Adaptive Health Course Overview

Content Area: **Health**
Course(s):
Time Period:
Length: **Quarter**
Status: **Published**

Cover

Course Overview

COURSE DESCRIPTION: The Adapted Health Course is an ongoing course for grades 6-12 which is designed to teach functional healthy living topics for special needs students. The course will include skills that will assist in making decisions that affects them currently and in the future. The topics may be included in this course/ but are not limited to: Decision making, communication (verbal/non-verbal), body parts, hygiene, puberty, nutrition, good and bad touch, drug and alcohol abuse, relationships, personal space, strangers, safety (911), medicine and health, private vs public (locations and body parts).

Textbooks and Other Resources

COURSE RESOURCES

Webb, DeBruyne; Health Making Life Choices. Glencoe/McGraw-Hill. All rights reserved. Published 2010 U.S.A.
Web MD
ChooseMyPlate.gov
PlannedParenthood.org
CDC.gov
Cancer.gov
Teenhealth.org
Rainn.org
Loveisrespect.org
Google Classroom
Socrative.com
Kahoot.com
Media Center Databases
DVD- National Geographic "In the Womb"
Kingcounty.gov
Friendshipcircle.gov
CIRCLES
Photos of students' environment and familiar people

Standards

HPE.2.1.6	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
HPE.2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal

	hygiene practices.
HPE.2.1.6.A.CS1	Staying healthy is a lifelong process that includes all dimensions of wellness.
HPE.2.1.6.B.1	Determine factors that influence food choices and eating patterns.
HPE.2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
HPE.2.1.6.B.CS1	Eating patterns are influenced by a variety of factors.
HPE.2.1.6.C.CS1	The early detection and treatment of diseases and health conditions impact one's health.
HPE.2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
HPE.2.1.6.D.2	Explain what to do if abuse is suspected or occurs.
HPE.2.1.6.D.4	Assess when to use basic first-aid procedures.
HPE.2.1.6.D.CS1	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
HPE.2.1.6.E.CS1	Social and emotional development impacts all components of wellness.
HPE.2.1.6.E.CS2	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.1.6.E.CS3	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.1.8.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
HPE.2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
HPE.2.1.8.B.4	Analyze the nutritional values of new products and supplements.
HPE.2.1.8.B.CS1	Eating patterns are influenced by a variety of factors.
HPE.2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
HPE.2.1.8.C.CS1	The prevention and control of diseases and health conditions are affected by many factors.
HPE.2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
HPE.2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
HPE.2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.
HPE.2.1.8.D.CS1	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
HPE.2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
HPE.2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
HPE.2.1.8.E.CS1	Social and emotional development impacts all components of wellness.

HPE.2.1.8.E.CS2	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.1.8.E.CS3	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
HPE.2.1.12.C.CS1	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
HPE.2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
HPE.2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
HPE.2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
HPE.2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
HPE.2.1.12.D.CS1	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
HPE.2.1.12.D.CS2	Applying first-aid procedures can minimize injury and save lives.
HPE.2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
HPE.2.1.12.E.CS2	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
HPE.2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
HPE.2.2.6.A.CS1	Effective communication may be a determining factor in the outcome of health- and safety-related situations.
HPE.2.2.6.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.6.B.1	Use effective decision-making strategies.
HPE.2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
HPE.2.2.6.B.3	Determine how conflicting interests may influence one's decisions.
HPE.2.2.6.B.CS1	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
HPE.2.2.6.C.CS2	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.

HPE.2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.
HPE.2.2.6.E.CS2	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
HPE.2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
HPE.2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
HPE.2.2.8.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.8.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
HPE.2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
HPE.2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
HPE.2.2.8.B.CS1	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
HPE.2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
HPE.2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
HPE.2.2.8.C.CS1	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.
HPE.2.2.8.C.CS2	Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.
HPE.2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
HPE.2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
HPE.2.2.8.E.CS1	Potential solutions to health issues are dependent on health literacy and available resources.
HPE.2.2.8.E.CS2	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
HPE.2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.12.A.CS3	Technology increases the capacity of individuals to communicate in multiple and diverse ways.
HPE.2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
HPE.2.2.12.B.CS1	Developing and implementing an effective personal wellness plan contributes to healthy

	decision-making over one's lifetime.
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
HPE.2.2.12.C.CS2	Core ethical values impact behaviors that influence the health and safety of people everywhere.
HPE.2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
HPE.2.2.12.E.CS2	Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.
HPE.2.3.8.A.1	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
HPE.2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.
HPE.2.3.8.A.CS1	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
HPE.2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
HPE.2.3.8.C.CS1	Substance abuse is caused by a variety of factors.
HPE.2.3.12.A.CS1	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
HPE.2.3.12.B.CS1	There are immediate and long-term consequences of risky behavior associated with substance abuse.
HPE.2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
HPE.2.4.6.A.3	Examine the types of relationships adolescents may experience.
HPE.2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
HPE.2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.
HPE.2.4.6.B.1	Compare growth patterns of males and females during adolescence.
HPE.2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
HPE.2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.
HPE.2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
HPE.2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
HPE.2.4.8.A.CS1	The values acquired from family, culture, personal experiences, and friends impact all types of relationships.
HPE.2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
HPE.2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
HPE.2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

HPE.2.4.8.B.CS1	Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.
HPE.2.4.8.B.CS2	Responsible actions regarding sexual behavior impact the health of oneself and others.
HPE.2.4.8.B.CS3	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.
HPE.2.4.8.B.CS4	Early detection strategies assist in the prevention and treatment of illness or disease.
HPE.2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
HPE.2.4.8.C.CS1	Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.
HPE.2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
HPE.2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
HPE.2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
HPE.2.4.12.A.5	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).
HPE.2.4.12.A.CS1	Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.
HPE.2.4.12.A.CS2	Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.
HPE.2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
HPE.2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.
HPE.2.4.12.B.3	Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
HPE.2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).
HPE.2.4.12.B.CS1	The decision to become sexually active affects one's physical, social, and emotional health.
HPE.2.4.12.B.CS2	Responsible actions regarding sexual behavior impact the health of oneself and others.
HPE.2.4.12.B.CS3	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.
HPE.2.4.12.B.CS4	Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.
HPE.2.4.12.C.3	Evaluate the methods and resources available to confirm pregnancy.
HPE.2.4.12.C.7	Analyze factors that affect the decision to become a parent.
HPE.2.4.12.C.CS1	Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

Scope and Sequence

COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated CPI's to be Achieved	Other Pacing Guide References	Proficiency (Summative/Formative Assessments)
Unit 1: Hygiene, Puberty, Body Parts, Private versus public, Medicine, Health and Safety, Sexuality Essential THEME: The Big Picture: Adolescents need a working knowledge of the reproductive systems, sexuality, hygiene, puberty, and how to take care of their bodies with proper medication and healthy habits. Students also need to know what to do in the case of an emergency. Individuals need an awareness of their own physical bodies and what is appropriate in private versus public. Essential Question: How does your reproductive system work? What happens to my body during puberty? How do I keep my body clean and healthy? How do I know if I am sick? What do I do if I am sick? What do I do if I have an emergency? Which parts of my body are private? Where in my environment is it okay to do various activities? What is sexuality?	HPE.2.1.6 HPE.2.1.6.A.2 HPE.2.1.6.A.3 HPE.2.1.6.A.CS1 HPE.2.1.6.C.CS1 HPE.2.1.6.D.1 HPE.2.1.6.D.4 HPE.2.1.6.E.CS3 HPE.2.2.6.A.2 HPE.2.2.6.A.CS1 HPE.2.2.6.B.3 HPE.2.2.6.B.CS1 HPE.2.2.6.E.2 HPE.2.2.6.E.CS2 HPE.2.4.6.B.1 HPE.2.4.6.B.4 HPE.2.1.8.A.CS1 HPE.2.1.8.C.3 HPE.2.1.8.C.CS1 HPE.2.1.8.D.1 HPE.2.1.8.D.2 HPE.2.1.8.D.4 HPE.2.1.8.D.CS1 HPE.2.1.8.E.4 HPE.2.1.8.E.CS1 HPE.2.1.8.E.CS3	15 days or more as needed	Structured observations of targeted skill. Demonstration Oral Assessment Modify as needed

	HPE.2.2.8.B.3		
	HPE.2.2.8.B.CS1		
	HPE.2.2.8.E.2		
	HPE.2.2.8.E.CS1		
	HPE.2.2.8.E.CS2		
	HPE.2.3.8.A.1		
	HPE.2.4.8.B.1		
	HPE.2.4.8.B.2		
	HPE.2.4.8.B.5		
	HPE.2.4.8.B.CS1		
	HPE.2.4.8.B.CS2		
	HPE.2.4.8.B.CS3		
	HPE.2.4.8.B.CS4		
	HPE.2.4.8.C.1		
	HPE.2.4.8.C.CS1		
	HPE.2.1.12.A.1		
	HPE.2.1.12.A.2		
	HPE.2.1.12.A.CS1		
	HPE.2.1.12.C.1		
	HPE.2.1.12.C.CS1		
	HPE.2.1.12.D.1		
	HPE.2.1.12.D.6		
	HPE.2.1.12.D.CS1		
	HPE.2.1.12.D.CS2		
	HPE.2.1.12.E.4		
	HPE.2.1.12.E.CS2		
	HPE.2.2.12.A.2		
	HPE.2.2.12.A.CS1		
	HPE.2.2.12.B.CS1		
	HPE.2.2.12.C.1		

	HPE.2.2.12.E.1		
	HPE.2.2.12.E.CS2		
	HPE.2.3.12.A.CS1		
	HPE.2.4.12.B.1		
	HPE.2.4.12.B.2		
	HPE.2.4.12.B.3		
	HPE.2.4.12.B.5		
	HPE.2.4.12.B.CS1		
	HPE.2.4.12.B.CS2		
	HPE.2.4.12.B.CS3		
	HPE.2.4.12.B.CS4		
	HPE.2.4.12.C.3		
	HPE.2.4.12.C.7		
	HPE.2.4.12.C.CS1		
Unit II: Decision making, Communication, Good touch/bad touch, Personal space Essential THEME: The Big Picture: Adolescents need to understand how decision making will impact their everyday lives. Individuals need an awareness of how to effectively communicate needs and wants with others. Students also need to have an understanding of where and when it is appropriate for others to touch him or her and where and when it is appropriate to touch others. Essential Question: How and when do I say no? Where and when can others touch me? Where and when can I touch others? What situations are safe versus unsafe? Who can I contact if I am in trouble?	HPE.2.1.6 HPE.2.1.6.A.CS1 HPE.2.1.6.D.2 HPE.2.1.6.E.CS1 HPE.2.2.6.A.1 HPE.2.2.6.A.2 HPE.2.2.6.A.CS1 HPE.2.2.6.B.1 HPE.2.2.6.B.2 HPE.2.2.6.B.3 HPE.2.2.6.B.CS1 HPE.2.2.6.C.CS2 HPE.2.2.6.E.2 HPE.2.1.8.D.2 HPE.2.1.8.D.CS1 HPE.2.1.8.E.2 HPE.2.2.8.A.1	10 days or more as needed	Structured observations of targeted skill. Demonstration Oral Assessment Modify as needed

	HPE.2.2.8.A.2		
	HPE.2.2.8.A.CS2		
	HPE.2.2.8.B.1		
	HPE.2.2.8.B.2		
	HPE.2.2.8.E.2		
	HPE.2.1.12.A.1		
	HPE.2.1.12.D.2		
	HPE.2.1.12.D.CS1		
	HPE.2.2.12.A.1		
	HPE.2.2.12.A.2		
	HPE.2.2.12.A.CS1		
	HPE.2.2.12.A.CS2		
	HPE.2.2.12.B.1		
	HPE.2.2.12.C.1		
	HPE.2.3.12.B.CS1		
	HPE.2.4.12.A.5		
	HPE.2.4.12.A.CS1		
	HPE.2.4.12.B.CS1		
	HPE.2.4.12.B.CS2		
	HPE.2.4.12.B.CS3		
	HPE.2.4.12.C.7		
	HPE.2.4.12.C.CS1		

Unit III: Relationships, Strangers, Social Media Essential THEME: The Big Picture: Adolescents needs to understand the various types of relationships and the appropriate boundaries for each relationship. Individuals need an awareness of how social media can impact real life for themselves and others. Essential Question: What are the different types of relationships I may see in my life? How do I interact with people who I have different relationships with? How can I be safe on social media?	HPE.2.1.6.A.CS1 HPE.2.1.6.D.2 HPE.2.1.6.E.CS1 HPE.2.1.6.E.CS2 HPE.2.2.6.A.1 HPE.2.2.6.A.2 HPE.2.2.6.A.CS1 HPE.2.2.6.A.CS2 HPE.2.2.6.B.2 HPE.2.2.6.B.3 HPE.2.2.6.B.CS1 HPE.2.2.6.C.CS2 HPE.2.2.6.E.2 HPE.2.4.6.A.2 HPE.2.4.6.A.3 HPE.2.4.6.A.4 HPE.2.4.6.A.5 HPE.2.1.8.D.2 HPE.2.1.8.E.2 HPE.2.1.8.E.CS2 HPE.2.2.8.A.1 HPE.2.2.8.A.2 HPE.2.2.8.A.CS1 HPE.2.2.8.A.CS2 HPE.2.2.8.C.1 HPE.2.2.8.C.3 HPE.2.2.8.C.CS1 HPE.2.2.8.C.CS2 HPE.2.2.8.E.1 HPE.2.2.8.E.2	10 days or more as needed	Structured observations of targeted skill. Demonstration Oral Assessment Modify as needed

	HPE.2.2.8.E.CS2		
	HPE.2.4.8.A.4		
	HPE.2.4.8.A.5		
	HPE.2.4.8.A.CS1		
	HPE.2.4.8.A.6		
	HPE.2.4.8.B.2		
	HPE.2.4.8.B.5		
	HPE.2.4.8.B.CS3		
	HPE.2.1.12.A.1		
	HPE.2.1.12.C.CS1		
	HPE.2.1.12.D.2		
	HPE.2.2.12.A.1		
	HPE.2.2.12.A.2		
	HPE.2.2.12.A.CS2		
	HPE.2.2.12.A.CS3		
	HPE.2.2.12.C.1		
	HPE.2.2.12.C.2		
	HPE.2.2.12.C.CS2		
	HPE.2.4.12.A.1		
	HPE.2.4.12.A.3		
	HPE.2.4.12.A.5		
	HPE.2.4.12.A.4		
	HPE.2.4.12.A.CS1		
	HPE.2.4.12.A.CS2		
	HPE.2.4.12.B.2		
	HPE.2.4.12.B.CS1		
	HPE.2.4.12.B.CS2		
	HPE.2.4.12.B.CS3		

Unit 4: Nutrition, Drug and Alcohol Abuse	HPE.2.1.6		
	HPE.2.1.6.A.2	10 days or more or needed	Structured observations of targeted skill.
Essential THEME: The Big Picture: Adolescents need to understand the difference between healthy & unhealthy food choices. Individuals need an awareness of how drugs and alcohol can impact their lives.	HPE.2.1.6.A.3		
	HPE.2.1.6.A.CS1		Demonstration
	HPE.2.1.6.B.1		Oral Assessment
	HPE.2.1.6.B.2		Modify as needed
Essential Question: What are healthy and unhealthy foods and when should I eat them? How can I categorize my food (i.e. fruits, vegetables etc.)? What is a drug? What drugs can I take and what drugs are dangerous? What is the difference between use, misuse and abuse? How do I say "no" to illegal substances?	HPE.2.1.6.B.CS1		
	HPE.2.1.6.E.CS1		
	HPE.2.2.6.B.2		
	HPE.2.2.6.B.3		
	HPE.2.2.6.B.CS1		
	HPE.2.1.8.A.CS1		
	HPE.2.1.8.B.1		
	HPE.2.1.8.B.2		
	HPE.2.1.8.B.4		
	HPE.2.1.8.B.CS1		
	HPE.2.1.8.D.CS1		
	HPE.2.2.8.A.1		
	HPE.2.2.8.A.2		
	HPE.2.2.8.B.CS1		
	HPE.2.2.8.C.CS2		
	HPE.2.2.8.E.1		
	HPE.2.2.8.E.CS1		
	HPE.2.2.8.E.CS2		
	HPE.2.3.8.A.1		
	HPE.2.3.8.B.1		
	HPE.2.3.8.A.CS1		
	HPE.2.3.8.A.2		
	HPE.2.3.8.B.1		
	HPE.2.3.8.C.CS1	10 days or more or needed	

	HPE.2.4.8.B.1		
	HPE.2.1.12.A.1		
	HPE.2.1.12.A.2		
	HPE.2.1.12.A.CS1		
	HPE.2.1.12.B.1		
	HPE.2.1.12.C.CS1		
	HPE.2.1.12.D.3		
	HPE.2.2.12.B.CS1		
	HPE.2.2.12.E.1		
	HPE.2.2.12.E.CS2		
	HPE.2.3.12.A.CS1		
	HPE.2.3.12.B.CS1		

Grading and Evaluation Guidelines

GRADING PROCEDURES

In terms of proficiency level the grades equate to:

P Pass Advanced Proficient - Minimally Proficient
F Fail Partially Proficient

Grading Procedures – Adaptive Health Education

The final quarter course proficiency grade will be based on structured observation of targeted skills, demonstration, and oral assessment. Assessments can be modified as needed.

#xxxx - Adaptive Health

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
####	###	X	6-12	#.##	###	R	##/##/##

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJSLC Standard		NJSLC Standard		NJSLS Standard	
1. Visual and Performing Arts		5. Science	S	9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education	P	6. Social Studies	S		
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics		8. Technology Literacy	S		

In this course students are expected to demonstrate mastery/proficiency of all NJSLS CPI's from 2.1.A through and including 2.4.D. The course also reinforces the learning of other Standards and CPI's already mastered and contributes to the development of mastery of other standards in the areas of Language Arts Literacy, Science, Technology Literacy, Social Studies, and Career Education and Consumer/Family/Life Skills.