



Quarter	Unit	Instructional Guide	Benchmarks	Blocks*
First Quarter	Substance Abuse Prevention	Alcohol & Tobacco	HE.8.C.1.2 HE.8.C.1.4 HE.8.C.1.8 HE.8.C.2.2 HE.8.C.2.8 HE.8.C.2.9 HE.8.B.3.4 HE.8.B.4.1 HE.8.B.5.1 HE.8.B.5.2 HE.8.B.5.3 HE.8.B.5.4 HE.8.B.5.5 HE.8.P.7.1 HE.8.P.8.1 HE.68.SUA.1.2 HE.68.SUA.1.3 HE.68.SUA.1.8 HE.68.SUA.2.1 HE.68.SUA.2.2 HE.68.SUA.2.4 HE.68.SUA.3.4 HE.68.SUA.4.1 HE.68.SUA.5.4	2
		Marijuana	HE.8.C.1.2 HE.8.C.1.4 HE.8.C.1.8 HE.8.C.2.1 HE.8.C.2.2 HE.8.C.2.8 HE.8.C.2.9 HE.8.B.3.1 HE.8.B.3.4 HE.8.B.5.1 HE.8.B.5.2 HE.8.B.5.3 HE.8.B.5.4 HE.8.B.5.5 HE.8.P.7.1 HE.8.P.8.1 HE.8.P.8.2 HE.68.SUA.1.4 HE.68.SUA.1.5 HE.68.SUA.2.1 HE.68.SUA.3.3 HE.68.SUA.3.4 HE.68.SUA.5.3	2
		Vaping	HE.8.C.1.2 HE.8.C.1.4 HE.8.C.1.8 HE.8.C.2.2 HE.8.C.2.3 HE.8.C.2.5 HE.8.C.2.8 HE.8.C.2.9 HE.8.B.3.1 HE.8.B.3.2 HE.8.B.5.1 HE.8.B.5.2 HE.8.B.5.3 HE.8.B.5.4 HE.8.B.5.5 HE.8.P.7.1 HE.8.P.7.2 HE.8.P.8.1	2



<b>Mental Health</b>			HE.8.P.8.2 HE.8.P.8.4 HE.68.SUA.1.4 HE.68.SUA.1.5 HE.68.SUA.2.3 HE.68.SUA.3.3 HE.68.SUA.3.4 HE.68.SUA.4.2 HE.68.SUA.5.1 HE.68.SUA.5.3	
		<b>Current Trends</b>	HE.8.C.1.2 HE.8.C.1.4 HE.8.C.1.6 HE.8.C.1.8 HE.8.B.3.4 HE.8.B.4.1 HE.8.B.5.1 HE.8.B.5.2 HE.8.B.5.3 HE.8.B.5.4 HE.8.B.5.5 HE.8.P.7.1 HE.8.P.7.2 HE.68.SUA.1.1 HE.68.SUA.1.6 HE.68.SUA.1.7 HE.68.SUA.2.1 HE.68.SUA.3.5 HE.68.SUA.5.2 HE.68.SUA.5.6	3
		<b>Coping with Loss &amp; Grief</b>	HE.8.C.1.2 HE.8.C.1.4 HE.8.B.4.4 HE.8.P.7.2	1
		<b>Self-Concept &amp; Self-Esteem</b>	HE.8.C.1.7 HE.8.C.2.2 HE.8.C.2.5 HE.8.C.2.7 HE.8.C.2.9 HE.8.B.4.3 HE.8.B.6.4	1
		<b>Suicide Prevention</b>	HE.8.C.1.4 HE.8.B.3.1 HE.8.B.3.2 HE.8.B.3.4 HE.8.B.4.1 HE.8.B.4.4 HE.8.B.5.1 HE.8.B.5.4 HE.8.P.8.3	2
	<b>Bullying, Cyberbullying, Internet Safety, Human Trafficking</b>	HE.8.C.1.2 HE.8.C.1.4 HE.8.C.1.8 HE.8.C.2.6 HE.8.B.2.4 HE.8.B.4.1 HE.8.B.4.4 HE.8.B.5.1 HE.8.B.5.3 HE.8.B.5.4 HE.8.B.6.2 HE.8.P.7.2 HE.8.P.8.2 HE.8.P.8.3 HE.8.P.8.4	3	



		<p><b>Teen Dating Violence and Abuse: Healthy vs Unhealthy Relationships</b>  <a href="#">*Opt-Out available for sexual assault component</a></p>	<p>HE.8.C.1.2            HE.8.C.1.4            HE.8.C.1.8            HE.8.C.2.8            HE.8.B.3.4            HE.8.B.4.1            HE.8.B.4.3            HE.8.B.4.4            HE.8.B.5.1            HE.8.B.5.3            HE.8.P.7.2</p>	<p>2</p>
<p>Second Quarter</p>	<p><b>Human Sexuality &amp; Reproductive Health</b>  <a href="#">*This Unit is eligible for the "Opt-Out" Waiver</a></p>	<p><b>Reproductive Systems</b></p>	<p>HE.8.C.1.8            HE.8.B.5.1            HE.8.B.5.4            HE.8.P.7.1            HE.8.P.7.2            HE.8.P.8.2</p>	<p>3</p>
		<p><b>Pregnancy &amp; Childbirth</b></p>	<p>HE.8.C.1.6            HE.8.B.3.1            HE.8.B.3.4            HE.8.B.5.1            HE.8.B.5.3            HE.8.B.5.4            HE.8.B.6.1            HE.8.P.7.2            HE.8.P.8.2</p>	<p>3</p>
		<p><b>Abstinence &amp; Teen Pregnancy Prevention</b></p>	<p>HE.8.C.1.2            HE.8.C.1.4            HE.8.C.1.6            HE.8.C.1.8            HE.8.C.2.1            HE.8.C.2.2            HE.8.C.2.7            HE.8.C.2.8            HE.8.C.2.9            HE.8.B.3.1            HE.8.B.3.2            HE.8.B.4.1            HE.8.B.5.1            HE.8.B.5.2            HE.8.B.5.3            HE.8.B.5.4            HE.8.B.5.5            HE.8.P.6.2            HE.8.P.7.1            HE.8.P.7.2            HE.8.P.8.1            HE.8.P.8.2</p>	<p>4</p>
		<p><b>Communicable Diseases</b>  <a href="#">*This Unit is eligible for the "Opt-Out" Waiver</a></p>	<p><b>Germs, Disease &amp; Defense Against Infection</b></p>	<p>2</p>
	<p><b>Preventing the Spread of Disease</b></p>	<p>2</p>		
	<p><b>STDs &amp; HIV/AIDS</b></p>	<p>4</p>		

Unit One						
Concept: Substance Abuse Prevention						
Module #1						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Quarter One	2 Days	<b>HE.8.C.1.2</b> <b>HE.8.C.1.4</b> <b>HE.8.C.1.8</b> <b>HE.8.C.2.2</b> <b>HE.8.C.2.8</b> <b>HE.8.C.2.9</b> <b>HE.8.B.3.4</b> <b>HE.8.B.4.1</b> <b>HE.8.B.5.1</b> <b>HE.8.B.5.2</b> <b>HE.8.B.5.3</b> <b>HE.8.B.5.4</b> <b>HE.8.B.5.5</b> <b>HE.8.P.7.1</b> <b>HE.8.P.8.1</b> <b>HE.68.SUA.1.2</b> <b>HE.68.SUA.1.3</b> <b>HE.68.SUA.1.8</b> <b>HE.68.SUA.2.1</b> <b>HE.68.SUA.2.2</b> <b>HE.68.SUA.2.4</b> <b>HE.68.SUA.3.4</b> <b>HE.68.SUA.4.1</b> <b>HE.68.SUA.5.4</b>	<p>Identify short- and long-term dangers of alcohol use and abuse.</p> <p>Identify short- and long-term dangers of tobacco use (smoked and smokeless).</p> <p>Identify financial, political, social, health and legal issues and influences related to current trends, especially among youth.</p>	<ul style="list-style-type: none"> <li>• Central Nervous System (CNS)</li> <li>• Physical &amp; Psychological Dependence</li> <li>• Addiction</li> <li>• Social Norms</li> <li>• Peer Pressure</li> <li>• Depressants</li> <li>• Intoxication</li> <li>• Binge Drinking</li> <li>• Aspiration</li> <li>• Alcoholism</li> <li>• Stimulants</li> <li>• Nicotine</li> <li>• Carcinogen</li> <li>• Chronic Obstructive Pulmonary Disease</li> <li>• Cancer</li> </ul>	<p>Why are adolescents at greater risk, compared to adults, when using alcohol and/or tobacco?</p>	<p>Write to explain - utilizing writing prompt(s) (Examples could include: What are some reasons adolescents give for trying alcohol? Tobacco?)</p> <p><b>OR</b></p> <p>Small group activity: (Examples could include: Brainstorm how social norms and peer pressure can influence adolescent alcohol and/or tobacco use. Illustrate refusal skills you could use when pressured to use alcohol and/or tobacco.)</p>
		Module #2				
Performance Task						

Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
<b>Marijuana</b>	2 Day	<b>HE.8.C.1.2</b> <b>HE.8.C.1.4</b> <b>HE.8.C.1.8</b> <b>HE.8.C.2.1</b> <b>HE.8.C.2.2</b> <b>HE.8.C.2.8</b> <b>HE.8.C.2.9</b> <b>HE.8.B.3.1</b> <b>HE.8.B.3.4</b> <b>HE.8.B.5.1</b> <b>HE.8.B.5.2</b> <b>HE.8.B.5.3</b> <b>HE.8.B.5.4</b> <b>HE.8.B.5.5</b> <b>HE.8.P.7.1</b> <b>HE.8.P.8.1</b> <b>HE.8.P.8.2</b> <b>HE.68.SUA.1.4</b> <b>HE.68.SUA.1.5</b> <b>HE.68.SUA.2.1</b> <b>HE.68.SUA.3.3</b> <b>HE.68.SUA.3.4</b> <b>HE.68.SUA.5.3</b>	Identify dangers of Marijuana use. Identify potential medical uses for Marijuana.  Differentiate between medical and recreational use.  Identify financial, political, social, health and legal issues and influences related to current trends, especially among youth.	<ul style="list-style-type: none"> <li>• THC</li> <li>• CBD</li> <li>• Medical Use</li> <li>• Recreational Use</li> </ul>	What do current trends tell us about the perception of risks associated with Marijuana use among adolescents?	Write to explain - utilizing writing prompt(s) (Examples could include: Do you think that recent laws regarding the use of both medical and recreational Marijuana use in some states has had an influence on social norming among adolescents?)  <b>OR</b>  Small group activity: (Examples could include: Debate the pros and cons of the legalization of marijuana for medical and/or recreational use.)
<b>Module # 3</b>						
<b>Performance Task</b>						

Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
<b>Vaping</b>	2 Days	<b>HE.8.C.1.2</b> <b>HE.8.C.1.4</b> <b>HE.8.C.1.8</b> <b>HE.8.C.2.2</b> <b>HE.8.C.2.3</b> <b>HE.8.C.2.5</b> <b>HE.8.C.2.8</b> <b>HE.8.C.2.9</b> <b>HE.8.B.3.1</b> <b>HE.8.B.3.2</b> <b>HE.8.B.5.1</b> <b>HE.8.B.5.2</b> <b>HE.8.B.5.3</b> <b>HE.8.B.5.4</b> <b>HE.8.B.5.5</b> <b>HE.8.P.7.1</b> <b>HE.8.P.7.2</b> <b>HE.8.P.8.1</b> <b>HE.8.P.8.2</b> <b>HE.8.P.8.4</b> <b>HE.68.SUA.1.4</b> <b>HE.68.SUA.1.5</b> <b>HE.68.SUA.2.3</b> <b>HE.68.SUA.3.3</b> <b>HE.68.SUA.3.4</b> <b>HE.68.SUA.4.2</b> <b>HE.68.SUA.5.1</b> <b>HE.68.SUA.5.3</b>	<p>Identify known dangers associated with vaping (e-juices with and without nicotine &amp; THC).</p> <p>Identify reasons why there is a perception of lower risk compared to traditional smoking behaviors and why some risks associated with use are yet to be determined.</p> <p>Identify financial, political, social, health and legal issues and influences related to current trends, especially among youth.</p>	<ul style="list-style-type: none"> <li>• Vaping</li> <li>• E-Cigarettes</li> <li>• E-Juice</li> <li>• Nicotine</li> <li>• THC</li> <li>• Evidence-based research</li> <li>• Social norms</li> </ul>	<p>Why should people be skeptical about whether, or not, vaping is a safe alternative to traditional smoking behaviors?</p>	<p>Write to explain - utilizing writing prompt(s) (Examples could include:</p> <p><b>OR</b></p> <p>Small group activity: (Examples could include: Considering the potential long-term consequences associated with any form of vaping, devise a list of ways to influence fellow students why they should not believe everything they are told by the companies that manufacture or sell these products?)</p>
<b>Module #4</b>						

Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
<b>Current Trends</b>	3 Days	<b>HE.8.C.1.2</b> <b>HE.8.C.1.4</b> <b>HE.8.C.1.6</b> <b>HE.8.C.1.8</b> <b>HE.8.B.3.4</b> <b>HE.8.B.4.1</b> <b>HE.8.B.5.1</b> <b>HE.8.B.5.2</b> <b>HE.8.B.5.3</b> <b>HE.8.B.5.4</b> <b>HE.8.B.5.5</b> <b>HE.8.P.7.1</b> <b>HE.8.P.7.2</b> <b>HE.68.SUA.1.1</b> <b>HE.68.SUA.1.6</b> <b>HE.68.SUA.1.7</b> <b>HE.68.SUA.2.1</b> <b>HE.68.SUA.3.5</b> <b>HE.68.SUA.5.2</b> <b>HE.68.SUA.5.6</b>	Identify financial, political, social, health and legal issues and influences related to current epidemics/crises and/or overall upward trends in the use of certain drugs in our society.	<ul style="list-style-type: none"> <li>• Crises</li> <li>• Epidemic</li> <li>• Opioids (Narcotics) &amp; Opiates</li> <li>• Prescription Drugs</li> <li>• Drug Misuse</li> <li>• Addiction</li> </ul>	Explain how a medical condition could lead to the misuse of/addiction to opioids.	Write to explain - utilizing writing prompt(s) (Examples could include: Illustrate various situations that could lead to an opioid addiction and the steps one should take to seek help.)  <b>OR</b>  Small group activity: (Examples could include: Develop an action plan and examples of ways to seek help.)
<b>Unit Two</b>						
<b>Concept: Mental Health</b>						
<b>Module # 1</b>						
<b>Performance Task</b>						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment

Coping with Loss & Grief	1 Day	<b>HE.8.C.1.2</b> <b>HE.8.C.1.4</b> <b>HE.8.B.4.4</b> <b>HE.8.P.7.2</b>	Identify stages in the grief reaction.	<ul style="list-style-type: none"> <li>• Stages of Grief</li> <li>• Resilience</li> <li>• Coping Strategies</li> </ul>	When someone close to you has suffered a loss, just being there for that person can be a great help. Remember that each person grieves in a different way. What are things you could do to help someone who is grieving while still being respectful of their feelings?	Write to explain - utilizing writing prompt(s) (Examples could include: The death of a loved one can cause a great deal of stress. Identify coping strategies you think might be useful for someone who is grieving. <b>OR</b> Write a paragraph describing how you would help a friend who has lost a loved one.)  <b>OR</b> Small group activity: (Examples could include: Develop an action plan to help a friend, whose parents plan to get a divorce, build resilience.)
			Identify coping strategies for dealing with loss and grief.			
<b>Module # 2</b>						
<b>Performance Task</b>						

Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
<b>Self-Concept &amp; Self-Esteem</b>	1 Day	<b>HE.8.C.1.7</b> <b>HE.8.C.2.2</b> <b>HE.8.C.2.5</b> <b>HE.8.C.2.7</b> <b>HE.8.C.2.9</b> <b>HE.8.B.4.3</b> <b>HE.8.B.6.4</b>	Differentiate between self-concept and self-esteem.  Identify influences on self-esteem.  Identify ways to build self-esteem.	<ul style="list-style-type: none"> <li>• Personality</li> <li>• Heredity</li> <li>• Environment</li> <li>• Behavior</li> <li>• Self-Concept</li> <li>• Self-Esteem</li> <li>• Confidence</li> </ul>	Explain how self-concept and self-esteem are related.	Write to explain - utilizing writing prompt(s) (Examples could include: Being able to accept constructive criticism is one sign of good mental/emotional health. Describe in what areas of your life you receive constructive criticism. Do you respond to it in a positive way?  <b>OR</b>  What do you think has had the most influence on your personality: your heredity, environment, or behavior? Explain your answer.)
<b>Module # 3</b>						
<b>Performance Task</b>						

Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
<b>Suicide Prevention</b>	2 Days	<b>HE.8.C.1.4</b> <b>HE.8.B.3.1</b> <b>HE.8.B.3.2</b> <b>HE.8.B.3.4</b> <b>HE.8.B.4.1</b> <b>HE.8.B.4.4</b> <b>HE.8.B.5.1</b> <b>HE.8.B.5.4</b> <b>HE.8.P.8.3</b>	Identify risk factors. Recognizing warning signs. Determining situations where help is required. Demonstrate ways to ask for help and assistance.	<ul style="list-style-type: none"> <li>• Risk Factors</li> <li>• Warning Signs</li> <li>• Resources</li> <li>• “Emotional First Aid”</li> <li>• Empathy</li> </ul>	Research and compile a list of examples of local, state and national resources that can help teens thinking about suicide?	Write to explain - utilizing writing prompt(s) (Examples could include: Write a dialogue between a teen who has been showing warning signs of suicide and a concerned friend. Show how the second teen uses effective communication skill to show empathy and concern for the first teen.)  <b>OR</b>  Small group activity: (Examples could include: Create a pamphlet with suggestions for helping troubled teens. Advocate for approval from administration to

						pass out copies of your pamphlet.)
<b>Module # 4</b>						
<b>Performance Task</b>						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
<b>Bullying, Cyberbullying, Internet Safety, Human Trafficking</b>	3 Days	<b>HE.8.C.1.2</b> <b>HE.8.C.1.4</b> <b>HE.8.C.1.8</b> <b>HE.8.C.2.6</b> <b>HE.8.B.2.4</b> <b>HE.8.B.4.1</b> <b>HE.8.B.4.4</b> <b>HE.8.B.5.1</b> <b>HE.8.B.5.3</b> <b>HE.8.B.5.4</b> <b>HE.8.B.6.2</b> <b>HE.8.P.7.2</b> <b>HE.8.P.8.2</b> <b>HE.8.P.8.3</b> <b>HE.8.P.8.4</b>	<p>Differentiate harassment and bullying.</p> <p>Identify the different forms of bullying.</p> <p>Identify the characteristics of bullying behavior.</p> <p>How is technology used to bully?</p> <p>Examine strategies to prevent or stop bullying.</p> <p>Identify what Human Trafficking is, how to get help,</p>	<ul style="list-style-type: none"> <li>• Harassment</li> <li>• Bullying</li> <li>• Cyberbullying</li> <li>• Social Media</li> <li>• Human Trafficking</li> </ul>	<p>What are some ways that you and your classmates can promote a safe school environment?</p> <p><b>AND</b> Why is it important to know how to protect yourself from potential harm and violence?</p>	<p>Write to explain - utilizing writing prompt(s) (Examples could include: Your new classmate, Sean, is having trouble with a student who is bullying and teasing him. Sean feels uncomfortable facing the bully. What strategies would you offer Sean to help him deal with this problem? Explain Why.</p> <p><b>OR</b></p> <p>What are some major differences in bullying today compared to when</p>

				<p>and how to report it.</p>		<p>your parents were your age?)</p> <p><b>OR</b></p> <p>Small group activity: (Examples could include: A friend of yours has been receiving humiliating text messages about her weight. As a group, determine the advice you would give her on handling this cyberbullying. Write a “To Do” list of strategies for your friend.</p> <p><b>OR</b></p> <p>Develop an action plan detailing how students can reduce their risk of human trafficking. Create a pamphlet with warning signs and ways to seek help.)</p>
<p><b>Module # 5</b></p>						

Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
<b>Teen Dating Violence and Abuse: Healthy vs Unhealthy Relationships</b> <a href="#">*Opt-Out available for sexual assault component</a>	2 Days	<b>HE.8.C.1.2</b> <b>HE.8.C.1.4</b> <b>HE.8.C.1.8</b> <b>HE.8.C.2.8</b> <b>HE.8.B.3.4</b> <b>HE.8.B.4.1</b> <b>HE.8.B.4.3</b> <b>HE.8.B.4.4</b> <b>HE.8.B.5.1</b> <b>HE.8.B.5.3</b> <b>HE.8.P.7.2</b>	<p>Compare characteristics of healthy vs unhealthy relationships.</p> <p>Identify physical, mental/emotional and social consequences of dating violence.</p> <p>List examples of ways to avoid risky situations.</p> <p>Determine situations where help may be required and how to effectively communicate that need for help.</p> <p>Explore gender roles' impact on abusive relationships.</p>	<ul style="list-style-type: none"> <li>• Guidelines for safe dating</li> <li>• Relationship</li> <li>• Commitment</li> <li>• Respect</li> <li>• Equality</li> <li>• Consent</li> <li>• Limits</li> <li>• Manipulation</li> <li>• Intimidation</li> <li>• Isolation</li> <li>• Warning Signs of Abuse</li> <li>• Sexual Assault</li> </ul>	<p>Teens who are just starting to date are not always sure how to have a healthy dating relationship. If a dating relationship feels uncomfortable or becomes violent, what steps should be taken and when?</p>	<p>Write to explain - utilizing writing prompt(s) (Examples could include: Give an example of a healthy dating relationship, with supporting characteristics that would be seen in such a relationship. Do the same for an unhealthy dating relationship.)</p> <p><b>OR</b></p> <p>Small group activity: (Examples could include: Role play effective and assertive ways to advocate for your “relationship rights”.)</p>

Unit Three						
*This Unit is eligible for the “Opt-Out” Waiver						
Concept: Human Sexuality & Reproductive Health						
Module #1						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Reproductive Systems	3 Day	<b>HE.8.C.1.8</b> <b>HE.8.B.5.1</b> <b>HE.8.B.5.4</b> <b>HE.8.P.7.1</b> <b>HE.8.P.7.2</b> <b>HE.8.P.8.2</b>	Compare the male and female reproductive systems and why they are different.	<ul style="list-style-type: none"> <li>• Ovum (egg cell)</li> <li>• Sperm</li> <li>• Reproduction</li> <li>• Fertilization</li> </ul>	Why is it important to understand the roles of both males and females in the process of reproduction?	Write to explain - utilizing writing prompt(s) (Examples could include: Why is it important for a female to delay pregnancy until she has finished puberty? Cite examples from reliable sources.)
			Examine the process of fertilization.			<b>OR</b>  Small group activity: (Examples could include: Brainstorm why it is important for teens to wait until they are older to become parents.)

						Compile a list with reasons why.)
<b>Module #2</b>						
<b>Performance Task</b>						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
<b>Pregnancy &amp; Childbirth</b>	3 Days	<b>HE.8.C.1.6</b> <b>HE.8.B.3.1</b> <b>HE.8.B.3.4</b> <b>HE.8.B.5.1</b> <b>HE.8.B.5.3</b> <b>HE.8.B.5.4</b> <b>HE.8.B.6.1</b> <b>HE.8.P.7.2</b> <b>HE.8.P.8.2</b>	<p>Identify changes a mother-to-be may experience during pregnancy.</p> <p>Identify stages of embryonic/fetal development from fertilization to birth.</p> <p>Compare vaginal labor and delivery to Caesarean Section.</p> <p>Identify potential dangers to mother/baby during pregnancy/gestation.</p>	<ul style="list-style-type: none"> <li>• Embryo</li> <li>• Fetus</li> <li>• Fertilization</li> <li>• Pregnancy</li> <li>• Gestation</li> <li>• Prenatal Care</li> <li>• Uterus</li> <li>• Cervix</li> <li>• Placenta</li> <li>• Umbilical Cord</li> <li>• Amniotic Sac</li> <li>• Stages of Birth</li> <li>• Caesarian Section</li> <li>• Multiple births - Fraternal vs Identical</li> </ul>	<p>Why is proper prenatal care important for both the mother and baby during pregnancy/gestation?</p>	<p>Write to explain - utilizing writing prompt(s) (Examples could include: A pregnant woman experiences many physical and emotional changes. Use reliable sources to learn more about these changes. Make a list of some of the physical and emotional changes that occur during pregnancy.)</p> <p><b>OR</b></p> <p>Small group activity: (Examples could include: Brainstorm ways a mother-to-be can promote the health of herself and her baby during pregnancy. Compile</p>

						a list with reasons why.)
<b>Module #3</b>						
<b>Performance Task</b>						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
<b>Abstinence &amp; Teen Pregnancy Prevention</b>	4 Day	<b>HE.8.C.1.2</b> <b>HE.8.C.1.4</b> <b>HE.8.C.1.6</b> <b>HE.8.C.1.8</b> <b>HE.8.C.2.1</b> <b>HE.8.C.2.2</b> <b>HE.8.C.2.7</b> <b>HE.8.C.2.8</b> <b>HE.8.C.2.9</b> <b>HE.8.B.3.1</b> <b>HE.8.B.3.2</b> <b>HE.8.B.4.1</b> <b>HE.8.B.5.1</b> <b>HE.8.B.5.2</b> <b>HE.8.B.5.3</b> <b>HE.8.B.5.4</b> <b>HE.8.B.5.5</b> <b>HE.8.P.6.2</b> <b>HE.8.P.7.1</b> <b>HE.8.P.7.2</b> <b>HE.8.P.8.1</b> <b>HE.8.P.8.2</b>	Identify physical, mental/emotional, social, financial and legal differences between teen and adult parents.  Examine influences on sexual behavior.  Identify the benefits of sexual abstinence.  Compare effectiveness of sexual abstinence to common forms of contraception.	<ul style="list-style-type: none"> <li>• Abstinence</li> <li>• Contraception</li> <li>• Refusal skills</li> </ul>	In what ways would the dangers associated with sexual activity influence your decision to remain abstinent?	Write to explain - utilizing writing prompt(s) (Examples could include: Think about your future goals. How would those goals be affected if you became a teen parent?)  <b>OR</b>  Small group activity: (Examples could include: Brainstorm factors that could influence whether a person is ready to become a parent. Compile a list with reasons why.)  <b>OR</b>  Brainstorm a list of potential dangers

							associated with sexual activity among teens. Compile a list with reasons why.)
<b>Unit Four</b>							
<b>*This Unit is eligible for the “Opt-Out” Waiver</b>							
<b>Concept: Communicable Diseases</b>							
<b>Module #1</b>							
<b>Performance Task</b>							
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment	
<b>Germ, Disease &amp; Defense Against Infection</b>	2 Day	<b>HE.8.C.1.6</b> <b>HE.8.C.1.8</b> <b>HE.8.C.2.4</b>	Identify types of pathogens and how they are spread.  Examine the function of the immune system.	<ul style="list-style-type: none"> <li>• Pathogen</li> <li>• Bacteria</li> <li>• Virus</li> <li>• Antibiotics</li> <li>• Barriers</li> <li>• Immunity</li> <li>• Resistance</li> <li>• Antigen</li> <li>• Antibody</li> <li>• Vaccine</li> </ul>	How does the immune system protect your body against disease?	Write to explain - utilizing writing prompt(s) (Examples could include: Why should patients not expect to always receive antibiotics when they are infected with a pathogen? Provide support for your answer.)  <b>OR</b>  Small group activity: (Examples could include: Brainstorm a list of possible causes of antibiotic resistance. Compile	

						a list of reasons why this is important.)
<b>Module #2</b>						
<b>Performance Task</b>						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
<b>Preventing the Spread of Disease</b>	2 Day	<b>HE.8.C.1.4</b> <b>HE.8.C.1.6</b> <b>HE.8.C.1.8</b> <b>HE.8.C.2.4</b> <b>HE.8.B.6.1</b> <b>HE.8.B.6.3</b> <b>HE.8.P.7.1</b> <b>HE.8.P.7.2</b> <b>HE.8.P.8.2</b>	Identify ways to protect yourself and others from pathogens.  Examine how vaccines protect the body from disease.  Illustrate the purpose of universal precautions.	<ul style="list-style-type: none"> <li>• Pathogens</li> <li>• Hygiene</li> <li>• Universal precautions</li> <li>• Vaccines</li> <li>• Abstinence</li> </ul>	How can hand washing help keep a community free from communicable diseases?	Write to explain - utilizing writing prompt(s) (Examples could include: How do vaccines help protect the health of a community?  <b>OR</b>  Small group activity: (Examples could include: Create a brochure that explains to students how they can help keep themselves and others safe from the spread of pathogens. List at least five things students can do to keep themselves safe and five things students can do to keep others safe from the

						spread of pathogens.)
<b>Module #3</b>						
<b>Performance Task</b>						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
<b>STDs &amp; HIV/AIDS</b>	4 Days	<b>HE.8.C.1.4</b> <b>HE.8.C.1.6</b> <b>HE.8.C.1.8</b> <b>HE.8.C.2.1</b> <b>HE.8.C.2.2</b> <b>HE.8.C.2.8</b> <b>HE.8.C.2.9</b> <b>HE.8.B.3.1</b> <b>HE.8.B.4.1</b> <b>HE.8.B.4.4</b> <b>HE.8.B.5.1</b> <b>HE.8.B.5.2</b> <b>HE.8.B.5.3</b> <b>HE.8.B.5.4</b> <b>HE.8.B.5.5</b> <b>HE.8.B.6.3</b> <b>HE.8.P.7.1</b> <b>HE.8.P.7.2</b> <b>HE.8.P.8.1</b> <b>HE.8.P.8.2</b>	<p>Identify common STDs and the risks associated with these infections.</p> <p>Examine factors that increase the risk of infection for teens and young adults.</p> <p>Examine how HIV &amp; AIDS affect the body.</p> <p>List ways that someone can protect themselves against infection with and STD.</p> <p>Identify health resources and ways to seek help.</p>	<ul style="list-style-type: none"> <li>• STDs</li> <li>• Bacteria</li> <li>• Virus</li> <li>• Gonorrhea</li> <li>• Chlamydia</li> <li>• Syphilis</li> <li>• Trichomoniasis</li> <li>• Genital Herpes</li> <li>• HPV</li> <li>• HIV</li> <li>• AIDS</li> <li>• Opportunistic Diseases &amp; Infections</li> <li>• Abstinence</li> </ul>	<p>If a teen thinks he or she has an STD, why is it important for them to seek medical help?</p>	<p>Write to explain - utilizing writing prompt(s) (Examples could include: Sexually Transmitted Diseases (STDs) are a major health problem in the United States. Explain why this is especially important for young people in our society?)</p> <p><b>OR</b></p> <p>Small group activity: (Examples could include: Brainstorm reasons why someone would want to limit their exposure to HIV or other STDs. As a group, set a goal to protect yourself</p>

							from these diseases. Develop a plan to help you reach your goal. Be clear and specific about the steps you will take to reach your goal.)
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