Grades 9-12 Overview: Health

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| | Cancer Basics | | Can | cer Risk Redu | Coping with Cancer | | |
|--|---------------|---------------------|---------------------------|-------------------------------|---------------------------------------|-----------------------|-------------------------|
| National Health | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 |
| Education Standards | Cancer 101 | Genes and Cancer | Ecigarettes and Vaping | Can you control your risk? | HPV & Cancer: Prevention is Key | Name it to tame it | Communication is Key |
| 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | x | x | x | x | x | | |
| 2: Students will analyze the influence of family, peers, &, media, technology, and other factors on health behaviors. | | x | x | | | | |
| 3: Students will demonstrate the ability to access valid information and products and services to enhance health. | | | x | | | | |
| 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health & avoid or reduce health risk | | | | x | x | | x |
| 5: Students will demonstrate the ability to use decision-making skills to enhance health. | x | | x | x | x | x | x |
| 6: Students will demonstrate the ability to use goal-setting skills to enhance health. | x | | | | | x | x |
| 7: Students will demonstrate the ability to practice health- enhancing behaviors and avoid or reduce health risks. | x | x | x | x | x | x | x |
| 8: Students will demonstrate the ability to advocate for personal, family, and community health. | | | | | x | | |

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Grades 9-12 Overview: Social Emotional Learning

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|---|------------------------|---------------------------------|---------------------------------------|---|---|-----------------------------------|-------------------------------------|
| CASEL Social Emotional Learning Competencies | Lesson 1 Cancer 101 | Lesson 2 Genes and Cancer | Lesson 3 Ecigarettes and Vaping | Lesson 4 Can you control your risk? | Lesson 5 HPV & Cancer: Prevention is Key | Lesson 6 Name it to tame it | Lesson 7 Communication is Key |
| Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. | | | x | | x | | x |
| Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. | | | x | x | x | | x |
| Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. | x | x | x | x | x | x | x |
| Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. | x | | | x | | x | x |
| Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. | | | | x | x | | x |

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Grades 9-12 Overview: English Language Arts

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| 1S ' | College and Career | Cance | r Basics | Can | cer Risk Redu | Coping with Cancer | | |
| NS NS | Readiness Anchor Standards for Writing | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 |
| NS. | 6-12 | Cancer 101 | Genes and Cancer | Ecigarettes and Vaping | Can you control your risk? | HPV & Cancer: Prevention is Key | Name it to tame it | Communication is Key |
| EN: | 1. Write arguments to support | | | | | | | |
| EN | claims in an analysis of substantive topics or texts, using valid reasoning and relevant and | | | x | | | | |
| DEL | sufficient evidence. | | | | | | | |
| PE' | 4. Produce clear and coherent | | | | | | | |
| PE | writing in which the development, organization, and style are appropriate to task. | | | x | | | | |
| opf | purpose, and audience. | | | | | | | |
| PP | | | | | | | | |
| \ PF | 7. Conduct short as well as more sustained research projects based on focused questions, | | | x | | | | |
| AP' | demonstrating understanding of the subject under investigation. | | | ~ | | | | |
| AP | | | | | | | | |
| JAF | 9. Draw evidence from literary or | | | | | | | |
| HA | informational texts to support analysis, reflection, and research. | | | x | | | | |
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| NS | Readiness Anchor Standards for Speaking and Listening | Lesson 1 Cancer 101 | Lesson 2 Genes and | Lesson 3 Ecigarettes | Lesson 4 Can you control | Lesson 5 HPV & Cancer: | Lesson 6 Name it to | Lesson 7 |
| NS. | 6-12 | | Cancer | and Vaping | your risk? | Prevention is Key | tame it | is Key |
| EN: | 1. Prepare for and participate | | | | | | | |
| EN DEN | effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | | | x | | | | x |
| PE | 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | | | x | | | | |
| DPF PP VPF | 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | | | x | | x | | |
| AP' | 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | | | | | x | | |
| IAF IA | 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | | | | | x | | |
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| 1S (| College and Caroor | Cancer | Cancer Basics | | er Risk Redu | Coping with Cancer | | |
| 15 15 15 | College and Career Readiness Anchor Standards for Reading | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 |
| NS | 6-12 | Cancer 101 | Genes and Cancer | Ecigarettes and Vaping | Can you control your risk? | HPV & Cancer: Prevention is Key | Name it to tame it | Communication is Key |
| | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | | x | | | | |
| DE PE | 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | | x | | | | |
| PF | 6. Assess how point of view or purpose shapes the content and style of a text. | | | x | | | | |
| PP ,PF ,P | 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | | | x | | | | |
| AP JAF | 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | | | x | | | | |
| - А (| 10. Read and comprehend complex literary and informational texts independently and proficiently. | | | x | | | | |
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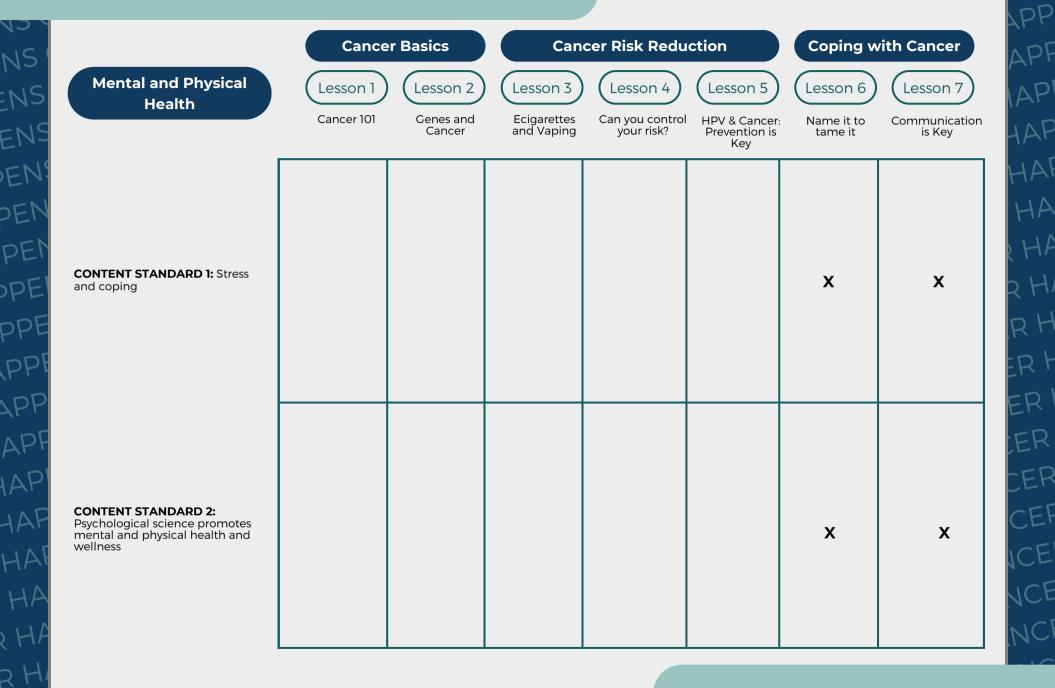
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Grades 9-12 Overview: Psychology

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