


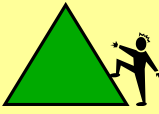




























Quarter						
Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			45		
Adolescent Health Issues Grade 8						
High School Preparation & Career Development						
Michigan standards: Career and Employability Skills						
Content Strand 2--Career Planning: All students will acquire, organize, interpret, and evaluate information from career awareness and explorations activities, career assessment, and work-based experience to identify and pursue their career goals.						
2.1	Develop an understanding of career clusters and employment opportunities by participating in exploration activities	Completing several personal development activities, goal setting, personality and career assessments, strengths & weaknesses, Career Cruising EDP, Dress for Success, successful interviewing skills, and a values inventory	Q	11	Unit project which includes the various activities completed through out this unit. Examples may include a mini-portfolio, or Personal Development flipchart, completed EDP	goals, EDP, career clusters, career pathways, strengths, weakness, personal inventory, self-evaluation, Career Cruising, Learning styles, Skills assessment, CC Matchmaker
2.3	Use initial career assessment information to identify career interests and abilities					
2.6	Develop and Educational Development Plan (EDP)					
2.7	Describe the advanced education and training needed to prepare for a broad variety of technical and professional occupations					
Content Strand 5--Personal Management: All students will display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.						
5.1	Complete a self-awareness profile of attendance and work habits	Identify school to work skills (employability skills), participate in mock-interview questions and/or role plays; recognize appropriate workplace habits, communication, negotiation, etc. View and complete a summary of Chad Foster's: Preparing Teens for the Real World; mini unit "8 toGreat"--helps students learn strategies to become	Q	5	Create a business card to illustrate personal employability skills	punctual, work ethic, communication, rapport, attendance, organization, confidence, first impression, dress for success, personal identification,

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5.4	Express thoughts, feelings and personal preferences in appropriate ways	successtul in personal and career choices			interview questions, identify appropriate behaviors during an	application, work permit, obstacle, challenge, goals, income, happiness, skills, wealth, values, adversity, risk, honesty, dreams, responsibility
5.2	Develop an action plan to improve study and work habits				Parent interview about success and employability skills	
5.3	Take responsibility for success and failures					
Content Strand 6--Organizational Skills: All students will identify, organize, plan, and allocate resources (such as time, money, materials, and						
6.3	Plan and prioritize short term objectives to meet long term goals.	Write short term and long term career goals for the EDP	Q	1	Goals meet S.M.A.R.T criteria	specific, measurable, attainable, realistic, time
Personal Health and Wellness						
Michigan standards: Health Education Standards						
Content Strands: 3-- Safety						
3.1	Describe ten characteristics of healthy (positive) and harmful (negative) relationships	Dating Matters Powerpoint, Abstinence video, Types of Relationships, Reveiw of STD's/HIV, DAting Bill of Rights, Respectful Dating, On F.I.R.E presentation, LACASA Presentation; dating violence newsletter/info packet, guided class discussions, <i>In Love and Danger</i> video, Cycle of Abuse,	Q	10	Discussions; cooperative learning groups; written summary, RA/FA chalk TalkPre/post inventory for dating violence; discussion, guided	abstinence, boundaries, respect, responsibility, manners, dating expectations, healthy relationships, goals, visualize
3.2	Evaluate the impact of alcohol and other drug use related to safety when					
3.3	Describe the extent of the problem of dating abuse, assault, and rape.					
3.4	Define the legal consequences of sexual harassment and violence.					

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3.5	Describe the characteristics of situations for which adult help is needed, including intimidating and dangerous situations, where valid help can be located, and how to access it for self or others.	Relationship wheel (mini-project), "Power and Control Wheel", inappropriate internet use and/texting as harassment, define and discuss legal age of consent			questions, silhouettes case studies, graded project, role play, scenarios	future, refusal skills, red-flag behaviors, age of consent, legal jargon related to domestic and dating violence, consequence, integrity, non-love, friendship, infacuation, empty-love, romantic love, fantasy love, companion love, complete love
3.6	Evaluate potential responses to violence to determine the probability of a safe outcome.					
3.9	Recognize warning signs of potential danger in relationships					
3.13	Demonstrate skills for dealing with intimidation, including sexual harassment					
3.18	Analyze influences that can lead to abusive relationships, including expectations for males and females					
Content Strand 4 & 5: Social, Emotional, Personal Health and Wellness and Family and Consumer Sciences (FCS)						
FCS 6.3 Wellness	Identify individual responsibilities for good social, emotional, and physical health	Identify the components of the Health Triangle	Q	2	Identify strengths and weakness for your own health	social health, mental health, physical health
4.2	Describe warning signs, risk factors, and protective factors for depression and suicide.	Discuss top killers of teens; analyze reasoning, prevention, risk behaviors, resources for help, warning signs of	Q	3	Discuss health issues of 1900 vs. 2000; difference in	pneumonia, influenza, tuberculosis,

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4.3	Analyze situations as to whether they call for simple acts of caring among friends, or require getting the help of caring adults	suicide discussion, <i>Facts and Fables</i> of suicide, intervention strategies, case study discussions, individual reading assignments, coping with death, grief reactions, purpose of funeral ceremony, Elizabeth Kubler-Ross's <i>Stages of Death and Dying</i> , participate in field trip to a local funeral home			mortality issues, rank the top killers, complete a summary handout	scarlet fever, bronchitis, suicide, homicide, kidney disease, stroke, HIV, septicemia, anemia, birth defects, diabetes, asthma, cancer, non-cancerous tumors, respiratory disease, accidents, embalming, vault, cremation, hospice, grief, mausoleum, obituary, visitation, denial, isolation, anger, bargaining, depression, withdrawal, acceptance
4.4	Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide					
4.10	Demonstrate ways to show caring and respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, etc.)	Conflict resolution presentation, "Social Cruelty and the In Crowd", leadership traits, differentiate between assertive and aggressive behaviors; refusal strategies,	Q	3	Reading Apprenticeship strategies--Double Entry Journal; reflective writing,	initiative, resourcefulness, managerial, flexible, interpersonal

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4.11	Demonstrate the ability to use assertive communication skills.	decision making steps (POWER & REASON models), positive behavior strategies, role play, reinforce school mission and belief statements			leadership outline, discussion, power of positive words essay, reflective journal writing	interpersonal, reliable, prioritize, integrity, leadership, assertive, value, responsible, accountable, revise, reflect, outcomes, respect, responsibility, rigor, achieve
4.12	Apply conflict resolution skills to real or hypothetical situations involving peers					
4.17	Advocate for a school environment in which everyone treats each other with caring and respect					
Addictions and Substance Abuse						
Content Strand 2: Alcohol, Tobacco, and other Drugs						
2.1	Analyze how alcohol, tobacco, and other drug use and exposure negatively impacts the user, as well as friends, family members, and	Guest speaker from Key Development for prevention of tobacco and alcohol; Teen Files videos: <i>Truth or Dare: Smoking</i> and <i>The Truth About Alcohol</i> , Fatal Vision goggle simulation, tobacco research project, Tobacco aliases chart, harmful effects chart, Alcohol the Ripple Effect group discussion, National Kick Butt's Day activities, case scenarios which focus on dealing with peer pressure and refusal skills, class discussion based	Q	10	Group discussions, cooperative learning groups, video written reaction, Wreck Your Life essay (from goggle activity), class project, participation	ethanol, tolerance, withdrawal, nicotine, emphysema, tar, carcinogen, circulation, leukoplakia, second-hand smoke, atherosclerosis, abstinence, inhibitions, D.U.I, blood alcohol
2.3	Describe a variety of needs young people may have, explain healthy ways to meet these needs without using alcohol, tobacco, or other drug					
2.4	Recognize risky situations that may lead to trouble, so that one can protect oneself and others from alcohol, tobacco, and other drug use.					

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2.5	Evaluate environmental and social factors, especially advertising strategies, which may influence young people to use alcohol, tobacco, and other drugs	on 37 <i>Scary but True Facts</i> , pamphlet; utilize POWER and REASON decision making models				content, graduated driver's license, cirrhosis, depressant, refusal skills, intoxication, alcoholism, Fetal Alcohol Spectrum Disorder, synergism, chewing tobacco, snuff, stimulant, mainstream smoke, passive smoker
2.6	Apply problem-solving skills to hypothetical situations to protect oneself and others from alcohol, tobacco and other drug use.					
2.7	Demonstrate effective refusal skills to counter pressure to use alcohol, tobacco, or other drugs					
2.9	Demonstrate skills to avoid hazards due to another's use of alcohol, tobacco, or other drugs, including avoiding secondhand smoke and riding in a car with someone who has been using alcohol or other drugs		Covered in Strand 2			
2.1	Demonstrate ways to support people who are abstaining from and/or trying to quit using alcohol, tobacco, or other drugs		Covered in Strand 2			