

# NEW FLORIDA HEALTH STANDARDS!

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## Overview

The Collier County Public Schools Health Curriculum is a Comprehensive Health Program with an Abstinence-Based Human Sexuality (ABHS) component. The Health Curriculum is taught almost exclusively by science teachers. In a very few cases, principals have set up an occasional class to be taught by certified health teachers to fulfill this requirement. The health curriculum has been allotted ten (10) days/two (2) weeks and is taught to the Next Generation Sunshine State Standards. Please refer to the pacing guides.

The Glencoe Teen Health Series has been adopted by the Collier County School Board as the Primary Instructional Materials for the Health Curriculum. The health curriculum consists of mental, emotional and personal health. ABHS is just one component of the health curriculum. Age and grade level appropriate topics are taught. The health curriculum materials are available for review at each school site.

The District School Board of Collier County has adopted a policy enabling students to study Abstinence and Human Sexuality education as part of the Comprehensive Health program. Any student whose parent makes a written request to the school principal shall be exempt from HIV/AIDS and human sexuality instructional activities. [Health Curriculum Policy for Collier County Public Schools](#)

## Pacing Guides

The pacing guides are broken down into days; however it is up to the individual teacher as to the exact length of time to spend on each topic. This is due to the fact that some of the material may have been taught in a science lesson and will not need as much attention. All of the standards for that grade level curriculum must be taught.

The curriculum for Health is organized in such a way to make teaching run smoothly.

There are various letters and numbers to guide a person through the Next Generation Sunshine State Standards. Each group of letters and/or numbers is separated by a dot or a period (.).

The letters **HE** represents Health. The number directly following HE will be a 6, 7, or 8. When directly following the HE, 6 represents grade 6, 7 represents grade 7 and 8 represents grade 8.

For each grade level, three main areas are addressed. These three areas are called “Health Literacy” but are also known as the “Big Idea” or “Body of Knowledge”. These three “Big Ideas” or the “Body of Knowledge” are labeled Concepts, Responsible Behavior and Promotion. The letter **C** represents Concepts. The letter **B** represents Responsible Behavior. The letter **P** represents Promotion

The numbers next to the letters represent the standard for that particular “Big Idea” or “Body of Knowledge”.

The number 1 directly after C, B or P represents “Standard 1”.

For example, Standard 1 for Concepts is: **Comprehend concepts related to health promotion and disease prevention to enhance health.**

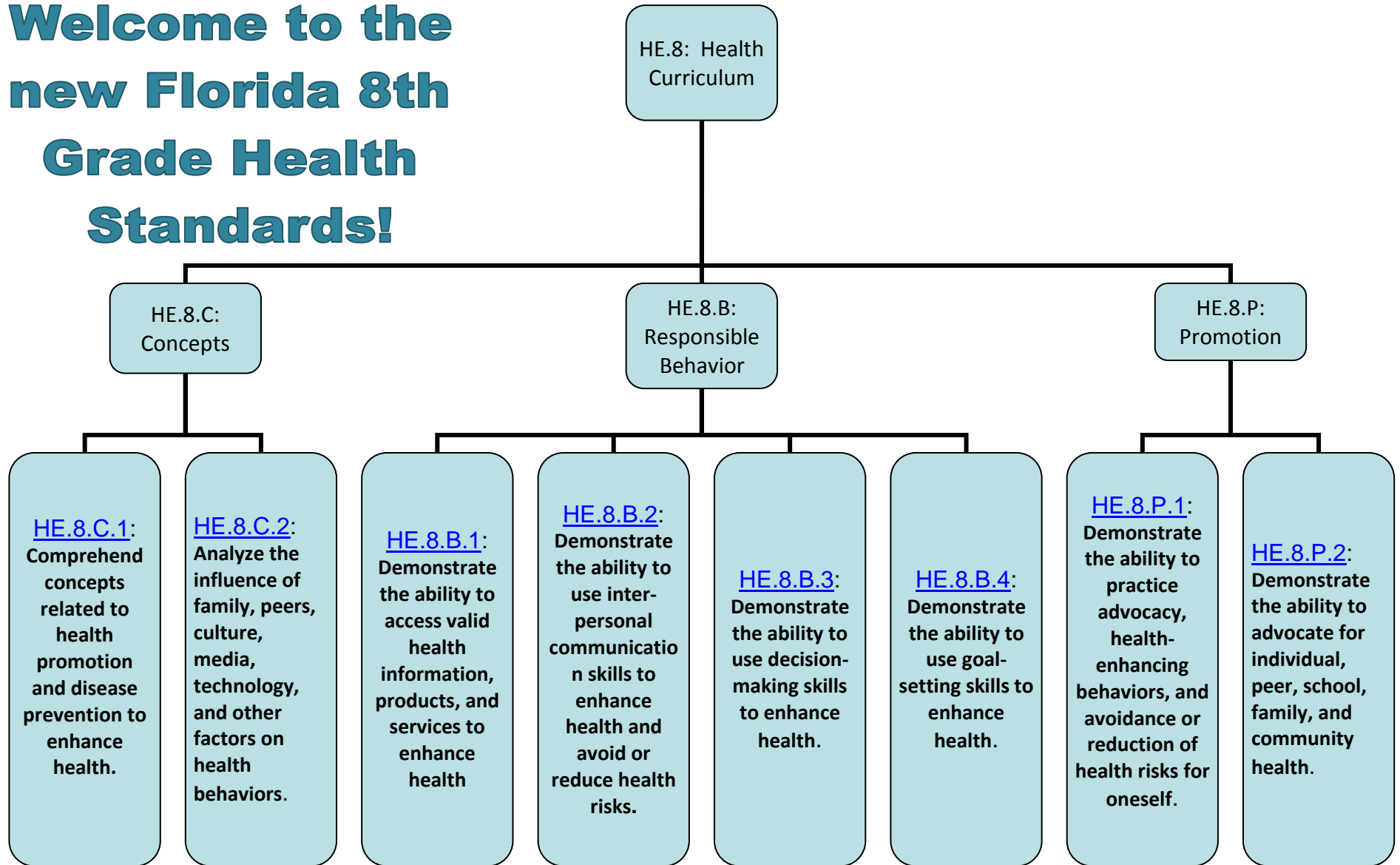
The next number after this Standard represents the course description for that particular standard. The entire group of numbers together is the benchmark code number.

At the end of each grade level’s pacing guide will be the benchmark code numbers for that grade level and the course description next to the code number.

All together, these numbers and course descriptions are the Next Generation Sunshine State Standards for that particular course and level.

Resources are included in the pacing guide, with some being online.

# Welcome to the new Florida 8th Grade Health Standards!



Day 1 & 2 scripted curriculum, log onto [ANGEL](#) and follow the bread crumbs as seen below.

The screenshot shows a Microsoft Internet Explorer browser window displaying the ANGEL LMS interface. The browser's address bar shows the URL: <http://angel.collierschools.com/section/default.asp?id=GROUP%2D081219%2D102329%2DLEH>. The page title is "Health and Physical Education - Microsoft Internet Explorer provided by Network Technology - CCPS".

The main content area features a navigation menu with tabs: "Group", "Calendar", "Content", "Resources", "Communicate", and "Report". Below this is a breadcrumb trail: "Home > Group > Content > HEALTH EDUCATION > Middle School > ABHS > 8th Grade".

On the left side, there is a "What's New" section with a "last logon" dropdown and a calendar icon, displaying "No items found." Below this is a vertical sidebar with icons for Home, Help, Power, Mail, and Profile. At the bottom left, there are icons for "508" and "PDA".

The main content area displays a folder icon labeled "8th Grade" and a document icon labeled "8th Grade ABHS Curriculum". To the right of the document icon are links for "My Notes", "Previous", and "Next".

At the bottom of the browser window, the taskbar shows the Start button, several application icons, and the current window titles: "Middle\_School\_Health\_C..." and "Health and Physical E...". The system tray on the right shows the Internet icon, a 100% zoom level, and the time "1:53 PM".

Two red arrows are overlaid on the image: one pointing vertically down from the top left, and another pointing horizontally from the left towards the breadcrumb trail.

Number of weeks (days)	Standard(s) & Benchmarks	Key Concepts	Instructional Resources
<b>10 Days of Curriculum</b>  Day 3 & 4	<p><b>Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.</b></p> <p>HE.8.C.; 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8</p> <p><b>Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b></p> <p>HE.8.C.; 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9</p>	<p><b><u>Health Literacy: Concepts</u></b></p> <ul style="list-style-type: none"> <li>• Relationship between healthy behaviors and personal health</li> <li>• The interrelationship between healthy behaviors and the health dimensions</li> <li>• How personal health is affected by: environmental factors, heredity and family history, and appropriate health care.</li> <li>• Strategies to reduce and prevent health problems</li> <li>• Consequences of risky behaviors</li> <li>• How major chronic diseases impact the human body systems</li> </ul> <ul style="list-style-type: none"> <li>• Influence of family, peers, school, community, and culture on adolescent health behavior</li> <li>• Influence of technology and media on health behavior</li> <li>• Influence of norms on healthy vs. unhealthy behaviors</li> </ul>	<p>Glencoe Teen Health 3 Copyright 2007 Adopted 2007 <a href="#">Glencoe Teen Health 3 Online</a> <a href="#">Building Health Skills Link</a> <a href="#">Discovery Education</a></p> <p><b><u>Teen Health 3</u></b></p> <ul style="list-style-type: none"> <li>• Healthy Skills Activity p. 11</li> <li>• Positive Lifestyle Factors p. 14</li> <li>• Healthy Behaviors Checklist p. 42</li> <li>• Types of Family p. 135-136</li> <li>• Health Skills Activity p. 207</li> <li>• Body Image and Healthy Weight p.260-265</li> <li>• Healthy Skills Activity p. 262</li> <li>• Home, School, and Community Involvement Ancillary Booklet p.1-16</li> </ul> <p><b><u>Building Health Skills</u></b> – Practicing Healthful Behaviors <b><u>Discovery Education</u></b> – <a href="#">Taking Risks</a> (1:03)</p> <p><b><u>Teen Health 3</u></b></p> <ul style="list-style-type: none"> <li>• Media Watch Activity: p.113</li> <li>• Building Health Skills p. 18-19</li> </ul> <p><b><u>Building Health Skills</u></b> – Analyzing Influences <b><u>Navigators</u></b> - Ch 2 p. 16-26 <b><u>Discovery Education</u></b> – <a href="#">Straight Talk: About Sex, Gender, and the Media</a> (18:58)</p>

Number of weeks (days)	Standard(s) & Benchmarks	Key Concepts	Instructional Resources
<b>10 Days of Curriculum</b>  <b>Day 5 &amp; 6</b>	<p><b>Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.</b></p> <p><b>HE.8.B.; 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7</b></p> <p><b>Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health.</b></p> <p><b>HE.8.B.; 2.1, 2.2, 2.3, 2.4</b></p>	<p><b><u>Health Literacy: Responsible Behavior</u></b></p> <ul style="list-style-type: none"> <li>• Analyze valid health information, products and services from home, school, and community.</li> <li>• Collect health information from various technologies in order to compare costs, accessibility, validity and/or reliability of products and services.</li>   <li>• Interpersonal communication skills including refusal, negotiation, and collaboration to enhance health.</li> <li>• Explain conflict causes among youth in schools and communities.</li> <li>• Ask for and offer assistance in health issues for self and others.</li> </ul>	<p><b><u>Teen Health 3</u></b></p> <ul style="list-style-type: none"> <li>• Consumer Choices Ch15 L2-L5 p.379-395</li> <li>• Building Health Skills p. 396-397</li> <li>• Home, School, and Community Involvement Ancillary Booklet p. 67-74</li> </ul> <p><b><u>Building Health Skills</u></b> - Accessing Information  <b><u>Discovery Education</u></b> – <a href="#">Finding the Right Information</a> (16:17)</p> <p><b><u>Teen Health 3</u></b></p> <ul style="list-style-type: none"> <li>• Communication Skills – Ch2 L3 p. 38-43, Ch5 L2-L3 p. 108-117</li> <li>• Conflict Resolution - Ch7 L1-L3 p. 154-173</li> <li>• Violence – Ch8 L1 – L3 p. 176-187</li> <li>• Abuse – Ch8 L4 &amp; L5 p. 188-195</li> <li>• Building Health Skills p. 196-197</li> </ul> <p><b><u>Building Health Skills</u></b> - Communication Skills  <b><u>Navigator</u></b> - Chapter 7 p. 68-72  <b><u>Discovery Education</u></b> –  <a href="#">Sexual Pressures: Sexual Danger</a> (24:49)  <a href="#">Abuse in Relationships: What to Be Aware Of</a> (22:56)  <a href="#">Teens Stopping Rape</a> (25:00)  <a href="#">Dating Violence PowerPoint</a> by Nancy Tarrete  <a href="#">Bullying PowerPoint</a> by Nancy Tarrete  <i>For the two above PowerPoint's, please see " Dating Violence Information" folder located in Angel</i>  <i>If you would like a presentation by Nancy Tarrete on Dating Violence, please contact her at <a href="mailto:Tarretna@collier.k12.fl.us">Tarretna@collier.k12.fl.us</a></i></p>



Number of weeks (days)	Standard(s) & Benchmarks	Key Concepts	Instructional Resources
<b>10 Days of Curriculum</b>  <b>Day 10</b>	<p><b>Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</b></p> <p><b>HE.8.P.; 1.1, 1.2, 1.3</b></p> <p><b>Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.</b></p> <p><b>HE.8.P.; 2.1, 2.2, 2.3, 2.4</b></p>	<p style="color: red;"><b><u>Health Literacy: Promotion</u></b></p> <ul style="list-style-type: none"> <li>• Importance of assuming responsibility for personal health behaviors.</li> <li>• Create healthy habits to maintain or improve personal health</li> <li>• Suggest behaviors that avoid or reduce health risks.</li> </ul> <ul style="list-style-type: none"> <li>• Defend and promote a health enhancing position on a topic with up-to-date information</li> <li>• Empower a team of supporters to propose positive health choices for different school members.</li> <li>• Recommend ways to communicate health messages to various community groups.</li> </ul>	<p><b><u>Teen Health 3</u></b></p> <ul style="list-style-type: none"> <li>• Stress Management Definition p. 43</li> <li>• Health Skills Activity p. 66</li> <li>• Managing Stress Ch3 L3 p. 63-71</li> <li>• Building Health Skills p. 72-74</li> </ul> <p><b><u>Building Health Skills</u></b> – Stress Management  <b><u>Navigator</u></b> - Chapter 8 p.76-83  <b><u>Discovery Education</u></b> –  <a href="#">Reality Matters: Stress and Anxiety</a> (30:00)</p> <p><b><u>Teen Health 3</u></b></p> <ul style="list-style-type: none"> <li>• Advocacy Definition p. 43</li> </ul> <p><b><u>Building Health Skills</u></b> – Advocacy  <b><u>Discovery Education</u></b>-  <a href="#">Peer Pressure: Are Your Friends Controlling Your Life?</a> (22:58)  <a href="#">Getting in Character: Responsibility</a> (10:25)</p>

## HEALTH LITERACY: Concepts

**Standard1:** Comprehend concepts related to health promotion and disease prevention to enhance health.

BENCHMARK CODE	BENCHMARK
HE.8.C.1.1	Analyze the relationship between healthy behaviors and personal health.
HE.8.C.1.2	Analyze the interrelationship between healthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
HE.8.C.1.3	Predict how environmental factors affect personal health.
HE.8.C.1.4	Explore how heredity and family history can affect personal health.
HE.8.C.1.5	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.6	Analyze how appropriate health care can promote personal health.
HE.8.C.1.7	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.8.C.1.8	Identify major chronic diseases that impact human body systems.

**Standard2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

BENCHMARK CODE	BENCHMARK
HE.8.C.2.1	Assess the role of family health beliefs on the health of adolescents.
HE.8.C.2.2	Assess how the health beliefs of peers may influence adolescent health.
HE.8.C.2.3	Analyze how the school and community may influence adolescent health.
HE.8.C.2.4	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.C.2.5	Research marketing strategies behind health-related media messages.
HE.8.C.2.6	Analyze the influence of technology on personal and family health.
HE.8.C.2.7	Describe the consequences of following the influences of family, peers, and culture related to adolescent health behaviors.
HE.8.C.2.8	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.C.2.9	Describe the influence of culture on health beliefs, practices, and behaviors.

## HEALTH LITERACY: Responsible Behavior

**Standard1:** Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK
HE.8.B.1.1	Evaluate the validity of health information, products, and services.
HE.8.B.1.2	Analyze valid health information from home, school, and community.
HE.8.B.1.3	Analyze the accessibility of products and services that enhance health.
HE.8.B.1.4	Determine situations when specific professional health services or providers may be required.
HE.8.B.1.5	Compare valid and reliable health products and services.
HE.8.B.1.6	Compare the cost of health products and services in order to assess value.
HE.8.B.1.7	Recommend a variety of technologies to gather health information.

**Standard2:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

BENCHMARK CODE	BENCHMARK
HE.8.B.2.1	Illustrate skills necessary for effective communication with family, peers, and others to enhance health.
HE.8.B.2.2	Illustrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.8.B.2.3	Examine the possible causes of conflict among youth in schools and communities.
HE.8.B.2.4	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.

**Standard3:** Demonstrate the ability to use decision-making skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.8.B.3.1	Determine when health-related situations require the application of a thoughtful prepared plan of action.
HE.8.B.3.2	Explain circumstances that can help or hinder healthy decision-making.
HE.8.B.3.3	Distinguish when individual or collaborative decision-making is appropriate.
HE.8.B.3.4	Categorize healthy and unhealthy alternatives to health-related issues or problems.
HE.8.B.3.5	Compile the potential outcomes of each option when making a health-related decision.
HE.8.B.3.6	Adopt healthy alternatives over unhealthy alternatives when making a decision.
HE.8.B.3.7	Evaluate the outcomes of a health-related decision.

**Standard4:** Demonstrate the ability to use goal-setting skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.8.B.4.1	Assess personal health practices.
HE.8.B.4.2	Design an individual goal to adopt, maintain, or improve a personal health practice.
HE.8.B.4.3	Apply strategies and skills needed to attain a personal health goal.
HE.8.B.4.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

## ***HEALTH LITERACY: Promotion***

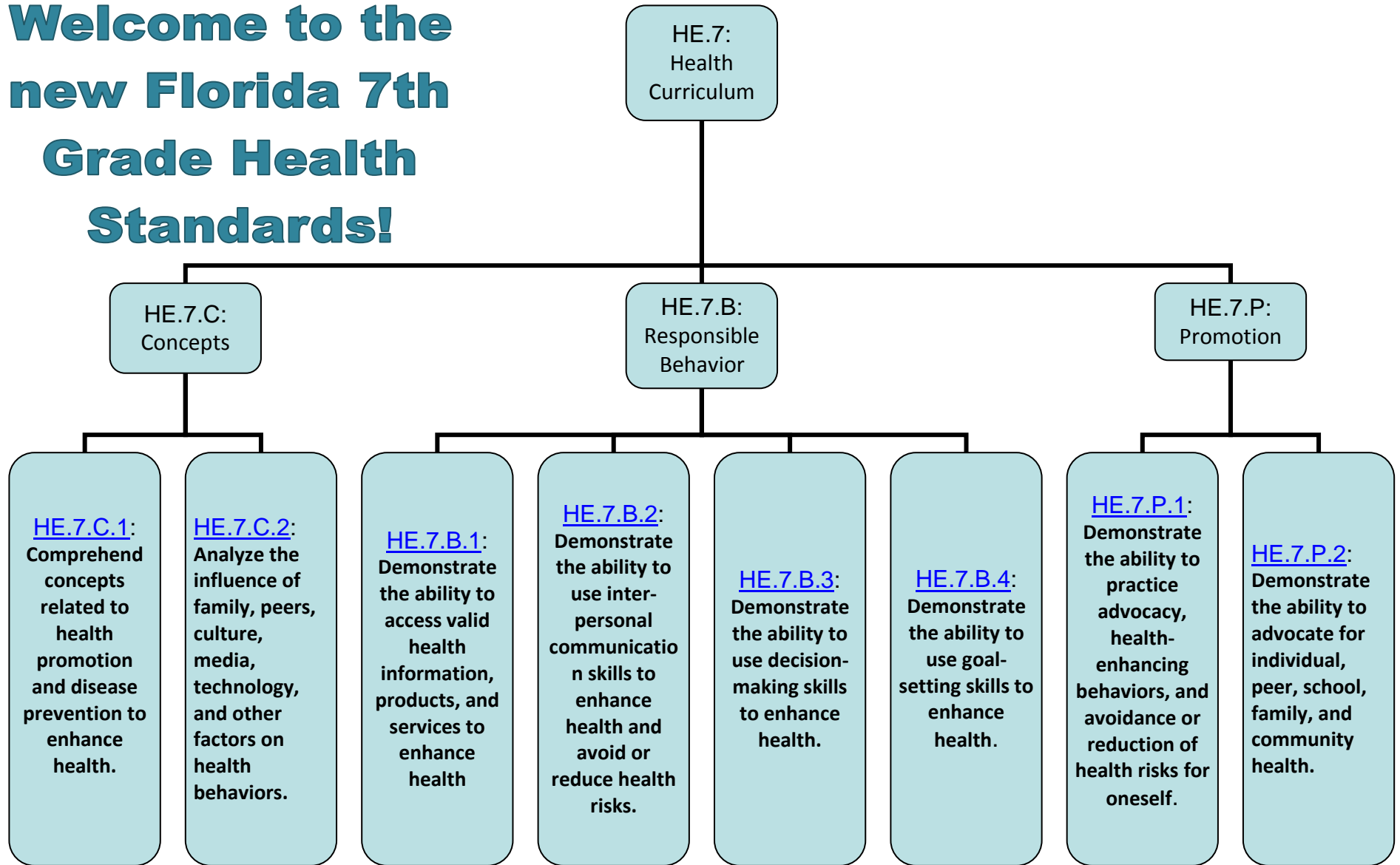
**Standard1:** Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.8.P.1.1	Assess the importance of assuming responsibility for personal health behaviors, including sexual behavior.
HE.8.P.1.2	Generate healthy practices and behaviors that will maintain or improve personal health.
HE.8.P.1.3	Propose a variety of behaviors that avoid or reduce health risks.

**Standard2:** Demonstrate the ability to advocate for individual, peer, school, family, and community health.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.8.P.2.1	Justify a health-enhancing position on a topic and support it with accurate information.
HE.8.P.2.2	Promote positive health choices with the influence and support of others.
HE.8.P.2.3	Work cooperatively to advocate for healthy individuals, peers, families, and schools.
HE.8.P.2.4	Evaluate ways health messages and communication techniques can be targeted for different audiences.

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Day 1 & 2 scripted curriculum, log onto [ANGEL](#) and follow the bread crumbs as seen below.

The screenshot shows a Microsoft Internet Explorer browser window displaying the ANGEL LMS interface for Health and Physical Education. The browser title is "Health and Physical Education - Microsoft Internet Explorer provided by Network Technology - CCPS". The address bar shows the URL: <http://angel.collierschools.com/section/default.asp?id=GROUP%2D081219%2D102329%2DLEH>. The page features a navigation menu with tabs for Group, Calendar, Content, Resources, Communicate, and Report. The "Content" tab is selected. Below the navigation menu, a breadcrumb trail reads: Home > Group > Content > HEALTH EDUCATION > Middle School > ABHS > 7th Grade. A red arrow points to the "Content" tab, and another red arrow points to the breadcrumb path. The main content area displays a "What's New" section with a "last logon" dropdown and "No items found." Below this, there is a folder icon labeled "7th Grade" and a document icon labeled "7th Grade ABHS Curriculum". The bottom of the browser window shows the Windows taskbar with the Start button, several application icons, and the system tray displaying the time as 2:11 PM.

Number of weeks (days)	Standard(s) & Benchmarks	Key Concepts	Instructional Resources
<b>10 Days of Curriculum</b>  <b>Day 3 &amp; 4</b>	<p><b>**Body systems and diseases integrated within Life Science Curriculum, other topics throughout the year or at 3 week segment designation within Life Science Curriculum Guide)</b></p> <p><b>* These are also covered in the Glencoe Life Science text book, Chapters 17-21. (<a href="#">Body Systems Glencoe Life Science</a>)</b></p> <p><b>Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health</b></p> <p><b>HE.7.C.;</b> <b>1.2, 1.3, 1.5, 1.6, 1.7, 1.8</b></p> <p><b>Standard 2: Analyze the Influence of family, peers, culture, media, technology, on health behaviors</b></p> <p><b>HE.7.C.;</b> <b>2.2, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8</b></p>	<p><b><u>Health Literacy: Concepts</u></b></p> <ul style="list-style-type: none"> <li>● Body systems</li> <li>● Effects of healthy and unhealthy behavior on personal health</li> <li>● Relationship between</li> <li>● Access and availability of valid health information, products, and services</li> <li>● Skills for personal communications</li> <li>● Consequences of unhealthy sexual behavior</li> </ul> <ul style="list-style-type: none"> <li>● Influence of family, peers, culture, on health behavior</li> <li>● Influence of technology and media on health behavior</li> <li>● Influence of school and community on health behavior</li> <li>● How do changes in social norms impact healthy and unhealthy behavior</li> </ul>	<p>Glencoe Teen Health 2 Copyright 2006 Adopted 2007 <a href="#">Glencoe Teen Health 2 Online Building Health Skills Link</a> <a href="#">Discovery Education</a> <b><u>Teen Health 2</u></b></p> <ul style="list-style-type: none"> <li>● *Skeletal and Muscular- Ch3, L2 p.66 Health Inventory p. 59, Health Skills Activity, p. 64, Avoiding Dangerous Substances p. 88 Quick Write p.77, Reading Check p. 79, SPF p. 94, PRICE Procedure p. 95</li> <li>● *Circulatory- Ch3, L3 p. 71, FITT p. 81, Calculate THR p. 82</li> <li>● *Digestion and Excretory- Ch4, L4 p. 122, Nutrition for Good Health p. 102-121, Caring for Your Digestive and Excretory System p. 126, Body Image and Healthy Weight p. 128-138</li> <li>● *Respiratory- Ch8, L2, p. 236, Product Placement p. 246, Personal Finances p. 255</li> <li>● *Nervous- Ch9, L2 p. 272</li> <li>● *Endocrine- Ch12. L2 p.370</li> </ul> <p><b><u>Building Health Skills</u></b> – Practicing Healthful Behaviors <b><u>Game Plan</u></b> – Chapter 2 p. 14-22 <b><u>Discovery Education-</u></b> <a href="#">Sex on the TV (6:13)</a> <a href="#">Reality Shows (3:09)</a> <a href="#">The Real World (4:22)</a></p>

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<b>10 Days of Curriculum</b>  <b>Day 5 &amp; 6</b>	<p><b>Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.</b></p> <p><b>HE.7.B.;</b> <b>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7</b></p> <p><b>Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b></p> <p><b>HE.7.B.;</b> <b>2.1, 2.2, 2.3, 2.4</b></p>	<p style="text-align: center;"><b><u>Health Literacy: Responsible Behavior</u></b></p> <ul style="list-style-type: none"> <li>• Ability to analyze and understand health information, products, and services from different sources</li> <li>• Ability to access information from different sites</li> <li>• Verify accessibility of products and services</li> <li>• Knowledge of professional health services offered</li> <li>• Understanding of the cost of health products and services</li> <li>• Skills for interpersonal communication</li>   <li>• Ability to refuse or negotiate in situations that can enhance health and lessen health risks</li> <li>• Ability to explain causes of conflicts among peers in schools and communities</li> <li>• Ask for assistance in health issues for self and others</li> </ul>	<p><b><u>Teen Health 2</u></b></p> <ul style="list-style-type: none"> <li>• Health information (products, health care choices) - Ch 11, L3 p. 340-346 &amp; L5 p. 352-358</li> <li>• Family Relationships and Peer Pressure - Ch 6, L1-L3 p. 174-185,</li> </ul> <p><b><u>Building Healthy Skills</u></b> – Accessing Information  <b><u>Discovery Education</u></b> –  <a href="#">Inquiring Minds: For the Health of It</a> (15:00)</p> <p><b><u>Teen Health 2</u></b></p> <ul style="list-style-type: none"> <li>• Communication Skills – Ch6 L1 p.174-177</li> <li>• Conflict- Ch 7, L1 &amp; L2 p. 202-210</li> <li>• Teen Dating Violence – Ch 7 L3 p. 211-216</li> <li>• Abuse – Ch 7 L4 p. 217-221</li> <li>• Building Health Skills p. 222-223</li> </ul> <p><b><u>Building Healthy Skills</u></b> – Communication Skills  <b><u>Game Plan</u></b> – Chapter 6 p.50-56  <b><u>Discovery Education</u></b> –  <a href="#">Sexual Pressures: Sexual Danger</a> (24:49)  <a href="#">Abuse in Relationships: What to Be Aware Of</a> (22:56)  <a href="#">Teens Stopping Rape</a> (25:00)  <a href="#">Dating Violence PowerPoint</a> by Nancy Tarrete  <a href="#">Bullying PowerPoint</a> by Nancy Tarrete  <i>For the two above PowerPoint's, please see " Dating Violence Information" folder located in Angel</i>  <i>If you would like a presentation by Nancy Tarrete on Dating Violence, please contact her at <a href="mailto:Tarretna@collier.k12.fl.us">Tarretna@collier.k12.fl.us</a></i></p>



Number of weeks (days)	Standard(s) & Benchmarks	Key Concepts	Instructional Resources
<b>10 Days of Curriculum</b>  <b>Day 10</b>	<p><b>Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</b></p> <p><b>HE.7.P.; 1.1, 1.2, 1.3</b></p> <p><b>Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.</b></p> <p><b>HE.7.P.; 2.1, 2.2, 2.3, 2.4</b></p>	<p style="color: red;"><b><u>Health Literacy: Promotion</u></b></p> <ul style="list-style-type: none"> <li>• Importance of assuming responsibility for personal health behaviors</li> <li>• Understand the practices that improve or maintain personal health</li> <li>• Behaviors that reduce or avoid health risks</li> </ul> <ul style="list-style-type: none"> <li>• Express a position on a health topic and support it with accurate information</li> <li>• Advocate and Promote Healthy Living</li> <li>• Healthy habits</li> </ul>	<p><b><u>Teen Health 2</u></b></p> <ul style="list-style-type: none"> <li>• Personal Health –Ch 3, L1, p. 60-65, Ch 4, L 1, p. 104-110, Ch 5, L1- L2, p. 144-152, Ch11, L1&amp; L2, p. 328-339</li> <li>• Building Health Skills p. 166-168</li> </ul> <p><b><u>Building Health Skills</u></b> – Stress Management  <b><u>Game Plan</u></b> – Chapter 7 p.58-68  <b><u>Discovery Education</u></b> –  <a href="#">Stress and Anxiety</a> (30:00)</p> <p><b><u>Teen Health 2</u></b></p> <ul style="list-style-type: none"> <li>• Health Skills Activity p. 288</li> <li>• Health Skills Activity p. 314</li> <li>• Building Health Skills p. 320-321</li> </ul> <p><b><u>Building Health Skills</u></b> – Advocacy  <b><u>Game Plan</u></b> – Chapter 8 p.70-77  <b><u>Discovery Education</u></b> –  <a href="#">Respect: You’re Right and So Am I</a> (14:00)</p>

## HEALTH LITERACY: Concepts

**Standard 1:** Comprehend concepts related to health promotion and disease prevention to enhance health.

BENCHMARK CODE	BENCHMARK
HE.7.C.1.1	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.
HE.7.C.1.2	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
HE.7.C.1.3	Analyze how environmental factors affect personal health.
HE.7.C.1.4	Describe how heredity can affect personal health.
HE.7.C.1.5	Describe ways to reduce or prevent injuries and adolescent health problems.
HE.7.C.1.6	Explain how appropriate health care can promote personal health.
HE.7.C.1.7	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.7.C.1.8	Classify infectious agents and their modes of transmission to the human body.

**Standard 2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

BENCHMARK CODE	BENCHMARK
HE.7.C.2.1	Examine how family health behaviors influence health of adolescents.
HE.7.C.2.2	Examine how peers may influence the health behaviors of adolescents.
HE.7.C.2.3	Examine how the school and community may influence the health behaviors of adolescents.
HE.7.C.2.4	Explain how school and public health policies can influence health promotion and disease prevention.
HE.7.C.2.5	Analyze how messages from media influence health behaviors.
HE.7.C.2.6	Evaluate the influence of technology in locating valid health information.
HE.7.C.2.7	Evaluate how changes in social norms impact healthy and unhealthy behavior.
HE.7.C.2.8	Determine how cultural changes related to health beliefs and behaviors impact personal health.

## ***HEALTH LITERACY: Responsible Behavior***

**Standard 1:** Demonstrate the ability to access valid health information, products, and services to enhance health.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.7.B.1.1	Analyze the validity of health information, products, and services.
HE.7.B.1.2	Access valid health information from home, school, and community.
HE.7.B.1.3	Determine the accessibility of products and services that enhance health.
HE.7.B.1.4	Differentiate professional health services that may be required.
HE.7.B.1.5	Access valid and reliable health products and services.
HE.7.B.1.6	Compute the cost of health products and services in order to assess value.
HE.7.B.1.7	Access a variety of technologies to gather health information.

**Standard 2:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.7.B.2.1	Use skills for communicating effectively with family, peers, and others to enhance health.
HE.7.B.2.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.
HE.7.B.2.3	Articulate the possible causes of conflict among youth in schools and communities.
HE.7.B.2.4	Demonstrate how to ask for assistance to enhance the health of self and others.

**Standard 3:** Demonstrate the ability to use decision-making skills to enhance health.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.7.B.3.1	Predict when health-related situations require the application of a thoughtful decision-making process.
HE.7.B.3.2	Compare circumstances that can help or hinder healthy decision-making.
HE.7.B.3.3	Determine when individual or collaborative decision-making is appropriate.
HE.7.B.3.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
HE.7.B.3.5	Propose the potential outcome of each option when making a health-related decision.
HE.7.B.3.6	Select healthy alternatives over unhealthy alternatives when making a decision.
HE.7.B.3.7	Critique the potential outcomes of a health-related decision.

**Standard 4:** Demonstrate the ability to use goal-setting skills to enhance health.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.7.B.4.1	Analyze personal beliefs as they relate to health practices.
HE.7.B.4.2	Devise an individual goal to adopt, maintain, or improve a personal health practice.
HE.7.B.4.3	Explain strategies and skills needed to attain/maintain a personal health goal.
HE.7.B.4.4	Assess progress toward attaining a personal health goal.

## ***HEALTH LITERACY: Promotion***

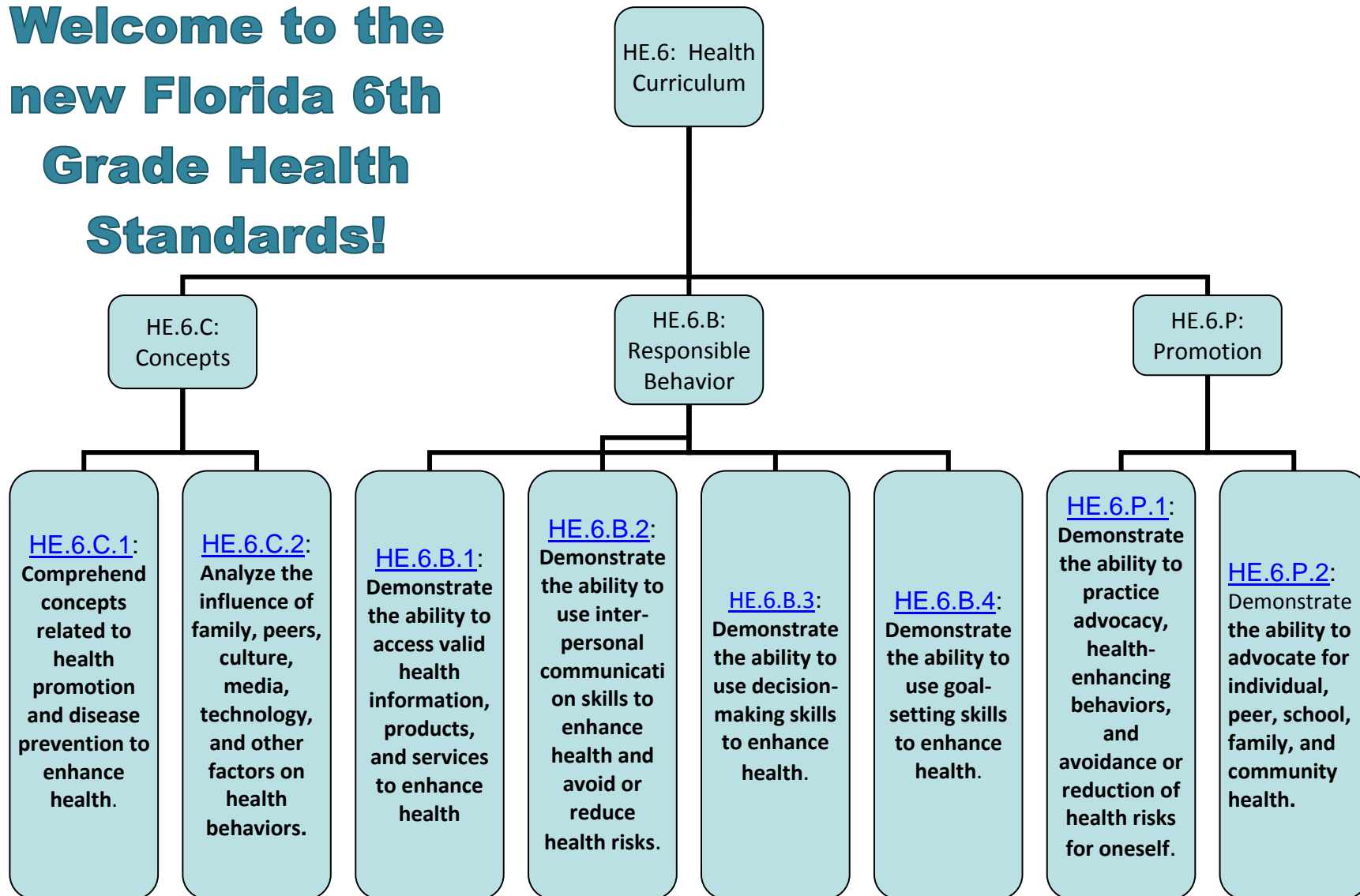
**Standard 1:** Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.7.P.1.1	Examine the importance of assuming responsibility for personal health behaviors.
HE.7.P.1.2	Analyze healthy practices and behaviors that will maintain or improve personal health.
HE.7.P.1.3	Differentiate a variety of behaviors that avoid or reduce health risks.

**Standard 2:** Demonstrate the ability to advocate for individual, peer, school, family, and community health.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
HE.7.P.2.1	Articulate a position on a topic and support it with accurate health information.
HE.7.P.2.2	Utilize others' influence and support to promote positive health choices.
HE.7.P.2.3	Work cooperatively to advocate for healthy individuals, peers, and families.
HE.7.P.2.4	Analyze ways health messages and communication techniques can be targeted for different audiences.

# Welcome to the new Florida 6th Grade Health Standards!



Day 1 & 2 scripted curriculum, log onto [ANGEL](#) and follow the bread crumbs as seen below.

The screenshot shows a Microsoft Internet Explorer browser window displaying the ANGEL LMS interface. The browser title is "Health and Physical Education - Microsoft Internet Explorer provided by Network Technology - CCP5". The address bar shows the URL: <http://angel.collierschools.com/section/default.asp?id=GROUP%2D081219%2D102329%2DLEH>. The page title is "Health and Physical Education". The navigation menu includes "Group", "Calendar", "Content", "Resources", "Communicate", and "Report". The breadcrumb trail is: Home > Group > Content > HEALTH EDUCATION > Middle School > ABHS > 6th Grade. The "Content" tab is selected. The main content area shows a folder icon labeled "6th Grade" and a document icon labeled "6th Grade ABHS Curriculum". The left sidebar contains a "What's New" section with a "last logon" dropdown and "No items found." text. The bottom of the browser window shows the Windows taskbar with the Start button, several application icons, and the system tray showing the time as 2:23 PM.

Pacing guide for grade 6 is as follows.

Number of weeks (days)	Standard(s) & Benchmarks	Key Concepts	Instructional Resources
<b>10 Days of Curriculum</b>  <b>Day 3 &amp; 4</b>	<p><b>Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.</b></p> <p><b>HE.6.C.;</b> <b>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8</b></p> <p><b>Standard 2: Analyze the Influence of family, peers, culture, media, technology, on health behaviors</b></p> <p><b>HE.6.C;</b> <b>2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10</b></p>	<p><b><u>Health Literacy: Concepts</u></b></p> <p>What affects Health Promotion?</p> <ul style="list-style-type: none"> <li>• Healthy and unhealthy behavior</li> <li>• Mental/emotional/social health</li> <li>• Environmental factors</li> <li>• Heredity impact on personal health and body systems.</li> </ul> <p>.</p> <ul style="list-style-type: none"> <li>• How do the following factors influence adolescent health: family, peers, media technology, and health information given to students.</li> <li>• School and health policies that relate to health and prevention of diseases.</li> <li>• Short and long term consequences of risky behavior</li> <li>• Impact of social norms, personal values, beliefs and cultural changes</li> </ul>	<p>Glencoe Health Copyright 2009 Adopted 2007 <a href="#">Glencoe Teen Health 1 Online</a> <a href="#">Building Health Skills Link</a> <a href="#">Discovery Education</a> <b><u>Teen Health 1</u></b></p> <ul style="list-style-type: none"> <li>• Total Health – Ch 1, L1, p. 4-7</li> <li>• Interactive Chalkboard – Power Point</li> <li>• Hands-On Health p. 26</li> <li>• Wellness – Ch2 L1-L3 p. 32-44</li> </ul> <p><b><u>Building Health Skills</u></b> – Practicing Healthful Behaviors <b><u>Quest</u></b> – Ch4 p. 36-40 <b><u>Discovery Education</u></b> – <a href="#">Live Right, Grow Right: It's the Only Body You've Got</a> (27:00)</p> <p><b><u>Teen Health 1</u></b></p> <ul style="list-style-type: none"> <li>• Health Influences – Ch1, L2 p.8-11</li> <li>• Interactive Chalkboard – Power Point</li> <li>• Building Health Skills – p. 24</li> <li>• Health Skills Activity – p. 34</li> </ul> <p><b><u>Building Health Skills</u></b> – Analyzing Influences <b><u>Quest</u></b> – Ch3 p. 26-34 <b><u>Discovery Education</u></b> – <a href="#">Respect: I was Just Kidding!</a> (14:46)</p>

Number of weeks (days)	Standard(s) & Benchmarks	Key Concepts	Instructional Resources
<b>10 Days of Curriculum</b>  <b>Day 5 &amp; 6</b>	<p><b>Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health HE.6.B;</b>  <b>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7</b></p> <p><b>Standard 2: Demonstrate the ability to use inter-personal communication skills to enhance health and avoid or reduce health risks.</b>  <b>HE.6.B;</b>  <b>2.1, 2.2, 2.3, 2.4</b></p>	<p><b><u>Health Literacy: Responsible Behavior</u></b></p> <ul style="list-style-type: none"> <li>• Study the validity of health information, products and services</li> <li>• Describe valid health information from different sites</li> <li>• Study the accessibility of products and services that enhance health</li> <li>• Recognize situations when professional health services may be needed</li> <li>• Verify valid and reliable health products and services</li> <li>• Study the cost of health products and services and investigate different technologies to gather health information</li> </ul> <ul style="list-style-type: none"> <li>• Strategies to improve verbal and non verbal communications skills</li> <li>• Ability to refuse or negotiate in situations that can lessen health risks</li> <li>• Ability to deal with conflict management and/or resolution strategies</li> <li>• Ask for assistance in health issues for self and others</li> </ul>	<p><b><u>Teen Health 1</u></b></p> <ul style="list-style-type: none"> <li>• Health Skills Activity – p. 14</li> <li>• Health Skills Activity – p. 104</li> <li>• Personal Health – Ch6, L1-L5, p. 144-167</li> <li>• Building Health Skills – p. 168-169</li> <li>• Health Skills Activity – p. 281</li> </ul> <p><b><u>Building Health Skills</u></b> – Accessing Information  <b><u>Discovery Education</u></b> – <a href="#">You and Your Hospital</a> (19:00)</p> <p><b><u>Teen Health 1</u></b></p> <ul style="list-style-type: none"> <li>• Healthy Relationships – Ch3, L1-L5, p. 62-86</li> <li>• Building Health Skills – p. 86-87</li> <li>• Building Health Skills – p. 234-235</li> </ul> <p><b><u>Building Health Skills</u></b> –Communication Skills  <b><u>Quest</u></b> – Ch2 p. 20-24  <b><u>Discovery Education</u></b> - <a href="#">Violence: Reversing the Trend: Getting Along</a> [12:57]  <a href="#">Taking Risks</a> (1:03)</p>

Number of weeks (days)	Standard(s) & Benchmarks	Key Concepts	Instructional Resources
<p style="text-align: center;"><b>10 Days of Curriculum</b> Day 7, 8, &amp; 9</p>	<p><b>Standard 3: Demonstrate the ability to use decision-making skills to enhance health.</b> <b>HE.6.B;</b> <b>3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7</b></p> <p><b>Standard 4: Demonstrate the ability to use goal-setting skills to enhance health</b> <b>HE.6.B;</b> <b>4.1, 4.2, 4.3, 4.4</b></p>	<ul style="list-style-type: none"> <li>• Understand when health-related situations require the application of a thoughtful decision-making process.</li> <li>• Understand situations that can help or hinder healthy decision-making.</li> <li>• Determine when decisions need to be made collaboratively</li> <li>• Analyze potential outcomes for different options when making a health-related decision</li> <li>• Ability to make a decision between healthy alternatives over unhealthy ones</li> <li>• Ability to evaluate outcomes of health related decisions</li> <li>• Measure personal health status using various methods</li> <li>• Select strategies or skills to follow, to maintain and/or to improve individual goals for personal health practices.</li> <li>• Record data and self evaluate information toward achieving a personal health goal.</li> </ul>	<p><b><u>Teen Health 1</u></b></p> <ul style="list-style-type: none"> <li>• Responsible Decisions – Ch1, L4 p.16-18</li> <li>• Health Skills Activity – p. 19</li> <li>• Health Skills Activity – p. 53</li> <li>• Health Skills Activity – p. 111</li> <li>• Building Health Skills – p. 112</li> <li>• Tobacco – Ch9, L1-L3, p. 222-236</li> <li>• Alcohol and Other Drugs – Ch10, L1-L5, p. 242-262</li> </ul> <p><b><u>Building Health Skills</u></b> – Decision Making <b><u>Quest</u></b> – Ch6 p. 52-58 <b><u>Discovery Education</u></b> <a href="#">Peer Pressure: Are Your Friends Controlling Your Life?</a> (22:58) <a href="#">Managing Your Health: Addiction (24:30)</a> <a href="#">Marijuana: Why and How to Say No</a> (26:17) <a href="#">The Trouble with Tobacco</a> (10:30)</p> <p><b><u>Teen Health 1</u></b></p> <ul style="list-style-type: none"> <li>• Setting Goals – Ch1, L5, p. 20-23</li> <li>• Building Health Skills – 136-137</li> <li>• Building Health Skills – p. 288-289</li> </ul> <p><b><u>Building Health Skills</u></b> – Goal Setting <b><u>Quest</u></b> – Ch1 p. 6-14 <b><u>Discovery Education</u></b> – <a href="#">Friends First: From Here to There: Goals &amp; Ideals</a> (12:54)</p>

Number of weeks (days)	Standard(s) & Benchmarks	Key Concepts	Instructional Resources
<b>10 Days of Curriculum</b>  <b>Day 10</b>	<p><b>Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</b></p> <p>HE.6.P.; 1.1, 1.2, 1.3</p> <p><b>Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.</b></p> <p>HE.6.P.; 2.1, 2.2, 2.3, 2.4</p>	<p><b><u>Health Literacy: Promotion</u></b></p> <ul style="list-style-type: none"> <li>• Importance of assuming responsibility for personal health behaviors</li> <li>• Explain the practices that improve or maintain personal health</li> <li>• Examine that reduce or avoid health risks</li> </ul> <ul style="list-style-type: none"> <li>• Present a health enhancing position on a topic with up-to-date information</li> <li>• Empower a team of supporters to propose positive health choices for different school members.</li> <li>• How are health messages conveyed to various audiences?</li> </ul>	<p><b><u>Teen Health 1</u></b></p> <ul style="list-style-type: none"> <li>• Stress – Ch2, L4, p. 45-49</li> </ul> <p><b><u>Building Health Skills</u></b> – Stress Management <b><u>Quest</u></b> – p. 70-80 <b><u>Discovery Education</u></b> - <a href="#">Inquiring Minds: Planes, Pains, &amp; Stress</a> (15:00)</p> <p><b><u>Teen Health 1</u></b></p> <ul style="list-style-type: none"> <li>• Health Skills Activity – p. 157</li> <li>• Health Skills Activity – p. 166</li> <li>• Health Skills Activity – p. 232</li> <li>• Health Skills Activity – p. 257</li> <li>• Health Skills Activity – p. 302</li> <li>• Building Health Skills – p. 322-323</li> </ul> <p><b><u>Building Health Skill</u></b> - Advocacy <b><u>Discovery Education</u></b> -</p>

## HEALTH LITERACY: Concepts

### Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.6.C.1.1	Identify the effects of healthy and unhealthy behaviors on personal health.
HE.6.C.1.2	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
HE.6.C.1.3	Identify environmental factors that affect personal health.
HE.6.C.1.4	Recognize how heredity can affect personal health.
HE.6.C.1.5	Identify health problems and concerns common to adolescents including reproductive development.
HE.6.C.1.6	Examine how appropriate health care can promote personal health.
HE.6.C.1.7	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.6.C.1.8	Explain how body systems are impacted by hereditary factors and infectious agents.

### Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.6.C.2.1	Examine how family influences the health of adolescents.
HE.6.C.2.2	Examine how peers influence the health of adolescents.
HE.6.C.2.3	Identify health information conveyed to students by the school and community.
HE.6.C.2.4	Investigate school and public health policies that influence health promotion and disease prevention.
HE.6.C.2.5	Examine how media influences peer and community health behaviors.
HE.6.C.2.6	Propose ways that technology can influence peer and community health behaviors.
HE.6.C.2.7	Predict the short- and long-term consequences of engaging in health risk behaviors.
HE.6.C.2.8	Determine how social norms may impact healthy and unhealthy behavior.
HE.6.C.2.9	Investigate cultural changes related to health beliefs and behaviors.
HE.6.C.2.10	Explain the influence of personal values and beliefs on individual health practices and behaviors.

## **HEALTH LITERACY: Responsible Behavior**

### **Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health**

HE.6.B.1.1	Examine the validity of health information, products, and services.
HE.6.B.1.2	Describe valid health information from home, school, and community.
HE.6.B.1.3	Examine the accessibility of products and services that enhance health.
HE.6.B.1.4	Describe situations when professional health services may be required.
HE.6.B.1.5	Determine valid and reliable health products and services.
HE.6.B.1.6	Determine the cost of health products and services in order to assess value.
HE.6.B.1.7	Investigate a variety of technologies to gather health information.

### **Standard 2: Demonstrate the ability to use inter-personal communication skills to enhance health and avoid or reduce health risks.**

HE.6.B.2.1	Determine strategies to improve effective verbal and nonverbal communication skills to enhance health
HE.6.B.2.2	Practice refusal skills and negotiation skills to reduce health risks.
HE.6.B.2.3	Demonstrate effective conflict management and/or resolution strategies.
HE.6.B.2.4	Compile ways to ask for assistance to enhance the health of self and others.

### **Standard 3: Demonstrate the ability to use decision-making skills to enhance health**

HE.6.B.3.1	Investigate health-related situations that require the application of a thoughtful decision-making process.
HE.6.B.3.2	Investigate circumstances that can help or hinder healthy decision-making.
HE.6.B.3.3	Discriminate between the need for individual or collaborative decision-making.
HE.6.B.3.4	Investigate healthy and unhealthy alternatives to health-related issues or problems.
HE.6.B.3.5	Specify the potential outcomes of each option when making a health-related decision.
HE.6.B.3.6	Choose healthy alternatives over unhealthy alternatives when making a decision.
HE.6.B.3.7	Assess the outcomes of a health-related decision.

### **Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.**

HE.6.B.4.1	Use various methods to measure personal health status.
HE.6.B.4.2	Develop an individual goal to adopt, maintain, or improve a personal health practice.
HE.6.B.4.3	Determine strategies and skills needed to attain a personal health goal.
HE.6.B.4.4	Monitor progress toward attaining a personal health goal.

## ***HEALTH LITERACY: Promotion***

**Standard 1:** Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

HE.6.P.1.1	Explain the importance of assuming responsibility for personal health behaviors.
HE.6.P.1.2	Demonstrate healthy practices and behaviors that will maintain or improve personal health.
HE.6.P.1.3	Examine a variety of behaviors that avoid or reduce health risks.

**Standard 2:** Demonstrate the ability to advocate for individual, peer, school, family, and community health.

HE.6.P.2.1	State a health-enhancing position on a topic and support it with accurate information.
HE.6.P.2.2	Practice how to influence and support others when making positive health choices.
HE.6.P.2.3	Work cooperatively to advocate for healthy individuals, families, and schools.
HE.6.P.2.4	Identify ways health messages and communication techniques can be targeted for different audiences.

Credits:

**Diana Childs, Oakridge Middle School**

**Mason Clark, North Naples Middle School**

And

**Lina Patten, Corkscrew Middle School**

A special thanks to Diana Childs, Mason Clark and Lina Patten for their time, their involvement and their expertise in writing the pacing guides for the Middle School Health Curriculum.