

Health Education Pacing Guide and Unit Planner

What is a pacing guide?

A pacing guide is a *written schedule* or *chart* displaying the topics/skills and behavioral outcomes related to a health education unit or curriculum to be addressed over a defined period of time. A pacing guide may also be known as a *curriculum map*, *program timeline*, *instructional guide*, or *year-at-a-glance*.

A pacing guide is an *itinerary for teaching*. Pacing guides *outline a sequential order in which material is taught* across academic subjects and grade level(s) or span, complementing the scope and sequence document(s) to guide instruction in health education.

A pacing guide can take many forms, but as implied, is intended *to regulate the pace of the instruction*.

Differences between a scope and sequence and a pacing guide¹⁻³

Scope and sequence (S&S):	Pacing guide:
<ul style="list-style-type: none"> The <u>scope</u> identifies a set of learning objectives/outcomes and topics that will be studied. Objectives/outcomes and specific topics are aligned to national, state, and local education standards, benchmarks, and indicators, in addition to local context and priority health needs. The <u>sequence</u> identifies the order in which objectives/outcomes and topics are taught (e.g., Grades 6, 7, or 8). S&S will not include specific lesson instruction activities, assessment strategies, or adaptation strategies. 	<ul style="list-style-type: none"> Pacing guides predict the pace (i.e., time) of implemented instruction and focused health behavior outcomes. The teacher may decide, individually or collectively with peers and leadership, what they will teach and when they will teach it.
<p><i>The scope and sequence outlines the specific health behavior outcomes across grade levels to guide curriculum development, selection, or revision.</i></p>	<p><i>Pacing guides keep teachers on track to deliver the intended curriculum.</i></p>

¹Association for Supervision and Curriculum Development [ASCD] (2008). What Research Says About Pacing Guides. *Educational Leadership*, 66(2), 87-88.

<http://www.ascd.org/publications/educational-leadership/oct08/vol66/num02/Pacing-Guides.aspx>

²Illuminate Education. (n.d.). Creating/Select a Quality Pacing Guide. <https://support.illuminateed.com/hc/en-us/articles/219137168-Create-Select-a-Quality-Pacing-Guide>

³Centers for Disease Control and Prevention. *Developing a Scope and Sequence for Sexual Health Education*, Atlanta: CDC; 2016. https://www.cdc.gov/healthyouth/hecat/pdf/scope_and_sequence.pdf



U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

Benefits to Using a Pacing Guide

Benefits for School Districts	Benefits for Teachers	Benefits for Students
<ul style="list-style-type: none"> • Helps increase student performance by ensuring curricular continuity across schools • Helps avoid gaps in learning when students transfer schools • Helps maintain curricular and instructional fidelity 	<ul style="list-style-type: none"> • Helps identify cross-curricular opportunities and avoid unintentional repetition during teaching • Helps highlight opportunities to engage parent/school/community partners who may enhance teaching • Helps maintain curricular and instructional fidelity 	<ul style="list-style-type: none"> • Helps students identify what they are expected to know and be able to do throughout the unit or curriculum • Encourages students to follow along throughout the learning process

Guidance on Creating Pacing Guides

It is best to work with a **team of people who have health education teaching and subject matter experience** (e.g., grade level and health education content) when writing the pacing guide. Classroom teachers are essential members of the pacing guide development team, providing context for lesson pace/timing and familiarity with unit or curricula content and skills.

Creating a Health Education Pacing Guide

1. **Evaluate the school calendar** and **determine how many class day(s) or instructional minutes** will be devoted to health education.
2. Use a **scope and sequence (S&S) document** to determine the desired health behavior outcomes (HBOs) the unit or curriculum is addressing. The S&S serves as the foundation to build the pacing guide and select appropriate health education instructional materials. If applicable, curriculum specialists and teachers should review all S&S document(s), those locally developed or provided by commercially-available health curriculum, as they develop pacing guides for instruction.
3. Create the pacing guide by **mapping out health education topics and specific units/lessons in instructional blocks** (e.g., weeks, months, quarters). Ensure the pacing guide complements the S&S document and availability of instructional time for health education in the district or school.
4. **Note any critical date(s) that may impact instruction** and record those in the pacing guide. It may also be helpful to include comments about **opportunities to engage parent, school, and community partners during instruction.**
 - For example, during the sexual health unit, school-based or community-linked health services staff could help facilitate a physical or virtual clinic visit.
5. **Review the draft health education pacing guide** and make sure it meets student, teacher, school, and district needs. **Seek feedback from curriculum and instruction staff, health education teachers, support staff, and others** to ensure pacing guide content follows a logical and appropriate pattern of instruction. Revise as necessary.
6. **Provide teachers and instructional staff with copies of pacing guide in an easily accessible format** (e.g., hard-copy or online access).
7. **Monitor and evaluate pacing (speed) at which health topics and units/lessons are being delivered.** Determine a process for reviewing and updating the pacing guide, as needed. The pacing guide should remain flexible and reflect teachers' actual instructional delivery in health education over time.
8. **Use the pacing guide to develop unit plans for specific topics/skills throughout the health education unit or curriculum.** Unit planning is an organizational tool to help teachers determine what students need to accomplish in each unit, and how and when they will accomplish it through lesson-specific details.

Health Education Pacing Guide Template

The following fillable Pacing Guide template is available at:

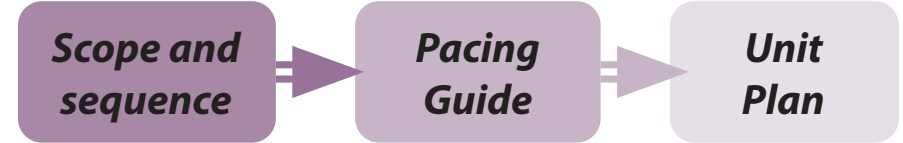
https://www.cdc.gov/healthyouth/health-education/docs/pacing_guide_template.docx in Microsoft Word format.

Sample Health Education Pacing Guide
Academic Year 20__ - 20__

Instructional Week		Topic	Curriculum Unit and Lessons	Health Behavior Outcome(s)	Important Dates	Potential Partner Collaboration	Notes	
<i>Example:</i>	1 st Six-Weeks	9/2 - 9/6	HIV/STD testing and treatment	Unit 1: HIV/STD Prevention Lessons 1-4	Engage in behaviors that prevent or reduce STD, including HIV infections.	Labor Day Holiday	School nurse can facilitate clinic tour	Set up meeting with school-based health center staff
1st Six-Weeks								Quarter 1
2nd Six-Weeks								Quarter 2
3rd Six-Weeks								Quarter 2
Winter Break								
4th Six-Weeks								Quarter 3
5th Six-Weeks								Quarter 4
6th Six-Weeks								Quarter 4

Relationship between a unit plan and pacing guide

Unit plans are a common tool used in long-range curriculum design and planning; they constitute a critical element to support teachers' instruction across any content area. Unit plans can be developed using a pacing guide which typically reflects the sequential order of student learning and behavioral outcomes across corresponding grade levels or spans as described in a scope and sequence (S&S).



- Unit planning is an organizational tool to help teachers determine **what students need to accomplish in each unit**, and **how and when they will accomplish it through lesson-specific details**.
- Unit plans will include the **central health topic(s)**, appropriate **learning objectives/outcomes**, and the **amount of instructional time devoted to each topic or lesson within the unit or curriculum**.
- Unit plans contain **multiple lessons that are connected, sequenced, and related**.
- The unit plan **specifies the number of days, class periods, or minutes** that teachers might devote to each health education lesson and can help teachers **stay on track** during the curriculum unit.
- The unit plan also **outlines alignment** with national and state content standards (e.g., national health education standards).

Elements of a Unit Plan

A unit plan commonly includes a set of core elements:

- Chronological layout of lesson objectives
- Appropriate national/state/local standards, benchmarks, or performance indicators
- Primary lesson content/topic(s)
- Student skill(s) being targeted
- Instructional activities for students
- Cognitive and skill-based assessment technique(s)
- Modifications or adaptations, if applicable (e.g., special education, teaching of English as a second language)
- Resources and materials needed

Additional elements to consider adding to the unit plan include:

- Lesson essential questions (EQs) (i.e., Key questions that stimulate thought, inquiry, and critical thinking among students during health education instruction)
- Key lesson vocabulary
- Opportunities to integrate across other content areas/standards

Unit Plan Template

The following fillable Unit Plan template is available at:

https://www.cdc.gov/healthyouth/health-education/docs/unit_plan_template.docx in Microsoft Word format.

Sample Health Education Unit Plan							
Subject: Health education Unit: Sexual health (SH) Topic(s): Healthy relationships Target Grade Level(s): 8 th		Length and allotted instructional time (# of days/weeks and minutes): 6 lessons days, 50-minute class periods		Integration to other content areas/standards: CCSS.ELA-Literacy.SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
Essential question: <i>How can a person determine if their relationship is healthy or unhealthy?</i>							
Lesson #	Health behavior outcomes (HBOs)/Student learning objectives (SLOs)	Standards/ Benchmarks	Target Skill(s)	Instructional Activities	Assessment	Modification/ Adaptation	Materials & resources
SH1: <i>Is my relationship healthy or not?</i>	HBOs HBO2. Establish and maintain a healthy relationship HBO2. Avoid pressuring others to engage in sexual behaviors SLOs Identify 3 warning signs that a relationship is potentially unhealthy or abusive Classify 3 methods of resolving conflict as either healthy or unhealthy	NHES¹ 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health NSES² HR.8.CC.1 – Compare and contrast the characteristics of healthy and unhealthy relationships HR.8.SM.1 – Explain the criteria for evaluating the health of a relationship	Ability to use interpersonal communication skills to enhance health and avoid or reduce health risks	1. Amaze two-minute video “What Makes a Relationship Healthy” 2. Large group discussion: characteristics of healthy/unhealthy relationships <u>Skills practice</u> 3. Small groups (3): relationship role-play scenarios 4. Exit slip reflection prompt: evaluating healthy vs. unhealthy relationships	Peer assessment rubrics – relationship role-play scenarios “Before You Go” reflection	Include sub-titles and written script for Amaze video Provide white boards for student response in large group discussion Provide relationship role-play scenarios in multiple languages Students develop their own relationship role-play scenarios	<ul style="list-style-type: none"> Laptop or desktop computer LCD projector and screen Amaze video link Relationship role play scenarios – 1 deck/small group Peer assessment rubric – 1/ student Exit slips “Before You Go” – 1/ student Writing utensil for each student
SH2							
SH3							

¹ NHES: National Health Education Standards
² NSES: National Sexuality Education Standards