

## STONINGTON BOARD OF EDUCATION SPECIAL MEETING WORKSHOP January 27, 2020 - Page | 1

Alexa Garvey, Chairwoman called the meeting to order at 7:00 p.m. in the District Office Board Room, Pawcatuck, CT. Members present were, Farouk Rajab, Craig Esposito and Heidi Simmons.

Member Absent: Candace Anderson, Board Secretary, Jack Morehouse and Alisa Morrison

Also present were Dr. Van Riley, Superintendent of Schools, Ana de Oliveira, Recording Secretary, Alexandra Kapell, Student Government Representative, members of the staff, and interested citizens.

Alexa Garvey, Chairwoman started the meeting by going over the agenda and format of the workshop. She explained this is just a starting point once we get the OCA report we will add those recommendations to what we are doing. She stated we want feedback from everyone, parents, students and community members.

### **Title IX Updates – Allison Van Etten, Director of Special Services**

Allison Van Etten stated we wanted to address all stake holders in the presentation. (presentation attached) She spoke about programming for students and parents. She shared the various trainings that the administration and staff have completed surrounding Title IX, and Connecticut Mandated Reporter. She noted that administrators can use the DCF contact person located at the Stonington Police for a resource when needed. She added administrators have had consultations with Safe Futures which will be on going. She reviewed new staff hiring practices, such as background checks, sexual harassment training, and Connecticut Mandated Reporter training. Ms. Van Etten shared student resources such as an on line anonymous student incident reporting document, Second Step curriculum for grades 6-8 and student representation on the Safe School Climate Committee. She added that Safe Futures will be working at the high school with students, and the implementation of the Green Dot Initiative. We have sent out electronic notices regarding Title IX policies and procedures to parents. The district website will now have a separate page on Title IX where all information regarding policies and Title IX will be easily accessible. Heidi Simmons asked to explain the difference between sexual harassment and sexual abuse, does DCF respond equally to those and is it illegal. Allison Van Etten explained the difference. Chairwoman Garvey asked where the anonymous reporting form can be found on the district website. Mrs. Van Etten explained it is on the front page of the high school website under students. Principal Alicia Dawe also added that on West Vine Street School website it can be found under school climate and students.

### **Curriculum Connections- Mary Anne Butler, Assistant Superintendent**

Mary Anne Butler spoke on the curriculum and what curriculum was in place when she arrived in 2017 to the district. She spoke of the NEASC standards, revision cycle since 2017 and work that still needs to be completed on curriculum. She shared information on curriculum that has been approved by the Board and those that will go to the Teaching and Learning for review. She gave an overview of grade five health curriculum, grade eight health curriculum and high school health issues curriculum. She had an informational packet that included information regarding how students can report issues either in person or anonymously. (packet attached) She spoke about the Second Step Advisory Program, which helps students with social and emotional issues. Mrs. Butler spoke on two elementary programs being reviewed by teachers which are Second Step Program and Lions Quest and will forward a recommendation to Mary Anne in March of one of these programs. She noted that the high school currently has an advisory program in place for students which covers a variety of topics. Chairwoman Garvey said we are educating students on grooming but how much are we doing with that for our staff. Mrs. Butler responded that this has been discussed at administration meetings and Safe Futures is also working with staff on this. Chairwoman Garvey asked if the district is discussing appropriate boundaries with new employees and are we doing the same for existing employees. Mrs. Butler reported that there has been conversations with administration on what would be the most effective way to do this with staff such as a workshop.

### **Safe Futures Partnership and Action Items**

Katherine Verano, Chief Executive Officer started by thanking Heidi Simmons for her work with Safe Futures. She spoke of her background with Safe Futures and gave an overview of what Safe Futures has recently done with administration. She explained Safe Futures is looking to do some one on one with students to build a safe place with them. We want to offer all types of resources so that students can reach out, text, call or chat. Ms. Verano explained that a much of the program is in the working stages. They want to know what students are looking for in the program. Ms. Verano offered the Board an opportunity to meet where they can voice their concerns. She also spoke on the Green Dot Initiative, and how districts can use grant funds to defray

the cost of the program. Chairwoman Garvey asked for an explanation of the initiative. Ms. Verano explained the Green Dot Initiative helps teaches educators and administration how to change the culture, helps students intervene in peer situations without being a "snitch". Heidi Simmons asked how would you give the resources available to the former students. Mrs. Verano noted she would need at least one name to talk to, and then connect them with her staff.

**Public Comments Related to Items on this Agenda**

Noreen Kepple applauded the fact that the Board put together this agenda and could not believe more community members were not present. She asked how do we get community more involved. She asked when there is curriculum being taught is there a way to get this back to the parents and maybe by communicated to the parents maybe we can have another night like this and have more chairs filled.

Chairwoman Garvey noted we would put the video of tonight's meeting on the website. She also gave out her email address [agarvey@stoningtonschools.org](mailto:agarvey@stoningtonschools.org) if anyone would like to reach out to her with more questions.

**Adjournment - 8:17 p.m.**



# Title IX Updates Student Safety

## Administrators

- CSDE Title IX Coordinator Training, 2 days- all APs, Principals
  - *Extends beyond State requirement of 1 Title IX Coordinator*
  - *Training includes recognizing sexual harassment, misconduct and investigations*
  - *Review of additional guidance document from USDE on misconduct of school personnel, not covered in the Title IX training*
- CIRMA e-Learning Course- *Sexual Harassment for Managers*
- DCF Mandated Reporter Training, *completed in 2018, will be completed again in August 2020.*
  - *Mandate is every three years*
  - *Mandated as part of our employment process since 2017*
  - Local DCF Rep as contact

## Administrators

Review/revision of policy/regulation for the completion **Title IX** investigations.

Supplemental guidance checklist includes: (*draft*)

- scope of the investigation
- appropriate contacts during an investigation (DCF, parents, Title IX)
- samples** of appropriate questions to ask students
- dissemination of applicable policies and regulations to the complainant
- documentation of the student's concern/complaint, informing the student of the next steps
- safety plans, as appropriate
- summative statement to the complainant's file

## Administrators

- Consultation and Partnership with Safe Futures
  - Consultation meeting with District Office Team
  - Training with all administrators on warning signs of inappropriate relationships and grooming
  - Ongoing partnership to support students and staff
- Upcoming consultation meeting with our local DCF representative
- Additional 20 hours of training in the area of Title IX

## Staff

- DCF Mandated Reporter Training (Completed Fall 2018, repeat Fall of 2020)
- DCF Careline posters posted in staff areas
- CIRMA e-Learning, *Sexual Harassment in the Workplace*
  - SHS staff completed supplemental training on the topic, specific to SPS policies
  - All staff, coaches, paras, nurses, custodians complete by June 30, 2020
- Planned review/PD on Professional Code of Conduct at Staff Meetings
- Staff received electronic notification of sexual harassment policies
- CIRMA e-Learning, *Bullying In Schools* (Teachers completing during 19-20 school year)
- Support from Safe Futures, on site at SHS to speak with staff

## New Employees/Staff- Hiring Practices

- Hiring questions related to "appropriate boundaries"
- Mandated DCF reporter training (required since 2017)
- Background Checks: DCF, Federal and State
- Sexual Harassment Training, *new requirement*
- CT Requirement to contact previous district, document former district completes

## Students

- Notification of Title IX policies; electronic, handbooks, assemblies, posters
- Anonymous Student Incident Reporting Document- *revised*
- Second Step Curriculum, grades 6-8
- Health Curriculum- *revised*
- SPD Youth Officer on-site daily in our schools

## Students

- Meeting with SHS Admin Student Advisory Panel
  - Methods of reporting, when, how and to who?
  - Bystander issues
  - Connectedness to staff (grade 9 focus group)
- Safe Futures Partnership
  - Green Dot initiative- to address bystanders reluctance to report
  - Off site forum for graduates and current students/families
  - Onsite private forum to speak to students and staff
- "Report Cards = Reminders" - Quarterly review of policies related to student safety, reporting options, and continued dialogue with students on these topics (staff will receive these quarterly reminders as well)
- Student reps added to the SHS Safe Schools Climate Committee

## Parents

- Electronic Notification re: Title IX Policies and Procedures
- Electronic Notification of Anonymous Reporting Methods
- Internet Safety Presentation, State DARE Officer -March 2019
- Guidelines regarding contacting parents during investigation process
- Safe Futures to provide forum, off-site for parents
- SHS Parent Advisory Council
- Parent Reps on all school-based Safe Schools Climate Committees-*due for revision over next 2 years*
- Title IX website page (in progress of development)

## Resources and Consultants

- Adrian Wood, Title IX Coordinate, CSDE
- Shipman and Goodwin
- Office of Child Advocate
- CT Department of Children and Families
- Safe Futures
- CIRMA
- US Department of Education Title IX Document
- CAFE



# Second Step Advisory Program

<https://www.secondstep.org/>

Second Step SEL is research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 8.

- Scope and Sequence
- Lesson Objectives

- ❖ Each lesson should take about 25 minutes to complete, thus taking 1 Advisory Period.
- ❖ There are 26 Lessons per grade level. Each lesson has an easy to follow script and minimal prep.
- ❖ Each lesson also has an online presentation which is an essential component.
- ❖ After completing each lesson, with time permitting, there may be a choice between two other activities to complete. These are called “Class Meeting” or “Class Challenge” activities.
  - Each lesson gives you two Extend Activities that correspond with the material covered in the Lesson. When you click on “Prep” next to each lesson, you will see these listed under, “Want to Extend this Lesson?”
  - Each of these extend activities (Class Challenge or Class Meeting) will take roughly 15 minutes to complete. These also may be used upon completion of all 26 lessons at the end of the year.

\*This is a suggested timeline to help guide you through the year. We all know that from time to time things come up that may shift things. **Be sure to complete the lessons in order, use the given scripts, and use the online presentations provided for each lesson.**

## Advisory Curriculum Timelines

Grade 6

Grade 7

Grade 8

## Grade 6 Advisory Curriculum Timeline- 2019/2020

Lesson	Title	Date to be covered
<b>Unit 1 Mindsets and Goals</b>		
Unit 1- Lesson 1	Welcome	10/10
Unit 1- Lesson 2A	Starting Middle School	10/17
Unit 1 Lesson 2B	Helping New Students	10/23
Unit 1- Lesson 3	Grow your Brain 1	10/29
Unit 1- Lesson 4	Grow Your Brain 2	11/4
Unit 1- Lesson 5	Can Personalities Change?	11/12
Unit 1- Lesson 6	Setting Goals	11/18
Unit 1 Lesson 7	If-Then Plans	11/22
Unit 1	Extended Activities	12/2
<b>Unit 2 Values and Friendships</b>		
Unit 2 Lesson 8	Values and Decisions	12/6
Unit 2 Lesson 9	Social Values	12/12
Unit 2 Lesson 10	What's a Friend	12/18
Unit 2 Lesson 11	Making Friends	1/3
Unit 2 Lesson 12	Challenge: Making Friends	1/9
Unit 2	Extended Activities	1/15
	End of Semester Goal Reflection	1/22
<b>Unit 3 Thoughts, Emotions and Decisions</b>		
Unit 3 Lesson 13	What are Emotions	1/28
Unit 3 Lesson 14	Values and Emotions	2/3
Unit 3 Lesson 15	Spot the Thought	2/7
Unit 3 Lesson 16	Calming Down	2/13

Unit 3 Lesson 17	Slow Breathing	2/21
Unit 3	Extended Activities for Unit 3	2/27
<b>Unit 4</b> <b>Serious Peer Conflicts</b>		
Unit 4 Lesson 18	Perspectives	3/4
Unit 4 Lesson 19	Challenge: Perspectives	3/10
Unit 4 Lesson 20	Recognizing Serious Conflicts	3/17
Unit 4 Lesson 21	Challenge: Recognizing Conflicts	3/23
Unit 4 Lesson 22	Resolving Conflicts	3/27
Unit 4 Lesson 23	Challenge: Resolving Conflicts	4/2
Unit 4 Lesson 25	Bullying	4/8
Unit 4 Lesson 26	Gratitude	4/22
Unit 4	Extended Activities	4/28
Testing Window- No Advisory for three weeks		

## Grade 7 Advisory Curriculum Timeline- 2019/2020

Lesson	Title	Date to be covered
<b>Unit 1 Mindsets and Goals</b>		
Unit 1- Lesson 1	Welcome	10/10
Unit 1- Lesson 2A	Starting Middle School	10/17
Unit 1 Lesson 2B	Helping New Students	10/23
Unit 1- Lesson 3	Making Mistakes	10/29
Unit 1- Lesson 4	Embracing Challenges	11/4
Unit 1- Lesson 5	Personalities Change	11/12
Unit 1- Lesson 6	Setting Goals	11/18
Unit 1 Lesson 7	If-Then Plans	11/22
Unit 1	Extended Activities	12/2
<b>Unit 2 Values and Friendships</b>		
Unit 2 Lesson 8	Values and Decisions	12/6
Unit 2 Lesson 9	Online Values	12/12
Unit 2 Lesson 10	What Kind of Friend Are You?	12/18
Unit 2 Lesson 11	Strengthening Friendships	1/3
Unit 2 Lesson 12	Challenge: Friendships	1/9
Unit 2	Extended Activities	1/15
	End of Semester Goal Reflection	1/22
<b>Unit 3 Thoughts, Emotions and Decisions</b>		
Unit 3 Lesson 13	The Role of Emotions	1/28
Unit 3 Lesson 14	Handling Emotions	2/3
Unit 3 Lesson 15	Unhelpful Thoughts	2/7
Unit 3 Lesson 16	Be Calm	2/13

Unit 3 Lesson 17	Frustration	2/21
Unit 3	Extended Activities	2/27
<b>Unit 4</b> <b>Serious Peer Conflicts</b>		
Unit 4 Lesson 18	Jumping to Conclusions	3/4
Unit 4 Lesson 19	Challenge: Conclusions	3/10
Unit 4 Lesson 20	Avoiding Serious Conflicts	3/17
Unit 4 Lesson 21	Challenge: Avoiding Conflicts	3/23
Unit 4 Lesson 22	Resolving Serious Conflicts	3/27
Unit 4 Lesson 23	Challenge: Resolving Conflicts	4/2
Unit 4 Lesson 24	Taking Responsibility	4/8
Unit 4 Lesson 25	Gender Harassment	4/22
Unit 4 Lesson 26	What You Learned	4/28
Testing Window- No Advisory for three weeks		



## Grade 8 Advisory Curriculum Timeline - 2019/2020

Lesson	Title	Date to be covered
<b>Unit 1 Mindsets and Goals</b>		
Unit 1- Lesson 1	Welcome	10/10
Unit 1- Lesson 2	Your Identity	10/17
Unit 1- Lesson 3	Identity and Social Groups	10/23
Unit 1- Lesson 4	Your Interests Matter	10/29
Unit 1- Lesson 5	Overcoming Failure	11/4
Unit 1- Lesson 6	SMART Goals	11/12
Unit 1 Lesson 7	If-Then Plans	11/18
Unit 1	Extended Activities	11/22
	You As A School Leader	12/2
<b>Unit 2 Values and Friendships</b>		
Unit 2 Lesson 8	Values and Decisions	12/6
Unit 2 Lesson 9	Positive Relationships	12/12
Unit 2 Lesson 10	Relationships Change	12/18
Unit 2 Lesson 11	Negative Relationships	1/3
Unit 2 Lesson 12	Challenge: Relationships	1/9
Unit 2	Extended Activities Where to Turn	1/15
	End of Semester Goal Reflection	1/22
<b>Unit 3 Thoughts, Emotions and Decisions</b>		
Unit 3 Lesson 13	Emotions and Decisions	1/28
Unit 3 Lesson 14	Responding to Anger	2/3
Unit 3 Lesson 15	Handling Rejection	2/7

<i>Unit 3 Lesson 16</i>	<i>Stay Calm</i>	2/13
Unit 3 Lesson 17	Anxiety	2/21
Unit 3	Extended Activities	2/27
<b>Unit 4 Serious Peer Conflicts</b>		
Unit 4 Lesson 18	Assumptions	3/4
Unit 4 Lesson 19	Challenge: Assumptions	3/10
Unit 4 Lesson 20	Helping Friends Avoid Conflicts	3/17
Unit 4 Lesson 21	Challenge: Avoiding Conflicts	3/23
Unit 4 Lesson 22	Helping Friends Resolve Conflicts	3/27
Unit 4 Lesson 23	Challenge: Resolving Conflicts	4/2
Unit 4 Lesson 24	Helping Friends After a Conflict	4/8
Unit 4 Lesson 25	Sexual Harassment	4/22
Unit 4 Lesson 26	High School	
Testing Window- No Advisory for three weeks		



## SCOPE AND SEQUENCE

# 2017 Middle School Program

## Grade 6

**Unit 1: Mindsets and Goals** Students learn how to develop a growth mindset and apply it to their social and academic lives. They also learn about If-Then Plans, a research-based strategy for achieving goals.

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 1</b> Welcome!	Recognize how your brain is changing during adolescence Identify Second Step topics that are important to you	Starting Right
<b>Lesson 2A*</b> Starting Middle School	Identify challenges many students face starting middle school Identify people you can go to for help with these challenges	Resilience Starting Right
<b>Lesson 2B*</b> Helping New Students	Describe why students may not feel like they belong when starting middle school Identify ways you can help new students feel welcome and comfortable at school	Helping Others Starting Right
<b>Lesson 3</b> Grow Your Brain 1	Identify how brains grow stronger	Academic Success Growth Mindset
<b>Lesson 4</b> Grow Your Brain 2	Describe how using good strategies, getting help from others, and working hard can help you do better in school	Academic Success Growth Mindset
<b>Lesson 5</b> Can Personalities Change?	Recognize that personalities can change Explore how knowing this can change how you think about others	Growth Mindset Resilience

\*For Grades 6 and 7, there are two options for the second lesson. If your students are starting a new school, teach Lesson 2A. If your students are returning to middle school, teach Lesson 2B.



## SCOPE AND SEQUENCE

# 2017 Middle School Program

### Grade 6

#### UNIT 1

##### Mindsets and Goals

1. Welcome!
- 2A. Starting Middle School
- 2B. Helping New Students
3. Grow Your Brain 1
4. Grow Your Brain 2
5. Can Personalities Change?
6. Setting Goals
7. If-Then Plans

Unit 1 Review and Assessment  
(Optional)

#### UNIT 2

##### Values and Friendships

8. Values and Decisions
9. Social Values
10. What's a Friend?
11. Making Friends
12. Challenge: Making Friends

Unit 2 Review and Assessment  
(Optional)

#### UNIT 3

##### Thoughts, Emotions, and Decisions

13. What Are Emotions?
14. Values and Emotions
15. Spot the Thought
16. Calming Down
17. Slow Breathing

Unit 3 Review and Assessment  
(Optional)

#### UNIT 4

##### Serious Peer Conflicts

18. Perspectives
19. Challenge: Perspectives
20. Recognizing Serious Conflicts
21. Challenge: Recognizing Conflicts
22. Resolving Serious Conflicts
23. Challenge: Resolving Conflicts
24. Making Amends
25. Bullying
26. Gratitude

Unit 4 Review and Assessment  
(Optional)

### Grade 7

#### UNIT 1

##### Mindsets and Goals

1. Welcome!
- 2A. Starting Middle School
- 2B. Helping New Students
3. Making Mistakes
4. Embracing Challenges
5. Personalities Change
6. Setting Goals
7. If-Then Plans

Unit 1 Review and Assessment  
(Optional)

#### UNIT 2

##### Values and Friendships

8. Values and Decisions
9. Online Values
10. What Kind of Friend Are You?
11. Strengthening Friendships
12. Challenge: Friendships

Unit 2 Review and Assessment  
(Optional)

#### UNIT 3

##### Thoughts, Emotions, and Decisions

13. The Role of Emotions
14. Handling Emotions
15. Unhelpful Thoughts
16. Be Calm
17. Frustration

Unit 3 Review and Assessment  
(Optional)

#### UNIT 4

##### Serious Peer Conflicts

18. Jumping to Conclusions
19. Challenge: Conclusions
20. Avoiding Serious Conflicts
21. Challenge: Avoiding Conflicts
22. Resolving Serious Conflicts
23. Challenge: Resolving Conflicts
24. Taking Responsibility
25. Gender Harassment
26. What You Learned

Unit 4 Review and Assessment  
(Optional)

### Grade 8

#### UNIT 1

##### Mindsets and Goals

1. Welcome!
2. Your Identity
3. Identity and Social Groups
4. Your Interests Matter
5. Overcoming Failure
6. SMART Goals
7. If-Then Plans

Unit 1 Review and Assessment  
(Optional)

#### UNIT 2

##### Values and Relationships

8. Values and Decisions
9. Positive Relationships
10. Relationships Change
11. Negative Relationships
12. Challenge: Relationships

Unit 2 Review and Assessment  
(Optional)

#### UNIT 3

##### Thoughts, Emotions, and Decisions

13. Emotions and Decisions
14. Responding to Anger
15. Handling Rejection
16. Stay Calm
17. Anxiety

Unit 3 Review and Assessment  
(Optional)

#### UNIT 4

##### Serious Peer Conflicts

18. Assumptions
19. Challenge: Assumptions
20. Helping Friends Avoid Conflicts
21. Challenge: Avoiding Conflicts
22. Helping Friends Resolve Conflicts
23. Challenge: Resolving Conflicts
24. Helping Friends After a Conflict
25. Sexual Harassment
26. High School

Unit 4 Review and Assessment  
(Optional)

## Grade 6

### Unit 1: Mindsets and Goals (cont.)

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 6</b> Setting Goals	Practice breaking down big goals into small, simple steps Create an If-Then Plan for taking a small, simple step	Decision Making Planning Ahead
<b>Lesson 7</b> If-Then Plans	Recognize the key parts of an If-Then Plan Use an If-Then Plan to prepare for a difficult or important situation	Planning Ahead Resilience

### Unit 1 Review and Assessment (Optional)

## Grade 6

### Unit 2: Values and Friendships Students learn how to use their values to help them make good decisions and build strong friendships.

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 8</b> Values and Decisions	Identify core personal values Analyze the connection between values and decisions	Decision Making Values
<b>Lesson 9</b> Social Values	Explore how personal values help people get along Create a values-based plan for how to help make school a more positive place	Helping Others Planning Ahead Relationships Values
<b>Lesson 10</b> What's a Friend?	Explore the values you want your friends to have	Relationships Values
<b>Lesson 11</b> Making Friends	Identify different ways to make friends Create a plan for making a new friend	Decision Making Relationships
<b>Lesson 12</b> Challenge: Making Friends	Use friend-making strategies in response to a scenario	Perspective Taking Relationships

### Unit 2 Review and Assessment (Optional)



## Grade 6

### Unit 3: Thoughts, Emotions, and Decisions

Students learn about the relationship between thoughts, emotions, and decisions. They also learn strategies for calming down and staying in control when experiencing strong emotions.

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 13</b> What Are Emotions?	Analyze how emotions affect decision making	Decision Making Thoughts and Emotions
<b>Lesson 14</b> Values and Emotions	Practice using values to help make good decisions when you're upset	Decision Making Thoughts and Emotions Values
<b>Lesson 15</b> Spot the Thought	Recognize the difference between thoughts and emotions Identify unhelpful thoughts and their effect on decision making	Decision Making Resilience Thoughts and Emotions
<b>Lesson 16</b> Calming Down	Identify common calming-down strategies Create a plan for using calming-down strategies when angry or upset	Conflicts Staying Calm Thoughts and Emotions
<b>Lesson 17</b> Slow Breathing	Practice slow breathing Make a plan for using slow breathing to stay calm	Planning Ahead Staying Calm
<b>Unit 3 Review and Assessment</b> (Optional)		

## Grade 6

**Unit 4: Serious Peer Conflicts** Students learn how to identify, avoid, and resolve serious conflicts and help prevent bullying and harassment.

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 18</b> Perspectives	Recognize that other people may have different perspectives Analyze how identifying others' perspectives can help prevent conflicts	Conflicts Perspective Taking
<b>Lesson 19</b> Challenge: Perspectives	Analyze the effect perspective taking can have on a difficult situation	Conflicts Decision Making Perspective Taking Planning Ahead
<b>Lesson 20</b> Recognizing Serious Conflicts	Recognize the difference between minor and serious conflicts Identify ways to avoid serious conflicts	Conflicts Decision Making
<b>Lesson 21</b> Challenge: Recognizing Conflicts	Recognize serious conflicts Identify ways to avoid serious conflicts	Conflicts Decision Making Planning Ahead
<b>Lesson 22</b> Resolving Serious Conflicts	Identify roadblocks that can make resolving serious conflicts difficult Explore strategies for overcoming roadblocks	Conflicts Decision Making
<b>Lesson 23</b> Challenge: Resolving Conflicts	Identify roadblocks that can make resolving serious conflicts difficult Explore strategies for overcoming roadblocks	Conflicts Planning Ahead
<b>Lesson 24</b> Making Amends	Recognize the difference between apologizing and making amends Identify different strategies for making amends	Conflicts Relationships

## Grade 6

### Unit 4: Serious Peer Conflicts (cont.)

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 25</b> Bullying	Identify ways to help someone who is being bullied	Bullying and Harassment Helping Others
<b>Lesson 26</b> Gratitude	Explore ways to express gratitude	Relationships

### Unit 4 Review and Assessment (Optional)

## Grade 7

### Unit 1: Mindsets and Goals

Students learn how to develop a growth mindset and apply it to their social and academic lives. They also learn about If-Then Plans, a research-based strategy for achieving goals.

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 1</b> Welcome!	Recognize how your brain is changing during adolescence Identify Second Step topics that are important to you	Starting Right
<b>Lesson 2A*</b> Starting Middle School	Identify challenges many students face starting middle school Identify people you can go to for help with these challenges	Resilience Starting Right
<b>Lesson 2B*</b> Helping New Students	Describe why students may not feel like they belong when starting middle school Identify ways you can help new students feel welcome and comfortable at school	Helping Others Starting Right
<b>Lesson 3</b> Making Mistakes	Identify how making mistakes can help you get smarter	Academic Success Growth Mindset
<b>Lesson 4</b> Embracing Challenges	Identify how making mistakes when trying something challenging can be positive	Academic Success Growth Mindset

\*For Grades 6 and 7, there are two options for the second lesson. If your students are starting a new school, teach Lesson 2A. If your students are returning to middle school, teach Lesson 2B.

## Grade 7

### Unit 1: Mindsets and Goals (cont.)

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 5</b> Personalities Change	Recognize that personalities can change Explore what this means for how you think about people you don't get along with	Growth Mindset Resilience
<b>Lesson 6</b> Setting Goals	Practice breaking down big goals into small, simple steps Create an If-Then Plan for taking a small, simple step	Decision Making Planning Ahead
<b>Lesson 7</b> If-Then Plans	Recognize the key parts of an If-Then Plan Use an If-Then Plan to prepare for a difficult or important situation	Planning Ahead Resilience

### Unit 1 Review and Assessment (Optional)

## Grade 7

### Unit 2: Values and Friendships Students learn how to use their values to help them make good decisions and build strong friendships.

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 8</b> Values and Decisions	Identify core personal values Analyze the connection between values and decisions	Decision Making Values
<b>Lesson 9</b> Online Values	Identify values that contribute to a positive online world Create a values-based plan for how to help build a positive online world	Helping Others Planning Ahead Relationships Values
<b>Lesson 10</b> What Kind of Friend Are You?	Explore how your values help you be a good friend Analyze how your values affect your relationships with friends	Relationships Values

## Grade 7

### Unit 2: Values and Friendships (cont.)

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 11</b> Strengthening Friendships	Identify strategies to strengthen friendships	Planning Ahead Relationships
<b>Lesson 12</b> Challenge: Friendships	Identify challenges to friendships in response to scenarios Explore ways to strengthen friendships in response to scenarios	Planning Ahead Relationships

#### Unit 2 Review and Assessment (Optional)

## Grade 7

### Unit 3: Thoughts, Emotions, and Decisions

Students learn about the relationship between thoughts, emotions, and decisions. They also learn strategies for calming down and staying in control when experiencing strong emotions.

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 13</b> The Role of Emotions	Identify why adolescents' emotions are especially intense Analyze how emotions affect decision making	Decision Making Thoughts and Emotions
<b>Lesson 14</b> Handling Emotions	Recognize that emotions don't have to control decision making Identify how remembering your values can help you make good decisions	Decision Making Thoughts and Emotions Values
<b>Lesson 15</b> Unhelpful Thoughts	Identify unhelpful thoughts and their effect on decision making Explain how thoughts, emotions, and decisions are connected	Decision Making Resilience Thoughts and Emotions
<b>Lesson 16</b> Be Calm	Identify common calming-down strategies Explain why calming-down strategies are effective	Conflicts Staying Calm Thoughts and Emotions



## Grade 7

### Unit 3: Thoughts, Emotions, and Decisions (cont.)

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 17</b> Frustration	Recognize common sources of frustration Create a plan for handling frustrating situations	Planning Ahead Resilience Staying Calm

### Unit 3 Review and Assessment (Optional)

## Grade 7

### Unit 4: Serious Peer Conflicts Students learn how to identify, avoid, and resolve serious conflicts and help prevent bullying and harassment.

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 18</b> Jumping to Conclusions	Recognize that other people may have different perspectives Analyze how identifying others' perspectives can help prevent conflicts	Conflicts Perspective Taking
<b>Lesson 19</b> Challenge: Conclusions	Analyze the issues that come from jumping to conclusions	Conflicts Decision Making Perspective Taking
<b>Lesson 20</b> Avoiding Serious Conflicts	Recognize the difference between minor and serious conflicts Identify ways to avoid serious conflicts	Conflicts Decision Making
<b>Lesson 21</b> Challenge: Avoiding Conflicts	Recognize serious conflicts Identify ways to avoid serious conflicts	Conflicts Decision Making Planning Ahead
<b>Lesson 22</b> Resolving Serious Conflicts	Identify roadblocks that can make resolving serious conflicts difficult Explore strategies for overcoming roadblocks	Conflicts Decision Making
<b>Lesson 23</b> Challenge: Resolving Conflicts	Identify roadblocks that can make resolving serious conflicts difficult Explore strategies for overcoming roadblocks	Conflicts Planning Ahead

## Grade 7

### Unit 4: Serious Peer Conflicts (cont.)

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 24</b> Taking Responsibility	Explore what it means to take responsibility for something Identify reasons to take responsibility for your decisions	Conflicts Values
<b>Lesson 25</b> Gender Harassment	Identify ways to help stop gender harassment	Bullying and Harassment Helping Others
<b>Lesson 26</b> What You Learned	Review key skills and concepts taught in the Second Step Program	Planning Ahead

### Unit 4 Review and Assessment (Optional)

## Grade 8

**Unit 1: Mindsets and Goals** Students learn how to develop a growth mindset and apply it to their social and academic lives. They also learn about If-Then Plans, a research-based strategy for achieving goals.

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 1</b> Welcome!	Learn how Second Step strategies can help you cope with changes during adolescence Set classroom norms for Second Step lessons	Starting Right
<b>Lesson 2</b> Your Identity	Recognize that identity is complex and shaped by many factors Learn what aspects, both internal and external, make up your identity	Growth Mindset
<b>Lesson 3</b> Identity and Social Groups	Recognize that identity can be influenced by others and that it's common to "switch" identities to fit in Understand that you don't have to take on an identity you don't like because of peer pressure	Growth Mindset Resilience
<b>Lesson 4</b> Your Interests Matter	Identify how you can use your interests and strengths to make a difference in the world	Growth Mindset Resilience

## Grade 8

### Unit 1: Mindsets and Goals (cont.)

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 5</b> Overcoming Failure	Understand that mistakes and failure are difficult, but they can be overcome Identify techniques you can try after you fail or make a mistake	Academic Success Growth Mindset
<b>Lesson 6</b> SMART Goals	Practice transforming wishes into SMART goals	Decision Making Planning Ahead
<b>Lesson 7</b> If-Then Plans	Recognize the key parts of an If-Then Plan Use an If-Then Plan to prepare for a difficult or important situation	Planning Ahead Resilience

### Unit 1 Review and Assessment (Optional)

## Grade 8

### Unit 2: Values and Relationships

Students learn how to use their values to help them make good decisions, build strong relationships, and avoid negative relationships.

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 8</b> Values and Decisions	Identify core personal values Analyze the connection between values and decisions	Decision Making Planning Ahead Values
<b>Lesson 9</b> Positive Relationships	Identify features of positive relationships Learn how connecting with people who share common interests can help you make friends	Decision Making Planning Ahead Relationships
<b>Lesson 10</b> Relationships Change	Identify ways to cope when friendships change or end	Relationships
<b>Lesson 11</b> Negative Relationships	Identify signs of negative relationships	Planning Ahead Relationships
<b>Lesson 12</b> Challenge: Relationships	Practice identifying what makes a relationship positive or negative Recognize signs of negative relationships	Relationships Values

### Unit 2 Review and Assessment (Optional)

## Grade 8

### Unit 3: Thoughts, Emotions, and Decisions

Students learn about the relationship between thoughts, emotions, and decisions. They also learn strategies for calming down and staying in control when experiencing strong emotions.

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 13</b> Emotions and Decisions	Analyze how emotions affect decision making	Decision Making Thoughts and Emotions
<b>Lesson 14</b> Responding to Anger	Practice using values to help make good decisions when you're upset	Decision Making Thoughts and Emotions Values
<b>Lesson 15</b> Handling Rejection	Recognize unhelpful thoughts and their effect on decision making  Identify ways to react if unhelpful thoughts get stuck in your head	Decision Making Resilience Thoughts and Emotions
<b>Lesson 16</b> Stay Calm	Identify common calming-down strategies Explain why calming-down strategies are effective	Conflicts Staying Calm Thoughts and Emotions
<b>Lesson 17</b> Anxiety	Identify common sources of anxiety Create a plan for handling anxiety	Planning Ahead Resilience Staying Calm
<b>Unit 3 Review and Assessment</b> (Optional)		

## Grade 8

### Unit 4: Serious Peer Conflicts

Students learn how to identify, avoid, and resolve serious conflicts and help prevent bullying and harassment.

LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 18</b> Assumptions	Recognize the potential consequences of making assumptions  Analyze a scenario and think of multiple assumptions in response to it	Conflicts Perspective Taking Relationships

## Grade 8

### Unit 4: Serious Peer Conflicts (cont.)

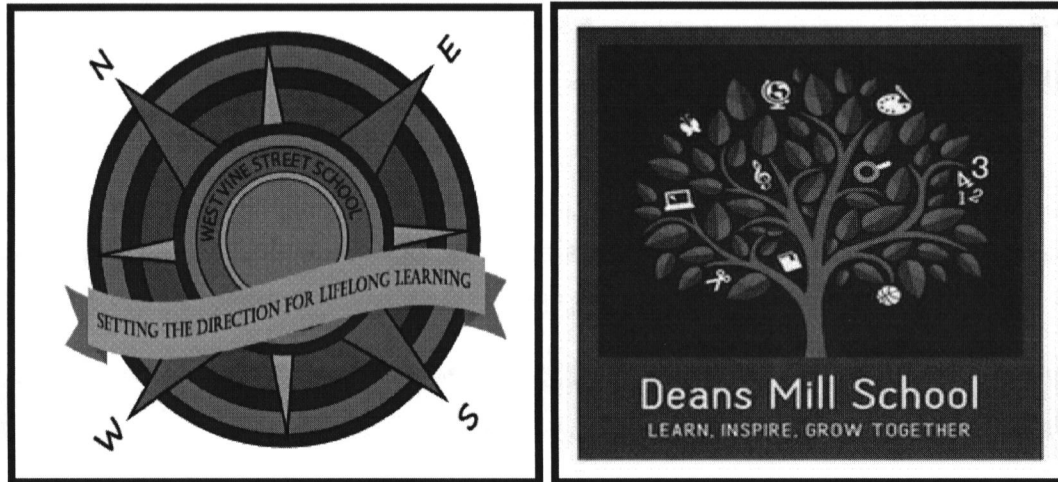
LESSON TITLE	OBJECTIVES	THEMES
<b>Lesson 19</b> Challenge: Assumptions	Analyze how assumptions influence decision making	Conflicts Decision Making Perspective Taking
<b>Lesson 20</b> Helping Friends Avoid Conflicts	Recognize the difference between minor and serious conflicts Identify ways to help friends avoid serious conflicts	Conflicts Decision Making Helping Others
<b>Lesson 21</b> Challenge: Avoiding Conflicts	Recognize serious conflicts Identify ways to help friends avoid serious conflicts	Conflicts Decision Making Helping Others
<b>Lesson 22</b> Helping Friends Resolve Conflicts	Identify reasons why conflicts may be hard to resolve Explore strategies for helping friends resolve conflicts	Conflicts Decision Making Helping Others
<b>Lesson 23</b> Challenge: Resolving Conflicts	Explore strategies for helping friends handle serious conflicts	Conflicts Helping Others Planning Ahead
<b>Lesson 24</b> Helping Friends After a Conflict	Identify ways to help friends recover from serious conflicts	Conflicts Helping Others
<b>Lesson 25</b> Sexual Harassment	Identify ways to help stop sexual harassment	Bullying and Harassment Helping Others
<b>Lesson 26</b> High School	Identify challenges many students face starting high school Identify people you can go to for help with these challenges	Academic Success Resilience

### Unit 4 Review and Assessment (Optional)



# Health

## Stonington Public Schools



Fifth Grade

# Grade 5 Health Curriculum Guide

## Critical Areas of Focus

Fifth grade health education includes age-appropriate, medically accurate information on a broad set of topics related to human growth and development, decision-making, advocating for others, and disease prevention. The overall goal of health education is to provide young people with the knowledge and skills to promote their health and well-being as they mature into healthy adolescents. ([CSDE Sexual Health Guidelines](#))

A [letter](#) stating the content objectives of the puberty unit within 5th grade Health will be sent home to all 5th grade parents prior to the start of the unit. Parents may opt their child out of specific portions of the course.

## Pacing Guide

1	2	3
<a href="#">Advocate for Others</a>	<a href="#">Disease Prevention</a>	<a href="#">Body Image/Puberty</a>
4 classes/ 20-30 minutes per class	3 classes/ 30-50 minutes per class	7 classes/ 50 minutes

## Unit 1

<p><b><u>Name of Unit:</u></b> Advocate for Others</p>	<p><b><u>Length of unit: (number of classes/minutes per meeting)</u></b> 4 classes/ 20-30 minutes per class</p>
<p style="text-align: center;"><b>Content Standards Addressed in the Unit:</b></p> <p><b>Health Standards</b></p> <p><b>E.5.1:</b> Practice verbal and nonverbal communication as a means of enhancing health</p> <p><b>E.5.4:</b> Identify and demonstrate healthy ways to express needs, wants and feelings</p> <p><b>E.5.6:</b> Demonstrate active listening skills to build and maintain healthy relationships with peers and family members</p> <p><b>E.5.7:</b> Demonstrate avoidance and refusal skills</p> <p><b>E.8.3:</b> Identify and describe community agencies that advocate for healthy individuals, families and communities</p> <p><b>E.8.4:</b> Describe ways to encourage and support others in making positive health choices</p> <p><b>Sexual Health Standards</b></p> <p><b>E.5.3:</b> Describe and demonstrate effective negotiation and refusal skills</p> <p><b>E.5.4a:</b> Demonstrate healthy ways to express needs, wants and feelings</p>	
<p><b><u>Big Ideas:</u></b></p> <ul style="list-style-type: none"> <li>It is important to recognize when a peer may be in a bad situation and need someone to support them.</li> </ul>	<p><b><u>Essential Question(s):</u></b></p> <ul style="list-style-type: none"> <li>How can communication enhance my personal health?</li> <li>What can I do to promote accurate health information and healthy behaviors?</li> <li>What do I need to know about my growth and development and its relationship to that of others to stay healthy?</li> <li>What can I do to advocate for responsible behaviors related to sexual health based on accurate health information?</li> </ul>
<p><b><u>Students will know:</u></b></p> <ul style="list-style-type: none"> <li>Situations where a peer may need help</li> <li>Ways to provide help to a peer</li> </ul>	<p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>Identify the differences between healthy and unhealthy interactions</li> </ul>



- People/resources to turn to in order to help a peer.

- Find a trusted adult to intervene when possible/needed

### **Significant tasks:**

**Significant Task 1:** Students will be introduced to and create their own Circle of Support. In a whole group introduce and discuss the circle of support, what it is and what it is for (review of healthy and unhealthy relationships). Have students break out into small groups to brainstorm who are trusted peers, adults in school, adults in the community, and adults at home. Have students fill out their own circle of support while still in their small groups and when finished have them share out who made it into their circle. Bring students back to a whole group and have a question/answer session. Revisit the circles their next class and model with the class how to use one circle to help out an individual from a specific scenario. Explain that they will be doing something similar in small groups in upcoming classes.

**Timeline: 2 class @ 10-20 minutes**

**Significant Task 2:** Start in whole group and pass back each students' circle of support. Explain that they will be split into small groups and each given a scenario to role play. Students should read their scenario and brainstorm how to help the person in need utilizing their support system. Once each group has had sufficient time to decide how they would respond to the scenario bring the class back together and share out solutions. Repeat the following class with different scenarios.

**Timeline: 2 classes @ 15-25 minutes**

**Common Learning Experiences:** Discussions, classwork, role playing cards

**Key vocabulary:** bystander, circle of support, trusted adult, advocate, peer pressure, bullying

### **Evidence of Understanding - Common Assessments**

- Question and Answer
- Performance task #1

- Performance task #2
- Exit slip

**Teacher notes:**

- Resources: [kidshealth.org](http://kidshealth.org)
- Anticipated Student Misconceptions: Difference between bullying and being unkind, difference between healthy and unhealthy relationships, appropriate and inappropriate touch
- Differentiation Strategies: work with small groups, peer modeling, pre-teach vocabulary, preview scenarios
- Safety Considerations: NA
- Prior Knowledge: respect for others, respect for the environment, bullying vs mean- spirited, bystanders, empathy
- Interdisciplinary Connections:
  - CCSS.ELA-LITERACY.SL.5.1.B: Follow agreed-upon rules for discussions and carry out assigned roles.
  - CCSS.ELA-LITERACY.SL.5.1.C: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - CCSS.ELA-LITERACY.SL.5.1.D: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

## Unit 2

<p><b><u>Name of Unit:</u></b> Disease Prevention</p>	<p><b><u>Length of unit: (number of classes/minutes per meeting)</u></b> 3 classes/ 30-50 minutes per class</p>
<p style="text-align: center;"><b>Content Standards Addressed in the Unit:</b></p> <p><b><i>Health Standards</i></b></p> <p><b><i>E.1.6:</i></b> Identify health problems and illnesses that can be prevented or treated early</p> <p><b><i>E.1.8:</i></b> Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems</p> <p><b><i>E.1.9:</i></b> Define the terms communicable (infectious) and non-communicable (noninfectious) diseases and identify ways to help prevent disease (e.g. HIV/AIDS, diabetes, cancer, heart disease)</p> <p><b><i>E.8.1:</i></b> Describe a variety of methods to convey accurate health information, concepts and skills</p> <p><b><i>E.8.2:</i></b> Express opinions about health issues based on accurate health information</p> <p><b><i>E.8.6:</i></b> Demonstrate positive ways to show care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)</p>	
<p><b><u>Big Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Different diseases can be spread and prevented in various methods.</li> </ul>	<p><b><u>Essential Question(s):</u></b></p> <ul style="list-style-type: none"> <li>• How can you prevent disease?</li> <li>• How are diseases spread?</li> <li>• What are the differences between diseases?</li> </ul>
<p><b><u>Students will know:</u></b></p> <ul style="list-style-type: none"> <li>• Different methods of spreading germs</li> <li>• Different ways to protect themselves from disease</li> </ul>	<p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Identify the differences between communicable and non-communicable diseases</li> <li>• Identify how germs are spread throughout the environment</li> <li>• Identify how protect ourselves from diseases</li> </ul>

**Significant tasks:**

**Significant Task 1:** Students will participate in an activity within the class focusing on the difference between communicable and noncommunicable diseases. Students will start in whole group instruction to speak about the differences between communicable and noncommunicable diseases and then introduced to and receive a card with a disease printed on it. Students will then break out and start to form smaller groups depending on whether their disease card is communicable or noncommunicable. Once in these smaller groups they will have the chance to brainstorm how their diseases can be spread or why their diseases cannot. After time for a discussion students will be brought back into a whole group to explain the next breakout session. In the next session students will be instructed to do different exercises depending on different attributes of their disease card turning it into a fitness activity. Activity will end with whole group discussion/question and answer session.

**Timeline: 1 class @ 50 minutes**

**Significant Task 2:** Students will participate in an activity within the class that focuses on the spreading of germs and how they multiply within the environment. The students will participate as a whole group to work through the different methods of spreading the disease within the game itself. The activity starts with one student spreading “germs” and will eventually lead to the whole class. This can culminate in a whole group discussion about spreading disease. The students will continue this into an activity about disease prevention and methods on how to protect ourselves from disease.

**Timeline: 2 classes @ 25 minutes**

**Common Learning Experiences:** Kidshealth.org video: Immune System (7 minutes 25 seconds ), class discussions

**Key vocabulary:** Communicable, Noncommunicable, Disease, Leukocytes, Phagocytes, Lymphocytes, Immune

**Evidence of Understanding - Common Assessments**

- Question and Answer
- Performance tasks
- Unit Quiz; answer key

**Teacher notes:**

- Resources: [kidshealth.org](http://kidshealth.org)
- Anticipated Student Misconceptions: NONE
- Differentiation Strategies: walking during activities, roll the ball instead of throwing, work in small groups, preview vocabulary
- Safety Considerations: kids running into each other, getting hit in the eye with ball
- Prior Knowledge: Healthy habits to prevent disease, How illnesses spread, hygiene
- Interdisciplinary Connections:
  - CCSS.ELA-LITERACY.SL.5.1.B: Follow agreed-upon rules for discussions and carry out assigned roles.
  - CCSS.ELA-LITERACY.SL.5.1.C: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - CCSS.ELA-LITERACY.SL.5.1.D: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
  - CCSS.ELA-LITERACY.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - CCSS.ELA-LITERACY.W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
  - CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.



## Unit 3

<b><u>Name of Unit:</u></b> Body Image and Puberty	<b><u>Length of unit: (number of classes/minutes per meeting)</u></b> 7 classes/ 50 minutes
<b>Content Standards Addressed in the Unit:</b>	
<b>Health Standards</b> <i>E.1.2: Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body.</i> <i>E.1.3: Describe the basic structure and functions of the human body systems using medically accurate terminology and specific functions of the body systems</i> <i>E.1.10: Describe the physical and emotional changes that occur during puberty</i> <i>E.2.4: Discuss ways to obtain information about human growth and development from family, school personnel, health professionals and other responsible adults</i> <i>E.4.2: Explain how media and technology influence personal and health behaviors</i> <i>E.4.4: Identify and explain how the media may influence messages one may receive about body image.</i>	
<b>Sexual Health Standards</b> <i>E.1.2a: Identify characteristics of positive self-esteem and self-respect</i> <i>E.1.2c: Use proper names for body parts including gender specific anatomy</i> <i>E.1.2d: Explain that puberty, human growth and development can vary considerably</i> <i>E.1.2e: Describe the physical and emotional changes that occur during puberty</i> <i>E.4.2a: Describe how culture, media, technology and people may influence the attitudes, behaviors and decisions of young people (e.g. attractiveness, body image, relationships, self-esteem)</i>	
<b><u>Big Ideas:</u></b> <ul style="list-style-type: none"> <li>There are many influences on young people's body image and self-esteem.</li> <li>Our bodies change as we grow.</li> </ul>	<b><u>Essential Question(s):</u></b> <ul style="list-style-type: none"> <li>What are appearance ideals?</li> <li>How does media influence how we see ourselves?</li> </ul>

<b><u>Students will know:</u></b> <ul style="list-style-type: none"><li>● How the media impacts our views</li><li>● How to explain appearance ideals within our culture</li><li>● How to reduce appearance-focused conversations</li><li>● The changes our body undergoes during puberty</li></ul>	<b><u>Students will be able to:</u></b> <ul style="list-style-type: none"><li>● Explain what an appearance ideal is</li><li>● Explain the impact of social media, celebrity culture and advertising on how we see ourselves</li><li>● Identify how to reduce comparisons on others</li><li>● Explain body activism</li><li>● Explain how the endocrine system contributes to the growth and changes in our bodies as we age</li></ul>
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**Significant tasks:**

**Significant Task 1:** Students will explore the concept of appearance ideals and how they develop. This will lead to whole class discussions and worksheets based on how they see themselves and what can be seen by others. This will lead into a discussion and video based on the messages from the media on appearance ideals. The students will gain an understanding of how photos are manipulated within the media to portray a look that is considered “perfect”. Dove Self-esteem Project: Confident Me

**Timeline: 2 classes @ 50 minutes each**

**Significant Task 2:** Students will take the prior knowledge and relate to comparisons on appearance. They will focus on positive ways to provide feedback and proper discussion within the community. This leads into a discussion on body talk. This can help students to focus on self-esteem. We will also discuss ways to redirect conversations that may make students uncomfortable.

**Timeline: 2 classes @ 50 minutes each**

**Significant Task 3:** Students will learn about the changes the body will go through during puberty. The students will understand the role of the endocrine system and how it contributes to the growth and changes of our bodies while we age. The students will watch videos on changes through Always changing and Wellcast, as well as a presentation on the changes that occur depending on the gender. Boys Puberty Presentation Girls Puberty Presentation The students will also be able to ask questions on the changes.

**Timeline: 3 classes @ 50 minutes each**

**Common Learning Experiences:** Class discussions, video clips, worksheets, “Girls Night Out” event with presentations for SHS students, the school nurse, and a school mental health professional

**Key vocabulary:** Appearance ideals, external influences, internal influences, appearance pressures, media, professional media, personal/ social media, appearance-based comparisons, body talk, endocrine system, pituitary gland, puberty

**Evidence of Understanding - Common Assessments**

- Question and Answer
- Classwork
- Assessments and Presentations
- Always Changing- Girls
- Wellcast- Girls
- Always Changing- Boys
- Wellcast- Boys
- Significant Task 3

**Teacher notes:**

- Resources: Dove Self-esteem Project: Confident Me
- Anticipated Student Misconceptions: Media advertisements, everyone hits puberty at the same, we can control our hormones, there is something wrong with me
- Differentiation Strategies: students work in groups to finish tasks, students have small group discussions instead of whole class, Students can dictate answers, students can read questions out loud
- Safety Considerations: NA
- Prior Knowledge: recognize personal strengths, recognize strengths of others, positive vs negative behaviors, personal health behaviors, positive health behaviors, empathy, respect for others, bullying
- Interdisciplinary Connections:
  - CCSS.ELA-LITERACY.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.



- CCSS.ELA-LITERACY.W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
- CCSS.ELA-LITERACY.SL.5.1.B: Follow agreed-upon rules for discussions and carry out assigned roles.
- CCSS.ELA-LITERACY.SL.5.1.C: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- CCSS.ELA-LITERACY.SL.5.1.D: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

# Health

## Stonington Public Schools



**STONINGTON**  
MIDDLE SCHOOL

## Eighth Grade Health

## Eighth Grade Health

### Critical Areas of Focus

Sexual health education includes age-appropriate, medically accurate information on a broad set of topics related to sexuality, including human development, relationships, decision-making, abstinence, contraception, and disease prevention. The overall goal of sexual health education is to provide young people with the knowledge and skills to promote their health and well-being as they mature into sexually healthy adults. ([CSDE Sexual Health Guidelines](#))

A [letter](#) stating the content objectives of 8th grade Health will be sent home to all 8th grade parents in the summer. Parents may opt their child out of specific portions of the course.

### Pacing Guide

One Quarter- Every other day

1	2	3	4	5
Health Triangle & Gender	Reproductive Anatomy, Puberty, & Pregnancy	STIs/HIV/AIDS	Birth Control	Sexual Harassment
3 classes @ 50 minutes	8 classes @ 50 minutes	3 classes @ 50 minutes	5 classes @ 50 minutes	4 classes @ 50 minutes

## Eighth Grade Health

<b><u>Name of Unit:</u></b>	<b><u>Length of unit: (number of classes/minutes per meeting)</u></b>
Sexual Health Education	~23 classes/50 minutes
<b>Content Standards Addressed in the Unit:</b>	
<p><b>Core Concepts:</b></p> <p><b>M.1.2.c</b> Describe male and female reproductive and sexual systems and how they work</p> <p><b>M.1.2.d</b> Describe puberty and the process of human reproduction</p> <p><b>M.1.2.e.</b> Describe the interrelationship of mental, emotional, social and physical health during puberty and adolescence</p> <p><b>M.1.4.a</b> Compare and contrast the characteristics of healthy and unhealthy relationships</p> <p><b>M.1.6.</b> Describe healthy and unhealthy dating practices (e.g. values, culture, dating violence)</p> <p><b>M.1.6.e</b> Differentiate between gender identity, sexual orientation, and the concept of gender roles</p> <p><b>M.1.7.a.</b> Explain the value of abstinence and/or choosing to abstain after having already engaged in sexual activity</p> <p><b>M.1.7.b.</b> Identify the methods of contraception and how they work</p> <p><b>M.1.8</b> Identify and discuss the impact of teenage pregnancy and parenthood (e.g. future goals, financial, graduation, college)</p> <p><b>M.1.10</b> Discuss HIV/STD and hepatitis infections as it relates to higher risk behaviors, modes of transmission and prevention methods</p> <p><b>Accessing Health Information and Resources:</b></p> <p><b>M.2.1</b> Identify a trusted adult who can provide accurate information about puberty, adolescent development and sexuality</p> <p><b>M.2.2</b> Distinguish between reliable and unreliable sources of information on sexual health (e.g. internet and social media)</p> <p><b>M.2.3.a</b> Identify the process for getting help and to report sexual harassment, sexual assault, child abuse, human trafficking, bullying and other types of violence</p> <p><b>M.2.3.b</b> Discuss the legal age of consent for sexual behaviors in Connecticut</p> <p><b>Self-management of Healthy Behaviors:</b></p> <p><b>M.3.2.a</b> Identify strategies that an individual could use to abstain or delay sexual intercourse</p> <p><b>M.3.2.b</b> Describe abstinence and its role in maintaining sexual health</p> <p><b>M.3.4</b> Discuss the importance of personal responsibility for sexual behavior, including abstinence and sexual and reproductive health</p>	



**M.3.6** Identify and discuss the value of postponing sexual activity, the methods and effectiveness of contraception and ways to protect oneself from communicable diseases (e.g. STD/HIV)

**M.3.7** Discuss ways in which an individual could respond in a situation when they or someone else is being bullied or harassed

**Communication Skills:**

**M.5.4.a** Demonstrate how to communicate clear expectations, boundaries, personal safety strategies and clear limits on sexual behaviors

**M.5.5** Discuss various forms of communication that constitutes sexual harassment and identify the process for reporting incidents of sexual harassment and other types of violence

**Decision-Making Skills:**

**M.6.1** Describe the impact that external influences (e.g. partners, peers, family, community) have on decision-making about abstinence, sexual activity and sexual health

**M.6.2** Predict how deciding to remain abstinent protects ones' sexual health

**Advocacy:**

**M.8.3** Discuss the benefits of and advocate for developmentally appropriate, medically accurate sexual health education

**M.8.4** Advocate for safe environments that encourage dignified and respectful treatment of others

**Mandates:**

**C.G.S Section 10-19(b)** Instruction in Acquired Immune Deficiency Syndrome (AIDS/HIV) be offered during the regular school day in a planned, ongoing and systematic fashion. Parents/Guardians have the right to opt their child out of such instruction.

**Public Act 19-91 (2020):** include sexual harassment and assault, adolescent relationship abuse and intimate partner violence, human trafficking and commercial sexual exploitation.

**CT Gen Stat § 10-16b (2012):** (a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; **health and safety**, including, but not limited to, human growth and development, nutrition, first aid, disease prevention, community and consumer health, **physical, mental and emotional health**, including **youth suicide prevention**, substance abuse prevention, safety, which may include the dangers of gang membership, and accident prevention.

<p><b><u>Big Ideas:</u></b></p> <ul style="list-style-type: none"> <li>● Human sexuality includes the knowledge and acceptance of oneself as well as the knowledge and acceptance of others as unique individuals.</li> <li>● Knowledge of human reproductive anatomy and physiology is crucial to understanding oneself.</li> <li>● Making sexual decisions involves acceptance of consequences and responsibility.</li> </ul>	<p><b><u>Essential Question(s):</u></b></p> <ul style="list-style-type: none"> <li>● How do my choices regarding sexual behavior impact myself and others?</li> <li>● What strategies and behaviors promote optimal sexual and reproductive health?</li> </ul>
<p><b><u>Students will know:</u></b></p> <ul style="list-style-type: none"> <li>● Ways the media influences one's behaviors and decision making related to sexuality</li> <li>● How parents, peers, and the media influence the decisions that adolescents make around the issues of sexuality</li> <li>● The physical, mental, and emotional changes that occur during puberty, including the importance of good hygiene</li> <li>● Gender identity and sexual orientation terminology and the role of respectful, inclusive language in promoting an environment free of bias and discrimination</li> <li>● Influences on sexual behaviors and decision making</li> <li>● The structure and function of the male and female reproductive anatomy</li> <li>● The development of the fetus from conception to birth</li> <li>● Sexual risk behaviors, common sexually transmitted infections, and their symptoms</li> <li>● The pathogens, symptoms, and methods of transmission of sexually transmitted diseases</li> </ul>	<p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>● Analyze the messages given to adolescents about sexuality and sexual orientation in media and other sources</li> <li>● Define and understands gender expression terminology</li> <li>● Defines and understands sexual orientation spectrum terminology</li> <li>● Identify stereotypes about sexual orientation and gender expression</li> <li>● Analyzes language and labels associated with sexual orientation and gender expression</li> <li>● Identify factors that influence sexual attitudes</li> <li>● Review the male and female reproductive systems</li> <li>● Review the interrelationships of and the disparity among physical, emotional and social changes during puberty.</li> <li>● Identify the consequences of teenage pregnancy</li> <li>● Define abstinence and understands the role it plays in maintaining health and wellness</li> <li>● Describe various methods of contraception and birth control the efficacy of each.</li> <li>● Recognize the value of self-control in the development of one's sexuality and in the planning for family life.</li> </ul>

<ul style="list-style-type: none"><li>● Why abstinence is the only 100% safe and reliable method to prevent pregnancy</li><li>● The effectiveness of various contraception methods</li><li>● The short and long term effects of teenage sexual behavior, including the risks and responsibilities associated with teenage pregnancy</li><li>● Where to access valid and reliable sources of information about human growth and development.</li><li>● The difference between a healthy and unhealthy relationships</li><li>● Effective verbal and non-verbal communication skills</li><li>● Refusal skills in regards to situations involving relationships and sexual issues</li><li>● Where to get valid health information and how to access services and resources.</li><li>● The definition of sexual harassment.</li><li>● The warning signs of suicide and how to access help.</li><li>● How to report an alleged incident of inappropriate behavior, bullying, or harassment or a concern for one's health and wellbeing. (SMS website)</li></ul>	<ul style="list-style-type: none"><li>● Sequence of events, which show the development of the human organism from conception through birth</li><li>● Analyze potential consequences of unintended pregnancy</li><li>● Identifies methods of transmission, symptoms, care, treatment, and risk reduction of HIV/AIDS, hepatitis, and STI's</li><li>● Identifies the sexually transmitted infections (STI's) most prevalent in adolescents</li><li>● Identify sexual harassment or bullying.</li><li>● Identify the steps to take if sexually harassed or bullied.</li></ul>
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**Significant tasks:**

**Significant Task 1: Introduction & Gender**

As an introduction to health, students can brainstorm a class list of what makes a healthy lifestyle, including physical, mental, & social health. Students can then complete a personal health inventory, documenting their current lifestyle, and a wellness triangle, to determine their social, physical, mental well being. A discussion can occur to define sexual health. The class can then discuss

which side of the triangle is the most important and can decide where sexual health should be included on the triangle

To introduce gender identification, students can begin by drawing two stick figures, one to represent a male and the other, a female. They can then write and/or draw messages that males or females will get about being a male or a female in our society, community, home and/or school. After viewing peers' stick figures, a class discussion can occur on gender stereotypes and expectations. Students could then analyze cultural messages about gender from images found in magazines, television and social media. After discussing several gender-based scenarios, students can write a reflection answering, 'Have you ever been told that you should or could not do something because you are a male or a female? How did you feel about it?'. Students can then explore myths and facts regarding sexual orientation and gender identity. Using a diagram such as a Genderperson, students can compare and contrast sexual orientation, biological sex, gender expression, and gender identity.

Timeline: ~3 classes @ 50 minutes

### **Significant Task 2: Reproductive Anatomy**

Groups of students can begin by putting the names of reproductive organs into categories (male, female, both) and then matching the definition/function. Through reading and research, they can determine if their matches were correct. Next, students can label male and female anatomy diagrams to locate the reproductive organs and glands. Students will then review a list of puberty occurrences and determine if it happens to males, females, or both. They can then analyze why the changes occur, focusing on menstrual/egg and sperm cycles. After an introduction to sexual intercourse, students can sequence the steps from conception to birth.

Timeline: ~4 classes @ 50 minutes

### **Significant Task 3: STIs/HIV/AIDS**

Students can begin by creating a driving question board about Sexually Transmitted Diseases. Students can be given a list of STIs and can hypothesize the disease effects, the symptoms, and how it is transmitted and/or prevented. In small groups, students can research a STI and then share the information with their peers in a jigsaw or gallery walk format. To expand on their knowledge of



HIV/AIDS, students can watch a documentary such as 'The Announcement' by Michael Jordan, which provides abundant information on the subject in an engaging, reflective format. Once students are familiar with several STIs, they can determine where would one go to access sexual health services.

Timeline: ~6 classes @ 50 minutes

#### **Significant Task 4: Birth Control**

Students can begin by sharing their ideas to answer 'How would one protect themselves from STIs and/or pregnancy'. Once their lists are generated they can compare theirs' to the list of FDA-birth control methods recommended for young adults. The efficacy of each method can be discussed with emphasis put on abstinence as the only 100% safe method. Through a pregnancy/prenatal website hunt activity, students can discover the care and budget required for raising a baby. Students can write a reflection regarding goals and how delaying sexual activity might help individuals reach their goals.

Timeline: ~3 classes @ 50 minutes

#### **Significant Task 5: Sexual Harassment**

Students can begin by analyzing the words to a song such as "What Do You Mean" by Justin Bieber. They can read scenarios and then define and describe examples of aggressive, passive and assertive communication with regards to sex/sexuality. Students can then research sexual harassment and what it entails. After analyzing the consent spectrum students can determine what "no" means. Students can complete an activity such as Taking Action: Make sexual abuse and assault stop. Students can research where to get help for sexual abuse or dating violence. Students can then use the SMART choices model (Slow down, Make a list of options, Analyze choices, Reach a decision, Think and evaluate), used to make informed and age-appropriate decisions, for scenarios in which young adults are deciding whether or not to have a sexual relationship or risky behavior.

Timeline: ~5 classes @ 50 minutes

**Common Learning Experiences:**

- Establish norms/expectations for class discussions
- Student discourse
- Exit tickets as applicable
- Cooperative group work
- Research skills
- Analysis of data and scenarios
- Sharing of current events
- Goal-setting
- SMART choices model

**Key vocabulary:**

communicable disease, embryo, fallopian tubes, menstruation, ovaries, penis, pituitary gland, puberty, reproductive system, scrotum, sperm, testes, testicles, urethra, uterus, vagina, vas deferens, cervix, epididymis, erection, estrogen, fallopian tubes, fertilization, menstrual cycle, ova(egg), ovulation, placenta, pregnancy, prostate gland, puberty, semen, seminal emissions, seminal vesicle, sexual intercourse, testosterone, umbilical cord, urethra, uterus, vagina, vaginal birth, abstinence, bisexuality, celibacy, chlamydia, condoms, contraception, genital herpes, gonorrhea, HIV/AIDS, homosexuality, parent, promiscuity  
Rape, sexual abuse, sexual stereotyping, STD/STI, syphilis, venereal warts, venereal disease, biological sex, gender expression, gender identity, gender policing, sexual orientation, stereotype, androgynous, bisexual, gay, intersex, gender queer, transgender, sexual grooming, predator,

**Evidence of Understanding - Common Assessments**

- Reflection on gender stereotypes
- Reproduction anatomy quiz
- STI jigsaw
- HIV/AIDs Video reflection
- CER- How could delaying sexual activity help individuals reach their goals?
- Taking Action: Make Sexual Abuse and Assault Stop assignment
- SMART model scenario analysis

**Teacher notes:**

- Resources:
  - <https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf>
  - <https://portal.ct.gov/SDE/Publications/Sexual-Health-Education-Component-of-Comprehensive-Health-Education/Components-of-Sexual-Health-Education#anchor9>
  - Gender-  
[https://sfusdhealtheducation.org/download/MS/ms-growth-dev/healthy\\_me\\_healthy\\_us/Lesson-01-Agreements-and-Gender-Sexuality-101.pdf](https://sfusdhealtheducation.org/download/MS/ms-growth-dev/healthy_me_healthy_us/Lesson-01-Agreements-and-Gender-Sexuality-101.pdf)
  - Sexual Health Exemption Letter-  
<https://docs.google.com/document/d/18s72EL3YcF6RtirBY7sMUZkMvbofq2688YJkPZYmoms/edit?usp=sharing>
  - Student Incident Report Form-  
<https://docs.google.com/forms/d/e/1FAIpQLSfIH1SuElKUKnfqI1R98-S0VYbMhGQEgf9qIQauPbBqI4IMxQ/viewform>
- Anticipated Student Misconceptions:
  - <https://www.tolerance.org/magazine/summer-2016/the-new-sex-ed>
  - <https://www.kappanonline.org/marshall-sex-education/>
- Differentiation Strategies:
  - Teacher will make modifications/accommodations based on student IEPs/504s.
- Safety Considerations:
  - N/A
- Prior Knowledge:
  - K-7 health topics
- Interdisciplinary Connections:
  - CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on discipline-specific content
  - CCSS.ELA-Literacy.WHST.6-8.1.B. Support claims(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - CCSS.ELA-Literacy.WHST.6-8.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
  - CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.

# Health/Physical Education

## Stonington Public Schools



## Health Issues

## Health Issues

### Critical Areas of Focus (Course Description)

This course is designed to help develop and promote healthy student behaviors. Student responsibility regarding personal health decisions and practices, the acquisition of knowledge and the capacity to make prudent choices are points of emphasis. Contemporary health issues and concerns including sexual health, sexual harassment, disease prevention and substance abuse (CT state mandated topics) are focal. Proper care of the human frame and disease cause and prevention are points of emphasis.

**Recommended for Grades 9 or 10**

### Pacing Guide (Semester Course)

1st Marking Period		2nd Marking Period
September- Late Oct.	Late Oct.-Mid December	Mid Dec.-Mid January
Unit 1	Unit 2	Unit 3
<u>Infectious Disease /Relationships /Diversity /Sexual Health</u>  4C- Connect Assignment	<u>Noninfectious Diseases/Addiction/Substances</u>  4C- Connect Assignment	<u>Media &amp; Advertising/ Ex &amp; Fitness/CPR</u>  4C- Connect Assignment
18 blocks/79 minutes	17 blocks/79 minutes	10 blocks/79 minutes

## Unit 1

<u>Name of Unit:</u>	<u>Length of unit: (number of classes/minutes per meeting)</u>
Infectious Diseases/Relationships/Diversity/Sexual Health	18 class periods (79 minutes)
<b>Content Standards Addressed in the Unit:</b>	
<u>Healthy &amp; Balanced Living Curriculum Framework</u>	
<u>Sexual Health Education Framework</u>	
<p>H.1.1 Analyze how behaviors can affect health maintenance and disease prevention</p> <p>H.1.4 Evaluate how families, peers and community members can influence the health of individuals</p> <p>H.1.5 Analyze how physical, social, cultural and emotional environments may influence sexual health</p> <p>H.1.6.a Compare and Contrast healthy and unhealthy dating practices (e.g. values, culture, dating violence)</p> <p>H.1.6.b Analyze the impact of cultural change through the generations on sexual health issues</p> <p>H.1.6.d Research and analyze data about sexual behavior among teenagers</p> <p>H.1.6.f Differentiate between sexual orientation, behavior and identity</p> <p>H.1.8.a Research and analyze the impact of teenage pregnancy and parenthood on society</p> <p>H.1.9 Research and analyze factors that increase the risk of contracting communicable and non-communicable diseases (e.g. HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease, hepatitis)</p> <p>H.3.1 Assess the importance of assuming responsibility for personal health behaviors</p> <p>H.3.3 Analyze and evaluate strategies that an individual could use to abstain or delay sexual intercourse</p> <p>H.3.5 Use and evaluate safety techniques to avoid and reduce injury and prevent disease</p> <p>H.5.1. Compare and contrast skills for communicating effectively with family, peers and others</p> <p>H.5.2. Apply and evaluate characteristics needed to be a responsible individual within their peer group, school, family, and community</p> <p>H.5.3. Demonstrate the ability to identify positive and negative emotions and analyze the impact on behavior</p> <p>H.5.4. Analyze situations and demonstrate healthy ways to express needs, wants and feelings</p> <p>H.5.5. Demonstrate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability</p>	



**H.5.6. Prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts**

**H.5.7. Demonstrate avoidance, refusal, negotiation and collaboration skills to enhance healthy relationships**

**H.5.8. Analyze the possible causes of conflict in families, among peers, and in schools and communities**

**H.5.9. Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers and community resources that might assist, when appropriate**

**H.6.1. Analyze the impact that external influences (e.g. partners, peers, family, community) have on decision-making about abstinence, sexual activity and sexual health.**

**H.6.2. Demonstrate the ability to make health enhancing decisions using the collaborative decision making process**

**H.8.3. Engage the support of community agencies that advocate for healthy individuals, families and communities**

**H.8.6. Engage others to develop health campaigns which promote care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)**

**H.8.7. Analyze the power of choice with personal relationships and examine the responsibility and consequences regarding actions/behaviors related to sexuality**

**Mandates:**

**C.G.S Section 10-19(b)** Instruction in Acquired Immune Deficiency Syndrome (AIDS/HIV) be offered during the regular school day in a planned, ongoing and systematic fashion. Parents/Guardians have the right to opt their child out of such instruction.

**Public Act 19-91 (2020):** include sexual harassment and assault, adolescent relationship abuse and intimate partner violence, human trafficking and commercial sexual exploitation.

**Public Act 18-182:** requires boards to include instruction relating to opioid use and related disorders as part of the substance abuse curriculum in health and safety classes. Section 2 also requires the SBE to make curriculum relating to the Safe Haven Act available

**CT Gen Stat § 10-16b (2012):** (a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; **health and safety**, including, but not limited to, human growth and development, nutrition, first aid, disease prevention, community and consumer health, **physical, mental and emotional health**, including youth suicide prevention, substance abuse prevention, safety, which may include the dangers of gang membership, and accident prevention.

<p><b><u>Big Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Some diseases are preventable and others are not.</li> <li>• Trust is the foundation of a healthy relationship.</li> <li>• Human sexuality includes the knowledge and acceptance of oneself as well as the knowledge and acceptance of others as unique individuals.</li> <li>• Diversity impacts our global perspective.</li> </ul>	<p><b><u>Essential Question(s):</u></b></p> <ul style="list-style-type: none"> <li>• What do I need to know to stay healthy?</li> <li>• In what ways does diversity impact our culture?</li> <li>• How can communication and healthy relationships enhance my personal and sexual health?</li> </ul>
<p><b><u>Students will know:</u></b></p> <ul style="list-style-type: none"> <li>• Infectious and communicable diseases are transmitted in a variety of ways.</li> <li>• There are steps to take to best address diseases if/when acquired.</li> <li>• How to access public health policies and government regulations that can influence health promotion and disease prevention.</li> <li>• The function of the male/female reproductive systems.</li> <li>• Characteristics and examples of risky behaviors.</li> <li>• The impact that participation in risky behaviors could have on family, friends, and one's future?</li> <li>• Methods to reduce the risk of unplanned pregnancy and/or disease</li> <li>• The Safe Haven Act</li> <li>• Use and evaluate safety techniques to avoid and reduce injury and prevent disease.</li> <li>• Certain factors that contribute to a healthy relationship.</li> </ul>	<p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Assess risk factors related to infectious/communicable diseases.</li> <li>• Differentiate between useful and poor decision making strategies.</li> <li>• Recognize attributes common to healthy/unhealthy relationships.</li> <li>• Assess the impact of diversity (and acceptance thereof) on various components of society.</li> <li>• Differentiate between biological sex, sexual orientation and gender identity.</li> <li>• Identify strategies to handle sexual pressures in a relationship.</li> <li>• Identify sexual harassment.</li> <li>• Identify warning signs of suicide.</li> <li>• Identify protective behaviors against the transmission of HIV/AIDS, STI's and pregnancy.</li> <li>• Evaluate how information from family, school, peers, and the</li> </ul>



<ul style="list-style-type: none"> <li>• Definition and indicators of sexual harassment</li> <li>• Consequences of harassment</li> <li>• Predators have no typical profile (sexual grooming).</li> <li>• Interpersonal communication skills can enhance health.</li> <li>• Diversity and its absence impact us all.</li> <li>• Suicide Awareness: signs and preventions.</li> <li>• How to report an alleged incident of inappropriate behavior, bullying, or harassment. (SHS website)</li> </ul>	<p>community influences personal health.</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to identify positive and negative emotions and analyze the impact on behavior.</li> </ul>
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### **Significant tasks:**

#### **Significant Task 1:** Infectious Diseases/Sexual Health

To assess prior knowledge, students can generate a list of all the common infectious diseases they know. Either in a class discussion or in groups, students can explain what they recall about each disease. Students are then given, or they can research, a list of common infectious diseases, including sexual health examples. Students can reason as to why their original list is shorter. Working either independently or with a partner, students will choose one of the infectious diseases. They will research the disease, focusing on the risk (low, medium, high) given specific choices/actions. Webliography, a list of appropriate / useful resources, can be used for gathering research. Each disease (content) will then be shared with the class in a student chosen format (poster, brochure, powerpoint). As the students share content they will communicate the choice-outcome connection. Once students have an understanding of some common infectious diseases, the focus will turn to HIV. Students will construct logic puzzles (flow charts), demonstrating their ability to track the transmission of HIV (or other STI) through a given population group, considering types of contact, modes of transmission and avoidance strategies implemented. These puzzles will be shared with classmates and used to measure a level of understanding for specific diseases. Finally, students will generate specific disease avoidance strategies (and mitigation plans, if infected) that address varied needs and circumstances as well as disease characteristics. Strategies will be shared with and assessed in part, by peers. Students should also review sexual reproduction through an activity such as Counter-Cultural Advocacy where they receive/select a prompt about a current sexual issue (teen pregnancy, abstinence, condoms). After researching the topic, students can create a media presentation of choice (commercial, song, news article) to share the information with the class. Students will also discover the Safe Haven Act.

**Timeline:** ~6 class (79 minutes)

**Significant Task 2:** Diversity

Begin this task by either watching or reading a book such as Sneetches. Students will discuss the story using a question/answer format. They will then think of examples of opposite pairs who have come together and put away differences. Working in groups, they will then define the following terms: tolerance, discrimination, and prejudice. Common stereotypes will be discussed such as “all blondes are.... Or athletes are...”. A video such as Preps vs Punks can be shown which emphasizes the negative effects of stereotypes. A list of labels is then generated and students decide if the stereotypes are accurate. Working in groups, students are given hypothetical, diverse scenarios (religious, race, current events, age, values, gender). After reading/viewing the scenario (video clips and verbal/written descriptions), students will identify any discriminatory behaviors, victims, potential causes and solutions/alternatives. Student views to be recorded on worksheet and shared during class discussion.

**Timeline:** ~4 classes (79 minutes)

**Significant Task 3:** Relationships

Through discussions, which could involve community resources such as Safe Futures, students will discover different components that make healthy relationships, including sexual relationships. Sexual harassment will be a focus along with sexual grooming done by predators. Students will determine where to find valid sexual health information and resources. Dating, power and control, communication skills, and coping strategies will be the focus of round-table discussion. Students will differentiate between biological sex, sexual orientation and gender identity. Students will role play through different scenarios to analyze possible causes of conflict and will determine strategies to prevent, manage and resolve conflict in relationships. Some of the scenarios will include suicide awareness, allowing students to recognize the warning signs of suicide and what to do to access help.

**Timeline:** ~ 4 classes (79 minutes)

**4C Assignment: Connect-** Students will choose a current event article based on the concepts presented in this unit. They will research, summarize, and share the information with the class during a round-robin discussion. This activity will show how the learning is connected to real-world happenings.

**Common Learning Experiences:**

- Class discussions
- Simulations (who's at Risk, STI prevalence, Risk continuum, etc)
- study guide development,
- "HIV baseball"
- Various content review games "Catetionary" "jeopardy"
- Vocabulary balderdash
- Cooperative Groups
- Scenario role-play

**Key vocabulary:**

incubation period, strain, quarantine, lethality, centrifuge, mutate, antiserum, biological weapon, diagnosis, prognosis, immunity, vaccine, empathy, acceptance, bias, stereotype, prejudice, discrimination, ignorance, fear, trust, synergism, LGBT, agender, bisexual, cisgender, gay, lesbian, gender expression heterosexual, lesbian, pangender, queer, transgender

**Evidence of Understanding - Common Assessments**

- Homework/classwork:
- disease scramble,
- disease labeling exercise,
- STI pre-quiz,
- article review
- peer assessment of various in class work
- Outbreak film/Q&A,
- Unit test

**Teacher notes:**

- Resources:
  - SDE will update the State's curriculum in 2020 to include human trafficking and sexual exploitation.

- Online sources, Mayo Clinic Newsletter, Student Behavior Survey (national/state results) current CDC disease statistics, Outbreak film
- Safe Haven Act- <https://portal.ct.gov/DCF/1-DCF/SAFE-Havens-Act-for-Newborns>
- SHS Incident Report Form-  
[https://docs.google.com/a/stoningtonschools.org/forms/d/e/1FAIpQLSc8gLUkxDnakjd20KBRp-mxUE5UMrddKDDkr\\_AvSpqFNNHCBw/viewform?formkey=dFNhc3NZQUk4dFQyWDRfQkY2V09NMEE6MA](https://docs.google.com/a/stoningtonschools.org/forms/d/e/1FAIpQLSc8gLUkxDnakjd20KBRp-mxUE5UMrddKDDkr_AvSpqFNNHCBw/viewform?formkey=dFNhc3NZQUk4dFQyWDRfQkY2V09NMEE6MA)
- Anticipated Student Misconceptions:
  - various modes of disease transmission, disease prevalence/incidence, benefits of diverse communities, prevalence of unhealthy relationships
- Differentiation Strategies:
  - small group work, use of exemplars, test word bank, study guides/notecards
- Safety Considerations: NA
- Prior Knowledge:
  - often varied but little required for success
- Interdisciplinary Connections:
  - Psychology, Science, Social Studies
  - ELA: research and public speaking, finding evidence

**Unit 2**

<b><u>Name of Unit:</u></b>	<b><u>Length of unit: (number of classes/minutes per meeting)</u></b>
Noninfectious diseases/Addiction/Substances	17 class periods (79 minutes)

**Content Standards Addressed in the Unit:**

Healthy & Balanced Living Curriculum Framework  
Sexual Health Education Framework

- H.1.1 Analyze how behaviors can affect health maintenance and disease prevention
- H.1.6 Use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood
- H.1.8 Analyze how research and medical advances can influence the prevention and control of health problems
- H.1.9 Research and analyze factors that increase the risk of contracting communicable and non-communicable diseases
- H.3.3 Distinguish between safe, risky or harmful behaviors affecting themselves and others in the community
- H.3.4 Apply and assess strategies to improve or maintain personal family and community health by examining influences, rules and legal responsibilities that affect decisions
- H.3.5 Use and evaluate safety techniques to avoid and reduce injury and prevent disease
- H.4.1.a Analyze how internal and external influences affect sexual feelings, behavior, attitudes and decisions.
- H.4.3 Evaluate the influence of alcohol and other drugs on sexual behavior and sexual health
- H.5.2 Analyze the effectiveness of verbal and nonverbal skills to refuse pressure to engage in sexual risk and other higher risk behaviors (e.g. smoking, drinking)
- H.6.1 Demonstrate various strategies when making decisions to enhance health
- H.8.2 Support and defend a position with accurate health information

<p><b><u>Big Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Not all diseases can be avoided.</li> <li>• Treatment (early) is essential.</li> <li>• Addiction involves physical and psychological dependence</li> <li>• Addiction has long term ramifications to one's lifestyle.</li> </ul>	<p><b><u>Essential Question(s):</u></b></p> <ul style="list-style-type: none"> <li>• What do I need to know to stay healthy?</li> <li>• What can I do to promote accurate health information and healthy behaviors?</li> <li>• How are addicts as well as family and friends of addicts affected by the disease?</li> </ul>
<p><b><u>Students will know:</u></b></p> <ul style="list-style-type: none"> <li>• Common causes of non-communicative diseases</li> <li>• Common types of non-communicative diseases</li> <li>• Ways to eliminate / reduce noninfectious disease and addiction risk.</li> <li>• The steps to take to best address noninfectious diseases and addiction.</li> </ul>	<p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Assess risk factors related to noninfectious diseases.</li> <li>• Differentiate between beneficial and detrimental lifestyle choices.</li> <li>• Develop strategies to minimize risk.</li> </ul>

**Significant tasks:**

**Significant Task #1:** Non-communicative diseases and addictions

In small groups, students will develop lists of what they perceive to be common noninfectious diseases and addictions (gambling, drugs-including opioids, sex, alcohol). Lists will be exchanged among groups. Upon receiving such lists students (either independently or in a partner group) will research a malady of choice, focusing on prevalence, risk factors / causes, trends, treatment / care options, symptoms / consequences. Students will organize their findings into a report format of choice that will be shared with the class. Students will generate specific disease avoidance strategies (and mitigation plans) that address varied needs and circumstances as well as disease characteristics. Strategies will be shared with and assessed in part, by peers.



**Timeline:** ~3 classes (79 minutes)

**Significant Task 2:** Tobacco

To begin the mandatory instruction on tobacco, students are introduced to the history through different topics: history, pregnancy risk, designed cessation methods, Juul, lawsuits against tobacco. Students are divided into groups to research their topic and then the information is shared through a jig-saw or round-robin format. Viewing a film such as *The Insider* (permission slips needed), provides the students with an insightful look into the tobacco industry and their lack of care or ramifications. Given the recent and significant increase in nicotine usage among teens, students will address this issues as would a well organized and efficient government agency. Students will create a “budget”, conduct a survey to assess the magnitude of this problem at SHS, develop an action plan to address this issue (*outreach, education, posters, PSAs, pamphlets, etc.*), consider and address potential pitfalls of said plan, and lastly implement the plan.

**Timeline:** ~5 classes (79 minutes)

**4C Assignment: Connect-** Students will choose a current event article based on the concepts presented in this unit. They will research, summarize, and share the information with the class during a round-robin discussion. This activity will show how the learning is connected to real-world happenings.

**Common Learning Experiences:**

- Class discussions
- Multi-media research
- Simulations
- Study guide development
- Various content review games “Catetionary” “jeopardy”
- Vocabulary balderdash
- Cooperative Groups
- Scenario role-play

**Key vocabulary:**

Addiction, substance abuse, gambling, alcohol, opioids, nicotine, compulsion, dopamine, peer pressure, depression, THC, Juul

**Evidence of Understanding - Common Assessments**

- homework/classwork:
- noninfectious disease quiz
- Group action plan (Task #3)
- article reviews
- peer assessment
- Insider film/Q&A,
- Unit test

**Teacher notes:**

- Resources:
  - Online sources, Mayo Clinic Newsletter, Student Behavior Survey (national/state results) current CDC disease statistics, Insider film
- Anticipated Student Misconceptions:
  - various causes of disease, disease prevalence/incidence, benefits and detriments of various lifestyle choices
- Differentiation Strategies:
  - small group work, use of exemplars, test word bank, study guides/notecards
- Safety Considerations: NA
- Prior Knowledge:
  - often varied but little required for success
- Interdisciplinary Connections:
  - Psychology, Science, Social Studies

## Unit 3

<b><u>Name of Unit:</u></b>	<b><u>Length of unit: (number of classes/minutes per meeting)</u></b>
Media & Advertising /Exercise & Fitness/CPR	10 class periods (79 minutes)

**Content Standards Addressed in the Unit:**Healthy & Balanced Living Curriculum FrameworkSexual Health Education Framework

- H.1.2. Describe the interrelationship of mental, emotional, social and physical health throughout adulthood
- H.1.3. Evaluate the impact of personal health behaviors on the functioning of body systems
- H.1.5. Analyze ways in which the environment influences the health of the community
- H.1.5. Analyze how physical, social, cultural and emotional environments may influence sexual health
- H.1.6. Use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood
- H.1.6.a. Analyze the impact of cultural change through the generations on sexual health issues.
- H.1.7. Assess how public health policies and government regulations can influence health promotion and disease prevention
  
- H.2.1. Evaluate the validity of health information and the cost of products and services
- H.2.2. Demonstrate the ability to access and evaluate resources from home, school and community that provide valid health information and services for themselves and others
- H.2.3. Evaluate factors that may influence the personal selection of health products and services
  
- H.3.1. Assess the importance of assuming responsibility for personal health behaviors
- H.3.2. Analyze personal health status to determine needs
- H.3.5.b. Analyze strategies for avoiding and addressing sexual exploitation and behaviors that may be perceived as sexually coercive (e.g. internet, social media, dating)
  
- H.4.1. Analyze how family and cultural diversity enriches and affects personal health behaviors
- H.4.2. Evaluate the effects of media, technology and other factors on personal, family and community health
- H.4.3. Evaluate how information from family, school, peers and the community influences personal health
- H.4.4. Analyze the media influence on behaviors and decisions as it relates to sexuality
  
- H.6.3. Predict the immediate and long-term impact of health decisions on the individual, family and community

**H.7.1. Demonstrate various strategies when making goal-setting decisions to enhance health (e.g. personal choices, sexual health, behaviors, family, peers, community, culture)**

**H.8.1. Evaluate the effectiveness of methods for accurately expressing health information, concepts and skills**

**H.8.2. Support and defend a position with accurate health information**

**H.8.4. Use the ability to influence and support others in making positive health choices**

**H.8.5. Demonstrate the ability to work cooperatively in larger, more diverse groups when advocating for healthy communities**

**Big Ideas:**

- Not all information is credible no matter the medium.
- Exercise and proper nutrition impact quality of life.

**Essential Question(s):**

- What do I need to know to stay healthy?
- What influences my healthy behaviors and decisions?
- How do I make good decisions and goal-setting to enhance my health?

**Students will know:**

- Factors may influence the personal selection of health products and services.
- Know common advertising techniques used in the media
- Ads impact our decision making processes
- Components of physical fitness
- Different types of exercise
- Ways to measure pulse and blood pressure
- Basic CPR technique

**Students will be able to:**

- Identify various advertising / marketing techniques and strategies
- Support and defend a position with accurate health information.
- Evaluate the effects of media, technology and other factors on personal, family and community health
- Identify and prescribe various types of exercise necessary to develop specific components of physical fitness
- Correctly administer CPR (using mannequins)

**Significant tasks:**

**Significant Task 1: Advertising and the Media**

Students will begin by analyzing extreme commercials to determine sender, receiver, media and message model. They will discover advertising techniques such as using celebrity, sex, and product quality. Students will then work in small groups to plan and create 60 second video ads or a print poster ad if they choose to work independently. Their presentation can be an advertisement for a real or a fictitious product. Before their presentations, students must state the sender, receiver, media and message model for their ad. Projects will be assessed by peers using a scoring guide. Peers will determine the persuasiveness of the advertisement.

**Timeline:** ~3 classes (79 minutes)

**Significant Task 2: Exercise and Fitness**

Using information learned in PE classes, students will begin by doing a review of the circulatory and respiratory system. They will use various apparatus to gather their pulse rate, heart rate, and blood pressure and will compare their results to the American Heart Association's averages/recommendations. Either individually or in small groups, students will create exercise / fitness plans for themselves, or hypothetical subjects seeking training options. The plan should state the goal and the means to achieve the goal within a certain time period. Students will use documented resources to gather their information.

**Timeline:** ~3 classes (79 minutes)

**Significant Task 3: CPR**

Students will be introduced to the lifesaving technique, Cardiopulmonary Resuscitation, through facts and statistics. After observing either videos or the teacher, students will practice the American Heart Association hands-only method to perform CPR on dummies. Students will work in pairs to encourage and critique each other on the method.

**Timeline:** ~2 classes (79 minutes)

**4C Assignment: Connect-** Students will choose a current event article based on the concepts presented in this unit. They will research, summarize, and share the information with the class during a round-robin discussion. This activity will show how the learning is connected to real-world happenings.

**Common Learning Experiences:**

- Class discussion
- Simulations
- study guide development
- Various content review games “Catetionary” “jeopardy”
- Vocabulary balderdash
- Cooperative Groups
- Scenario role-play
- Multi-media research

**Key vocabulary:**

Propaganda, validity, product placement, product quality, celebrity, social issue, shock response, special opportunity, bandwagon, good samaritan, stress, overload principle, target heart rate, systolic, diastolic, sphygmomanometer, body composition, isometric, isotonic, aerobic, anaerobic

**Evidence of Understanding - Common Assessments**

- homework/classwork:
- Exercise and fitness quiz
- Ad development (Task #1)
- article reviews
- peer assessment
- CPR practicum



**Teacher notes:**

- Resources:
  - Online sources, advertising techniques description, ad development scoring guide, exercise & fitness study guide, American Heart Association tutorial
- Anticipated Student Misconceptions:
  - students often underestimate the impact ads have on us
- Differentiation Strategies:
  - small group work, use of exemplars, test word bank, study guides/notecards
- Safety Considerations: NA
- Prior Knowledge:
  - often varied but little required for success
- Interdisciplinary Connections:
  - Psychology, Science, Social Studies, Physical Education