<p>3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>3.1 <u>Health Content Areas</u></p> <ol style="list-style-type: none"> 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 		<p>The student</p> <p>3.1.1 Explains the importance of assuming responsibility for personal health behaviors.</p> <p><u>Grade 6</u> REQUIRED TOPICS</p> <ul style="list-style-type: none"> physical activity, hygiene, and care of the body. (1,3.1) influence of feelings, self -concept on behaviors (2,3.1) safety laws and rules for home, play areas, school; impact of injury on the family, the individual and society (3,3.1) related to puberty and reproductive health: ways for males and females to maintain healthy habits during puberty (5,3.1) influence of feelings on behaviors; consequences (7, 3.1) <p><u>Grade 7</u> REQUIRED TOPICS</p> <ul style="list-style-type: none"> eating behaviors (4, 3.1) influence of feelings on behaviors; consequences (7, 3.1) <p><u>Grade 8</u> REQUIRED TOPICS</p> <ul style="list-style-type: none"> related to puberty and reproductive health : good health behaviors for a woman who is pregnant (5,3.1) young people postponing sexual activity e.g. reducing consequences associated with early onset of sexual activity (5, 3.5) influence of feelings on behaviors; consequences (7, 3.1) <p>3.1.2 Analyzes personal health habits to determine health strengths and risks.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> level of physical activity; errors in personal movement patterns ,e.g. posture; knowing when to revise activity level (1, 3.2) which could lead to injury: recreational, leisure, home, occupational (3,3.2) ways people can be proud of their special qualities; impact of body image on emotions and behaviors; assuming responsibility for personal behaviors, including sexual behaviors (5, 3.2) <p><u>Grade 7</u> REQUIRED TOPICS</p>	<ul style="list-style-type: none"> 		

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			<ul style="list-style-type: none"> • positive, negative stress; universality of stress; ways to deal with stress (2, 3.2) • eating habits fast food restaurants (4, 3.2) <p><u>Grade 8</u> REQUIRED TOPICS: NONE</p> <ul style="list-style-type: none"> • assuming responsibility for personal behaviors, including sexual behaviors (5, 3.2) • ways to deal with stress (2, 3.2) <p>3.1.3 Distinguishes between safe and risky or harmful behaviors.</p> <p><u>Grade 6</u> REQUIRED TOPICS</p> <ul style="list-style-type: none"> • potential risks related to physical activity and the environment, <i>e.g. conflict resolution</i> (1, 3.3) • personal strengths; assuming responsibility for behavior choices (2, 3.3) • personal lifestyle and environmental risks; recreational risks; eliminating hazards (3, 3.3) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • potential risks related to physical activity and the environment <i>e.g. conflict resolution</i> (1, 3.3) • personal strengths; assuming responsibility for behavior choices (2, 3.3) • personal lifestyle and environmental risks; recreational risks; eliminating hazards (3, 3.3) • food safety (4, 3.3) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • potential risks related to physical activity and the environment, <i>e.g. conflict resolution</i> (1,3.3) • personal strengths; assuming responsibility for behavior choices (2.3.3) • personal lifestyle and environmental risks; recreational risks; eliminating hazards (3, 3.3) • needle sharing, body piercing; steroid use; universal precautions; use of latex barriers, i.e. condoms, to help prevent HIV, STD transmission (6, 3.)1 • abstinence from sexual intercourse is the best way to prevent pregnancy; social, emotional, economic and physical risks of adolescent 			
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			<p>pregnancy and parenthood for both males and females; there are many kinds of relationships based on love and like but no one should expect you to do anything sexual as an outcome of the relationship (5, 3.3)</p> <ul style="list-style-type: none"> • dangers of experimentation with substances (7, 3.2) <p>3.1.4 Demonstrates strategies to improve or maintain personal and family health.</p> <p><u>Grade 6</u> REQUIRED TOPIC:</p> <ul style="list-style-type: none"> • mental health promotion strategies to improve or maintain personal and family health: avoiding risky situations; roles and responsibilities of adolescence; maturity (2, 3.4) • disease prevention strategies to improve or maintain personal and family health: basic hygiene practices (6, 3.2) • substance abuse prevention strategies to improve or maintain personal and family health: avoiding risky situations; roles and responsibilities of adolescence; maturity (7, 3.3) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • potential risks related to physical activity and the environment (1,3.3) • mental health promotion strategies to improve or maintain personal and family health: avoiding risky situations; roles and responsibilities of adolescence; maturity (2, 3.4) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • mental health promotion strategies to improve or maintain personal and family health: avoiding risky situations; roles and responsibilities of adolescence; maturity (2, 3.4) • nutrition strategies to improve or maintain personal and family health; food storage and preparation; family meals (4, 3.4) • disease prevention strategies to improve or maintain personal and family health: abstinence from sexual intercourse as one way to prevent exposure to HIV (6, 3.2) <p>3.1.5 Develops injury prevention and management strategies for personal, family and community health.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • use of safety equipment - helmets, pads, reflective gear, railroad safety (3, 3.4) • home safety programs; motor-vehicle safety; emergency preparedness; confronting a life-threatening situation; role of legislation, regulation 			
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			<p>and enforcement; environmental change - e.g. pool fencing, sidewalks; product modification; education (3, 3.5)</p> <p><u>Grade 7</u> REQUIRED TOPICS: NONE</p> <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> influence of alcohol, drugs on behavior, reason & judgment (3, 3.4) <p>3.1.6 Identifies and demonstrates ways to avoid and reduce threatening situations.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> refusal skills; setting limits; assertive communication (2, 3.6) sexual abuse and sexual assault (5, 3.6) refusal skills; assertive communication (7, 3.4) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> refusal skills; setting limits; assertive communication (2,3.6) identify and use ways to reduce and/or avoid threatening situations including sexual abuse and sexual assault (5, 3.6) refusal skills; assertive communication (7, 3.4) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> refusal skills; setting limits; assertive communication (2, 3.6) sexual abuse and sexual assault (5, 3.6) refusal skills; assertive communication (7, 3.4) <p>3.1.7 Develops and applies appropriate ways of managing conflict and specific stressful situations (grades 6, 7, and 8).</p>			
4.	Students will analyze the influence of culture, media, technology and	<p>The student</p> <p>4.1.1 Describes the influence of cultural beliefs on health behaviors and the use of health services.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> physical activity practices; use of physical activity services; expressions of culture through various forms of physical activity - e.g. dance, food selection and other practices (1, 4.1) 	<p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments 			

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	<p>other factors on health</p> <p>4.1 <u>Health Content Areas</u></p> <ol style="list-style-type: none"> 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 		<ul style="list-style-type: none"> • family and community injury prevention practices (3, 4.1) • marriage, divorce, relationships, parenthood; factors which have significantly influenced family patterns through time (5, 4.1) • stereotyping groups and illnesses such as country of origin, socioeconomic status (6, 4.1) • self-concept; the use of substances in various cultures (7, 4.1) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • respect to nutritional differences and behaviors (4, 4.1) • marketing and advertising of ATOD; influence of psycho-social and environmental factors on substance use (7, 4.2) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • sexual and reproductive health; use of contraception; prenatal care (5, 4.1) • stereotyping groups and illnesses such as country of origin, socioeconomic status, sexual orientation (6, 4.1) • self-concept; the use of substances in various cultures (7 4.1) • marketing and advertising of ATOD; influence of psycho-social and environmental factors on substance use (7, 4.2) <p>4.1.2 Analyzes how positive and negative messages from media and other resources influence health behaviors.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • role models using safety equipment or engaged in physical activity; addressing violence in sports (1, 4.2) • media portrayal of violence and aggression; influence of psycho-social & environmental factors on substance use (2, 4.2) • role models using safety equipment TV & movie violence (3, 4.2) • gender roles; body image (5, 4.3) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • role models using safety equipment or engaged in physical activity; addressing violence in sports (1, 4.2) • media portrayal of violence and aggression; influence of psycho-social & environmental factors on substance use (2, 4.2) 	<ul style="list-style-type: none"> • anchoring • think/pair/share • cubing, etc. <p>Facilitates best practices of teaching that include:</p> <ul style="list-style-type: none"> • student-centered • experiential • holistic • authentic • expressive • reflective • social • collaborative • democratic • cognitive • developmental • constructivist/heuristic • challenging <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates the use of graphic organizers: 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 bone, pie chart)</p> <p>Facilitates integration of the applied learning standards</p>		
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			<ul style="list-style-type: none"> • advertising and food choice (4, 4.2) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • role models using safety equipment or engaged in physical activity; addressing violence in sports (1, 4.2) • media portrayal of violence and aggression; influence of psycho-social & environmental factors on substance use (2, 4.2) • decision-making about sexual health; peer influence on health choices; establishing guidelines for one's own sexual behavior; influence of media, peers and community on one's understanding of healthy relationships; similarities and differences in male and female gender roles; masculinity, femininity, choices and opportunities for males and females; unrealistic or negative images presented in gender role stereotyping (5, 4.2) • use of contraceptives, etc. (5, 4.3) • mixed messages received by adolescents regarding sexual behaviors (6, 4.2) <p>4.1.3 Analyzes the influence of technology on personal or family health.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • advances in the quantity of information e.g. print, electronic; quality of safety equipment and devices; health status measurement devices (1,4.3) • disposable" society; product packaging; reusing/recycling products; streamlined economy through electronic buying and selling reduces use of autos, use of paper, etc. (1, 4.3) • advances in the quality of safety equipment and devices; the Internet as a source of safety information (3, 4.4) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • advances in the quantity of information e.g. print, electronic; quality of safety equipment and devices; health status measurement devices (1,4.3) • disposable" society; product packaging; reusing/recycling products; streamlined economy through electronic buying and selling reduces use of autos, use of paper, etc. (1, 4.3) • advances in the quality of safety equipment and devices; the Internet as a source of safety information (3, 4.4) 	<ul style="list-style-type: none"> • problem solving • communication • critical thinking • research • reflection/ evaluation <p>Applies best practice of teaching health education:</p> <ul style="list-style-type: none"> • focuses on clear health goals and related behavioral outcomes • is research-based and theory-driven • addresses individual values and group norms that support health-enhancing behaviors • focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors and reinforcing protective factors • addresses social pressures and influences • builds personal competence, social competence and efficacy by addressing skills • provides functional health knowledge that is basic, accurate, and directly contributes to health promoting decisions and behaviors • uses strategies designed to personalize information and engage students • provides age-appropriate and developmentally 		
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			<ul style="list-style-type: none"> technology on nutrition (4,4.3) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> advances in the quantity of information e.g. print, electronic; quality of safety equipment and devices; health status measurement devices (1,4.3) disposable" society; product packaging; reusing/recycling products; streamlined economy through electronic buying and selling reduces use of autos, use of paper, etc. (1, 4.3) advances in the quality of safety equipment and devices; the Internet as a source of safety information (3, 4.4) sexual health behaviors: genetics; alternative fertilization methods; reproductive technology (5, 4.4) influence of technology on substance use (7, 4.3) <p>4.1.4 Analyzes how information from peers influences and affects health choices.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> pressure to engage in risky behaviors; level of physical activity among peers (1, 4.4) preventing injuries (3, 4.4) affects food choices (4, 4.4) choices about engaging in behaviors which can transmit disease (6, 4.3) substance use (7, 4.4) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> pressure to engage in risky behaviors; level of physical activity among peers (1, 4.4) preventing injuries (3, 4.4) food choices (4, 4.4) substance use (7, 4.4) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> peer pressure to engage in risky behaviors; level of physical activity among peers (1, 4.4) 	<p>appropriate information, learning strategies, teaching methods and materials</p> <ul style="list-style-type: none"> incorporates learning strategies, teaching methods, and materials that are culturally inclusive provides adequate time for instruction and learning provides opportunities to reinforce skills and positive health behaviors provides opportunities to make connections with influential others includes teacher information and plans for professional development and training that enhances instruction and student learning 		
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			<ul style="list-style-type: none"> preventing injuries (3, 4.4) sexual health behavior: genetics; alternative fertilization methods; reproductive technology (5, 4.5) regarding substance use (7, 4.4) 			
5.	Students will demonstrate the ability to use interpersonal communication skills to enhance health.		<p>The student</p> <p>5.1.1 Demonstrates effective verbal & non-verbal communication skills to enhance health.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> healthy ways to express needs, wants and feelings (1, 5.1) mental health: listening skills; assertiveness; "I" statements; how problem-solving requires communication skills (2,5.1) prevention of substance use: listening skills; assertiveness; "I" statements; how problem-solving requires communication skills (7,5.1) personal choices of expression should be respected for all individuals; ways for pre-teenagers and teens to talk with their parents, other trusted adults and significant others about questions or concerns regarding sexuality issues (5, 5.1) prevent transmission of disease: listening skills; assertiveness; "I" statements; setting limits (6,5.1) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> mental health: listening skills; assertiveness; "I" statements; how problem-solving requires communication skills (2,5.1) prevention of injury: listening skills; assertiveness; "I" statements; how problem-solving required communication skills (3, 5.1) communicate food preferences in a health-enhancing way (4, 5.2) prevention of substance use: listening skills; assertiveness; "I" statements; how problem-solving requires communication skills (7,5.1) demonstrate choosing healthy foods in a social context (4, 5.1) prevent transmission of disease:: listening skills; assertiveness; "I" statements; setting limits (6,5.1) <p><u>Grade 8</u> REQUIRED TOPICS:</p>	<p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Facilitates best practices of teaching that include:</p> <ul style="list-style-type: none"> student-centered experiential holistic authentic expressive reflective social collaborative democratic cognitive developmental constructivist/heuristic challenging <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast</p>		

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			<ul style="list-style-type: none"> • mental: listening skills; assertiveness; "I" statements; how problem-solving requires communication skills (2,5.1) • prevention of substance use: listening skills; assertiveness; "I" statements; how problem-solving requires communication skills (7,5.1) • personal choices of expression should be respected for all individuals; ways for pre-teenagers and teens to talk with their parents, other trusted adults and significant others about questions or concerns regarding sexuality issues (5,5.1) • prevent transmission of disease: listening skills; assertiveness; "I" statements; setting limits (6,5.1) <p>5.1.2 Describes how the behavior of family and peers affects interpersonal communication.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • influence of self-perception on interactions with others; abuse; neglect; spreading rumors (2,5.2) • relationships: influence of self-perception on interactions with others; abuse; neglect; using violence to express emotions and resolve conflict; effect on choices (3,5.2) <p><u>Grade 7</u> REQUIRED TOPICS</p> <ul style="list-style-type: none"> • influence of self-perception on interactions with others; abuse; neglect; spreading rumors (2,5.2) • relationships: influence of self-perception on interactions with others; abuse; neglect; using violence to express emotions and resolve conflict; effect on choices (3, 5.2) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • influence of self-perception on interactions with others; abuse; neglect; spreading rumors; results of alcohol abuse on family, others; effect on choices (2,5.2) • relationships: influence of self-perception on interactions with others; abuse; neglect; using violence to express emotions and resolve conflict; effect on choices (3, 5.2) • substance use/abuse behaviors of family and peers affects others, including interpersonal relationships: influence of self-perception on interactions with others; proper use of medication; abuse; neglect; spreading rumors; results of alcohol abuse on family, other; effect on choices. 	<p>organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • problem solving • communication • critical thinking • research • reflection/ evaluation <p>Applies best practice of teaching health education:</p> <ul style="list-style-type: none"> • focuses on clear health goals and related behavioral outcomes • is research-based and theory-driven • addresses individual values and group norms that support health-enhancing behaviors • focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors and reinforcing protective factors • addresses social pressures and influences • builds personal competence, social competence and 		
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			<p>5.1.3 Demonstrates healthy ways to express needs, wants and feelings (grades 6,7, and 8).</p> <p>5.1.4 Demonstrates ways to communicate care, consideration and respect of self and others. <u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> importance of respecting different value systems in friends and families; respect of others regardless of personal choice of expression (5, 5.4) <p><u>Grade 7</u> REQUIRED TOPICS: NONE</p> <ul style="list-style-type: none"> importance of respecting different value systems in friends and families; respect of others regardless of personal choice of expression (5, 5.4) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> importance of respecting different value systems in friends and families; respect of others regardless of personal choice of expression (5, 5.4) compassion, friendship and support of individuals with HIV, AIDS, other diseases and disabilities (6,5.2) <p>5.1.5 Demonstrates communication skills needed to build and maintain healthy relationships. <u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> rules for working cooperatively; appropriately levels of sharing in various relationships; qualities of a good friend (2,5.5) rules for working cooperatively; appropriately levels of sharing in various relationships; qualities of a good friend (3,5.5) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> substance-free relationship: rules for working cooperatively; appropriate levels of sharing in various relationships; qualities of a good friend (7,5.5) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> substance-free relationship: rules for working cooperatively; appropriate levels of sharing in various relationships; qualities of a good friend (7,5.5) <p>5.1.6 Demonstrates refusal and negotiation skills needed to enhance health. <u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> mental and emotional health and prevent substance use (2,5.2) prevent injury (3, 5.6) 	<p>efficacy by addressing skills</p> <ul style="list-style-type: none"> provides functional health knowledge that is basic, accurate, and directly contributes to health promoting decisions and behaviors uses strategies designed to personalize information and engage students provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods and materials incorporates learning strategies, teaching methods, and materials that are culturally inclusive provides adequate time for instruction and learning provides opportunities to reinforce skills and positive health behaviors provides opportunities to make connections with influential others includes teacher information and plans for professional development and training that enhances instruction and student learning 		
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		<ul style="list-style-type: none"> communication skills for dealing with sexual pressure from peers and from one's girlfriend/boyfriend: pressure to date (5,5.5) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> prevent injury (3, 5.6) prevent substance use (7,5.6) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> mental and emotional health and prevent substance use (2,5.2) prevent injury (3, 5.6) communication skills for dealing with sexual pressure from peers and from one's girlfriend/boyfriend: pressure to date and/or be sexually active; saying no and communicating limits, etc. (5, 5.5) prevent disease transmission: high risk behaviors leading to disease transmission, such as sexual activity, drug use, needle sharing, etc. (6,5.3) prevent substance use (7,5.6) <p>5.1.7 Analyzes the possible cause of conflict among youth in schools and communities.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> bullying <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> bullying <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> bullying 			
6. Students will demonstrate the ability to use goal-setting and decision-making to enhance health.	6.1 <u>Health Content Areas</u>	<p>The student</p> <p>6.1.1 Demonstrates the ability to apply a decision-making process to health issues and problems individually and collaboratively.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> decision-making model: <ul style="list-style-type: none"> state the situation list the possible options weigh the possible outcomes consider personal values make a decision and act evaluate the decision 	<p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. 		

EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 6-8

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	<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • ways to promote mental and emotional health, e.g. exercise, communication (2,6.1) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • decision-making model: <ul style="list-style-type: none"> ○ state the situation ○ list the possible options ○ weigh the possible outcomes ○ consider personal values ○ make a decision and act ○ evaluate the decision • nutrition issues and problems individually and collaboratively: snack and meal selection (4, 6.1) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • decision-making model: <ul style="list-style-type: none"> ○ state the situation ○ list the possible options ○ weigh the possible outcomes ○ consider personal values ○ make a decision and act ○ evaluate the decision • puberty and sexual health: abstinence from sexual intercourse; responsible contraceptive use; steps involved in sexual decision-making; role of parents and trusted adults (5 6.1) • disease prevention and control issues individually and collaboratively: predicting and avoiding personal risk for developing a disease; the impact on health status and feelings about oneself resulting from a decision to place oneself at risk for disease transmission (6, 6.1) • substance abuse prevention and problems individually and collaboratively (7, 6.1) <p>6.1.2 Analyzes how health-related decisions are influenced by individuals, family or community values.</p> <p><u>Grade 6</u></p> <ul style="list-style-type: none"> • puberty and sexual health: how parents and other trusted adults can help children with decisions regarding puberty and their personal health (5, 6.2) <p><u>Grade 7</u></p> <ul style="list-style-type: none"> • nutrition-related decisions (4, 6.2) <p><u>Grade 8</u></p> <ul style="list-style-type: none"> • puberty and sexual health.: how parents and other trusted adults can help children with decisions regarding puberty and their personal 	<p>Facilitates best practices of teaching that include:</p> <ul style="list-style-type: none"> • student-centered • experiential • holistic • authentic • expressive • reflective • social • collaborative • democratic • cognitive • developmental • constructivist/ heuristic • challenging <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates the use of graphic organizers: 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 bone, pie chart)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • problem solving • communication • critical thinking 	
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			<p>health; role of self-esteem's personal goals, family values in responsible sexual decision-making; responsibilities in family change as individuals mature; changes in family structure and influence on relationships (5, 6.2)</p> <ul style="list-style-type: none"> • substance use decisions (7, 6.2) <p>6.1.3 Predicts how decisions regarding health behaviors have consequences for self or others.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • cause and effect; risks and consequences (1, 6.1) • cause and effect/risks and consequences; effect of injuries on self, family and others (3, 6.1) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • cause and effect; risks and consequences (1, 6.1) • ways to promote mental and emotional health, e.g. exercise, communication (2, 6.3) • nutrition behaviors have consequences for self and others: eating patterns; variety and moderation; "empty calories"; US Dietary Recommendations; food safety (4, 6.3) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • cause and effect; risks and consequences (1, 6.1) • sexual behaviors have consequences for self and others: couples have choices regarding sharing sexual feelings with each other (5, 6.3) • exposure to disease agents and lifestyle have consequences for self and others. (REQUIRED TOPICS: impact of STD/STI; development of heart disease, cancer or long term disability resulting from injury; laws regarding toxic waste disposal, littering, community recycling programs (6, 6.2) • substance use behaviors have consequences for self and others. (7,6.3) <p>6.1.4 Applies strategies and skills needed to attain personal health goals.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • exercise, hobbies, etc. as alternatives to substance use; communication skills; building positive relationships (7, 6.4) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • nutrition strategies to personal eating pattern to attain personal health goal. e.g. costs and nutritional value of food (4, 6.4) 	<ul style="list-style-type: none"> • research • reflection/ evaluation <p>Applies best practice of teaching health education:</p> <ul style="list-style-type: none"> • focuses on clear health goals and related behavioral outcomes • is research-based and theory-driven • addresses individual values and group norms that support health-enhancing behaviors • focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors and reinforcing protective factors • addresses social pressures and influences • builds personal competence, social competence and efficacy by addressing skills • provides functional health knowledge that is basic, accurate, and directly contributes to health promoting decisions and behaviors • uses strategies designed to personalize information and engage students • provides age-appropriate and developmentally appropriate information, learning 	
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			<ul style="list-style-type: none">personal health goals: personal heart disease risk reduction plan; appropriate courses of action when disease is suspected (6, 6.3)exercise, hobbies, etc. as alternatives to substance use; communication skills; building positive relationships (7, 6.4) <p><u>Grade 8</u></p> <ul style="list-style-type: none">exercise, hobbies, etc. as alternatives to substance use; communication skills; building positive relationships (7, 6.4) <p>6.1.5 Develops a plan that addresses personal strengths, needs and health risks.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none">care for body; integrating mental and emotional health into all areas of health (1, 6.3) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none">appropriate physical activity levels; avoiding excessive physical activity to lose weight; decisions about eating patterns, care for body; integrating mental and emotional health into all areas of health (1, 6.3)conflict; identifying/avoiding risks; asking for help (2, 6.5)nutrition plan that addresses personal strengths, needs and health risks. (4, 6.5) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none">sexual behaviors have consequences for self and others: couples have choices regarding sharing sexual feelings with each other (5, 6.3)protect themselves against the possibility of rape: self-defense, assessing situations, avoiding drugs and alcohol, etc. (5, 6.4)substance use prevention plan that addresses personal strengths, needs and health risks (7, 6.5)	<p>strategies, teaching methods and materials</p> <ul style="list-style-type: none">incorporates learning strategies, teaching methods, and materials that are culturally inclusiveprovides adequate time for instruction and learningprovides opportunities to reinforce skills and positive health behaviorsprovides opportunities to make connections with influential othersincludes teacher information and plans for professional development and training that enhances instruction and student learning		
7. Students will demonstrate the ability to advocate for personal, family, community, and		<p>The student</p> <p>7.1.1 Discusses accurate information and express opinions about health issues.</p> <p><u>Grade 6</u></p> <ul style="list-style-type: none">mental and emotional health issues (2, 7.1) <p><u>Grade 7</u></p> <ul style="list-style-type: none">mental and emotional health issues (2, 7.1)	<p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none">tiered assignmentsjigsawingpre/post assessmentsanchoringthink/pair/share			

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	<p>environmental health.</p> <p>7.1 <u>Health Content Areas</u></p> <ol style="list-style-type: none"> 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 		<ul style="list-style-type: none"> • nutrition information and express opinions about nutrition issues (4, 7.1) • substance abuse issues. (7, 7.1) <p><u>Grade 8 REQUIRED</u></p> <ul style="list-style-type: none"> • heterosexual, homosexual, and bisexual people are alike except for their sexual attraction; immediate and long-term impacts of adolescent pregnancy on the individual, family and community (5, 7.1) <p>7.1.2 Analyzes various communication methods needed to express health information and ideas accurately.</p> <p><u>Grade 6</u></p> <ul style="list-style-type: none"> • mental and emotional health information and ideas accurately (2, 7.2) <p><u>Grade 7</u></p> <ul style="list-style-type: none"> • mental and emotional health information and ideas accurately (2, 7.2) • nutrition information and ideas accurately (4, 7.2) • substance abuse prevention information (7, 7.2) <p><u>Grade 8 REQUIRED</u></p> <ul style="list-style-type: none"> • various methods for people to access help with personal questions or concerns about sexuality or relationships (5, 7.3) • substance abuse prevention information (7, 7.2) <p>7.1.3 Identifies barriers to effective communication of information, ideas, feelings and opinions about health issues.</p> <p><u>Grade 6</u></p> <ul style="list-style-type: none"> • mental health issues (2, 7.3) <p><u>Grade 7</u></p> <ul style="list-style-type: none"> • nutrition issues (4, 7.3) • substance abuse prevention issues (7, 7.3) <p><u>Grade 8</u></p> <ul style="list-style-type: none"> • substance abuse prevention issues (7, 7.3) <p>7.1.3 Influences and supports others in making positive health choices.</p> <p><u>Grade 6</u></p> <ul style="list-style-type: none"> • environmental and personal health, (including physical activity (1,7.1) • emotional and mental health (2, 7.4) • safety and preventing injury (3, 7.1) 	<ul style="list-style-type: none"> • cubing, etc. <p>Facilitates best practices of teaching that include:</p> <ul style="list-style-type: none"> • student-centered • experiential • holistic • authentic • expressive • reflective • social • collaborative • democratic • cognitive • developmental • constructivist/heuristic • challenging <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates the use of graphic organizers: 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 bone, pie chart)</p> <p>Facilitates integration of the applied learning standards</p>		
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			<p><u>Grade 7</u></p> <ul style="list-style-type: none"> • environmental and personal health, (including physical activity (1,7.1) • positive nutrition choices (4, 6.4) • substance abuse (7,7.4) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • about family issues, relationships, sexuality and growing up • (REQUIRED TOPICS: how people and communities can help homosexual and bisexual people who are often mistreated, called hurtful names, or denied their rights because of their sexual orientation (5, 7.2) • substance abuse (7,7.4) <p>7.1.4 Works cooperatively when advocating for healthy individuals, families and schools.</p> <p><u>Grade 6</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • compliance and non-compliance with game rules and fair play (1,7.2) • preventing communicable and non-communicable disease (6, 7.1) • substance abuse prevention (7, 7.5) <p><u>Grade 7</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • compliance and non-compliance with game rules and fair play (1,7.2) • nutrition-related health issues (4, 7.5) • substance abuse prevention (7, 7.5) <p><u>Grade 8</u> REQUIRED TOPICS:</p> <ul style="list-style-type: none"> • preventing communicable and non-communicable disease (6, 7.1) • substance abuse prevention (7, 7.5) 	<ul style="list-style-type: none"> • problem solving • communication • critical thinking • research • reflection/ evaluation <p>Applies best practice of teaching health education:</p> <ul style="list-style-type: none"> • focuses on clear health goals and related behavioral outcomes • is research-based and theory-driven • addresses individual values and group norms that support health-enhancing behaviors • focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors and reinforcing protective factors • addresses social pressures and influences • builds personal competence, social competence and efficacy by addressing skills • provides functional health knowledge that is basic, accurate, and directly contributes to health promoting decisions and behaviors • uses strategies designed to personalize information and engage students • provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods and materials • incorporates learning strategies, teaching methods, and materials that are culturally inclusive • provides adequate time for instruction and learning • provides opportunities to reinforce skills and positive health behaviors • provides opportunities to make connections with influential others • includes teacher information and plans for professional development and training that enhances instruction and student learning 	
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	8. COMMON CORE ELA (Science and Technical Subjects)		<p>The student</p> <p>Key Ideas and Details</p> <p>8.1.1 Cites specific textual evidence to support analysis of scientific and technical texts</p> <p>8.1.2 Determines the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions</p> <p>8.1.3 Follows precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks,</p> <p>Craft and Structure</p> <p>8.1.4 Determines 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 6-8 texts and topics</i></p> <p>8.1.5 Analyzes the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>8.1.6 Analyzes the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text</p> <p>Integration of Knowledge and Ideas</p> <p>8.1.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually</p> <p>8.1.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text</p> <p>8.1.9 Compares and contrasts the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic</p> <p>Range and Level of Text Complexity</p> <p>8.1.10 Reads and comprehends science/technical texts in the grades 6-8 text complexity band independently and proficiently</p>	<p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Facilitates best practices of teaching that include:</p> <ul style="list-style-type: none"> • student-centered • experiential • holistic • authentic • expressive • reflective • social • collaborative • democratic • cognitive • developmental • constructivist/heuristic • challenging <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates the use of graphic organizers: 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>		
	8.1 Reading Informational Text					

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				<p>categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none">● problem solving● communication● critical thinking● research● reflection/ evaluation		
9. COMMON CORE ELA (Science and Technical Subjects)	9.1 Writing Arguments and Informational Texts		<p>The student</p> <p>9.1.1 Writes arguments focused on <i>discipline-specific content</i> in which they:</p> <ul style="list-style-type: none">● Introduce a claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.● Support the claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.● Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.● Establish and maintain a formal style● Provide a concluding statement or section that follows from and supports the argument presented <p>9.1.2 Writes informative texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none">● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include<ul style="list-style-type: none">○ formatting (e.g., headings)○ graphics (e.g., charts, tables)○ multimedia when useful to aiding comprehension.	<p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none">● tiered assignments● jigsawing● pre/post assessments● anchoring● think/pair/share● cubing, etc. <p>Facilitates best practices of teaching that include:</p> <ul style="list-style-type: none">● student-centered● experiential● holistic● authentic● extsexpressive● reflective● social● collaborative● democratic● cognitive● developmental● constructivist/ heuristic● challenging		

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			<ul style="list-style-type: none"> • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style and objective tone. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates the use of graphic organizers: 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 bone, pie chart)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • problem solving • communication • critical thinking • research • reflection/ evaluation 		
9.	COMMON CORE ELA (Science and Technical Subjects)		The student			
9.2	Production and Distribution of Writing		<p>9.2.1 Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9.2.2 With some guidance and support from peers and adults, strengthens writing as needed by</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting 	<p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. 		

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			<p>or trying a new approach after rethinking how well questions of purpose and context have been addressed.</p> <p>9.2.3 Uses technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently, e.g.</p> <ul style="list-style-type: none"> • Power Point™ • Photo stories • Googledocs.com 	<p>Facilitates best practices of teaching that include:</p> <ul style="list-style-type: none"> • student-centered • experiential • holistic • authentic • expressive • reflective • social • collaborative • democratic • cognitive • developmental • constructivist/heuristic • challenging <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates the use of graphic organizers: 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 bone, pie chart)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • problem solving • communication • critical thinking 		
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				<ul style="list-style-type: none">● research● reflection/ evaluation		
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