

Strands	Course Level Expectations
Disease Prevention and Health promotion	<ul style="list-style-type: none"> Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Societal Factors	<ul style="list-style-type: none"> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors
Accessing valid Health information	<ul style="list-style-type: none"> Students will demonstrate the ability to access valid information and products and services to enhance health.
Interpersonal communication	<ul style="list-style-type: none"> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Decision-making skills	<ul style="list-style-type: none"> Students will demonstrate the ability to use decision-making skills to enhance health.
Goal-setting skills	<ul style="list-style-type: none"> Students will demonstrate the ability to use goal-setting skills to enhance health.
Healthy behaviors	<ul style="list-style-type: none"> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Health Advocacy	<ul style="list-style-type: none"> Students will demonstrate the ability to advocate for personal, family, and community health.
Motor Skills and movement patterns	<ul style="list-style-type: none"> Students will demonstrate competency and/or refine activity-specific movement skills in 2 or more lifetime activities Students will demonstrate competency in 1 or more specialized skills in health-related fitness activities
Movement and Performance	<ul style="list-style-type: none"> Students will apply the terminology associated with exercise and participation in selected individual-performance activities

	<ul style="list-style-type: none"> ● Students will use movement concepts and principles to analyze and improve performance of self and/or others in a selected skill. ● Students will create a practice plan to improve performance for a self-selected skill
Achieving health-enhancing fitness levels	<ul style="list-style-type: none"> ● Students will discuss the benefits of a physically active lifestyle as it relates to college or career productivity ● Students will evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. ● Students will participate several times a week in a self-selected lifetime activity. ● Students will demonstrate appropriate technique on resistance-training machines and with free weights. ● Students will relate physiological responses to individual levels of fitness and nutritional balance ● Students will identify types of strength exercises and stretching exercises for personal fitness development ● Students will design a fitness program, including all components of health-related fitness ● Students will design a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle ● Students will identify stress-management techniques to reduce stress
Responsible personal and social behavior	<ul style="list-style-type: none"> ● Students will employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately ● Students will exhibit proper etiquette, respect for others and team-work while engaging in physical activity ● Students will use communication skills and strategies that promote team or group dynamics ● Students will solve problems and think critically in physical activity settings, both as an individual and in groups ● Students will apply best practices for participating safely in physical activity and exercise.
Value of physical activity	<ul style="list-style-type: none"> ● Students will analyze the health benefits of a self-selected physical activity ● Students will select and participate in physical activities that meet the need for self-expression and enjoyment

	<ul style="list-style-type: none"> Students will identify the opportunity for social support in a self-selected physical activity. 		
Unit Title	Substance Abuse-Drinking and Driving	Length of Unit	1 week
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> How can DUI, DWI be prevented? How effective are Connecticut laws in preventing teenagers driving under the influence? What is the impact of teenage drunk driving? How can I make good decisions? 		
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	<p>ANOD 1.2.12 Examine situations that could lead to the use of alcohol and other drugs.</p> <p>ANOD 1.3.12 Examine the resiliency skills that empower people to remain alcohol- and drug-free.</p> <p>ANOD 1.4.12 Summarize family rules, school rules, and laws about alcohol, nicotine, and other drug-use.</p> <p>ANOD 1.6.12 Examine the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs.</p> <p>INF 2.1.12 Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.</p> <p>IC 4.2.12 Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p> <p>AV 8.1.12 Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.</p> <p>AV 8.2.12 Persuade and support others to make positive health choices.</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> Health knowledge provides a foundation for promoting health-enhancing behavior Responsible health practices impact both individuals and the community. Advocating for healthy practices can save lives and improve personal, family and community health 		
Key Vocabulary	DUI, DWI, Zero Blood-Alcohol Tolerance, Underage, BAC (Blood Alcohol Concentration), Designated Driver, MADD		

<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> ● The difference between Driving Under the Influence (DUI) and Driving While Intoxicated (DWI) ● Consequences of driving while under the influence or intoxicated ● The impact of Connecticut laws on DUI and DWI ● Strategies to refuse and avoid impaired driving ● The potential short-term and long-term impact on self and others resulting from driving while under the influence or intoxicated 	<ul style="list-style-type: none"> ● Examine barriers that can hinder healthy decision making. ● Demonstrate refusal skills to avoid driving while intoxicated or under the influence ● Analyze data on CT laws, injuries, costs, and other information related to driving while intoxicated or under the influence ● Evaluate How effective are CT laws and other measures in preventing driving while intoxicated or under the influence ● Create a campaign advocating for better decision-making around driving while intoxicated or under the influence
<p>Assessments:</p>	<p>Summative assessment and or Interim assessments Performance based assessment, Summative assessments, Interim assessments, Projects</p>
<p>Teacher Resources:</p>	<p>Internet Sites:</p> <ul style="list-style-type: none"> ● www.cdc.gov/motorvehiclesafety ● https://www.drinkinganddriving.org/DADO-logo-glow.png ● https://www.cdc.gov/motorvehiclesafety/teen drivers/teendrivers factsheet.html ● everfi.com ● www.pbs.org/teachers/ ● www.cdc.gov <p>Videos/DVD (Multimedia):</p> <ul style="list-style-type: none"> ● www.youtube.com ● https://www.tmcec.com/mtsi/videos/ <p>Guest Speakers</p>

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Unit Title	Promoting Healthy Practices for Yourself And Others	Length of Unit	2 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • When should I ask for help and when and how should I help a person? • Why is communication important? • How am I failing my body? • How is my body failing me? 		
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	<p>OWDP 1.1.12 Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self-exams.</p> <p>OWDP 1.5.12 Differentiate between communicable and noncommunicable diseases.</p> <p>SH 1.2.12 Explain the importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active.</p> <p>SH 1.12.12 Summarize the short- and long-term consequences, including symptoms and treatment costs, of common STDs and HIV and the problems associated with asymptomatic STDs and HIV.</p> <p>SIP 1.1.12 Demonstrate how to provide basic First Aid and CPR in a variety of emergency situations.</p> <p>SIP 1.11.12 Explain accepted procedures for basic emergency care and lifesaving.</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Health knowledge provides a foundation for promoting health-enhancing behavior • Practicing health-enhancing behaviors can contribute to a positive quality of life • All choices have consequences • Working with Others: Individual health needs should be respected • Knowledge and early detection/intervention saves lives • Students will demonstrate basic first aid and safety techniques 		
Key Vocabulary	Communicable, pandemic, epidemic, vaccine, viruses, pathogen, cancer screening, HIV/AIDS, self-advocacy, malignant, benign, carcinogen, tumor, overdose, Naloxone, samaritan, resuscitation, NORA		

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Signs and treatments for cancer, HIV/AIDS and other diseases and conditions. ● Signs and symptoms of first aid concerns ● Signs and symptoms of cardiac arrest/stroke/overdose ● The steps of CPR/OD treatment ● Legal protections for administering first aid/CPR/OD procedures 	<ul style="list-style-type: none"> ● Outline the characteristics of healthy and unhealthy behaviors concerning disease ● Access appropriate resources to better advocate for their own health ● Determine appropriate steps of life saving techniques ● Practice and analyze proper techniques of CPR/AED/overdose procedures ● Research and practice the use of Epipen/Naloxone/Narcan tools
Assessments:	Performance based assessment, Summative assessments, Interim assessments, Projects
Teacher Resources:	bp machines, charts, cdc.gov; nih.gov; Newsela, Everfi, Edpuzzle, guest speakers, mayoclinic.org, NORA, statista, Library Media Specialist, CPR manikins

Unit Title	Mental Health/Stress Management		Length of Unit	2 week
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How can I avoid or reduce stress? ● How are mental health and stress management essential elements of Wellness? ● How can I live a balanced life? ● How can suicide be prevented? ● How does a person recognize the signs of suicidal thoughts in themselves and others, and what action should I take? ● How do I use communication skills to improve my stress management and mental health? 			
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	<p>S3.H14.L2 Demonstrates the ability to apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.</p> <p>MEH 1.1.12 Examine characteristics of a mentally and emotionally healthy person.</p> <p>MEH 1.3.12 Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma.</p> <p>MEH 1.6.12 Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others (suicide prevention awareness).</p> <p>MEH 1.13.12 Summarize impulsive behaviors that can lead to violence and strategies for controlling them.</p> <p>MEH 1.14.12 Identify trusted adults and resources for assistance.</p> <p>AI 3.3.12 Determine when professional health services may be required.</p> <p>AI 3.4.12 Use resources that provide valid and reliable health information, products, and services.</p> <p>IC 4.4.12 Demonstrate how to effectively ask for assistance to improve personal health.</p> <p>IC 4.5.12 Demonstrate how to effectively offer assistance to improve the health of others.</p> <p>SM 7.2.12 Evaluate and assess personal practices and behaviors that reduce or prevent health risks.</p>			
Unit Strands & Concepts	<ul style="list-style-type: none"> ● Identifying stress management strategies can decrease the negative effects of stress on a person ● Identifying anatomy and chemical reactions to stress and physical and mental wellness ● Health: Physical activity promotes mental health and wellness benefits. ● Communication skills increase self-advocacy and peer interactions with seeking assistance for Mental Illness concerns 			

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Key Vocabulary	Dopamine, Serotonin, receptor, SSRI, Benzodiazepine, Dysmorphia, Psychiatrist, Psychologist, Chronic, Acute, Eustress, Nuetress, Distress, Alarm Stage, Resistance Stage, Recovery/Exhaustion Stage, Epinephrine, schizophrenia, bi-polar depression, inter-communication, intrapersonal communication, stressors, stress tolerance
Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● Six dimensions of Wellness ● The physical and psychological signs and effects of stress on the body systems ● Unhealthy and healthy ways to manage stress. ● Ways to assess their stress level ● the difference between positive and negative coping methods ● the difference between social, emotional and physical symptoms of depression and other mental illnesses ● The proper steps for dealing with a suicidal person ● The signs and symptoms of several mental illnesses 	<ul style="list-style-type: none"> ● Analyze and evaluate important personal health assessments ● Compare and contrast different types of stress and its impact on the body and mind ● Evaluate their decisions and the effect they have on mental health ● Practice positive coping methods ● Evaluate the differences between being depressed and being diagnosed with depression ● Develop a plan to deal with the potential effects of mental illnesses ● evaluate and practice using techniques that increase mental wellness ● Contact appropriate resources for Mental Health
Assessments:	Performance based assessment, Summative assessments, Interim assessments, Projects

Teacher Resources:	<p>Internet Sites: www.pecentral.com www.capherd.com www.AApherd.com www.pelinks4u.org www.sde.ct.gov/sde/sitedefault.asp www.pbs.org/teachers/ www.cdc.gov www.webmd.org</p> <p>Videos/DVD (Multimedia): WebMD – art therapy Web MD – music therapy YouTube – Yoga YouTube – diaphragmatic breathing YouTube – progressive muscle relaxation</p> <p>www.drugabuse.gov www.everfi.com 211 Suicide hotline</p>
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Unit Title	Family Life - Reproductive Health		Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● What determines what behaviors you choose? ● How are people different? ● How to have a healthy pregnancy? ● Who has the final decision? 			
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	<p>HR 1.2.12 Identify characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect).</p> <p>HR 1.5.12 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.</p> <p>HR 1.8.12 Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.</p> <p>SH 1.1.12 Summarize the use of contraceptives and their relationship to the process of fertilization and conception.</p> <p>SH 1.2.12 Explain the importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active.</p> <p>SH 1.3.12 Discuss state and federal laws and guidelines (e.g., CDC) that address sexual healthcare services for minors (e.g., contraception, emergency contraception, prenatal care, adoption, abortion, STD, including HIV, prevention, testing, and treatment).</p> <p>SH 1.4.12 Examine the factors that protect one against engaging in sexual risk behaviors (e.g., values clarification, planning ahead, being prepared, communicating and respecting boundaries).</p> <p>SH 1.5.12 Summarize ways to reduce the risk of pregnancy, HIV, and other STD's (e.g., abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection).</p> <p>SH 1.6.12 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception).</p> <p>SH 1.7.12 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy.</p> <p>INF 2.1.12 Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.</p> <p>INF 2.4.12 Analyze how laws, rules, and regulations influence health promotion and disease prevention.</p> <p>DM 5.4.12 Predict potential short and long-term consequences of alternatives to health-related decisions.</p> <p>SM 7.1.12 Analyze the role of individual responsibility in enhancing personal health.</p>			

Unit Strands & Concepts	<ul style="list-style-type: none"> ● Identifying the influence of family, peers, culture, media, technology, and other factors on decision making ● Justify when individual or collaborative decision making is appropriate ● Relate physiological responses to individual levels of fitness and nutritional balance ● Analyze the role of individual responsibility for enhancing health
Key Vocabulary	Abstinence, Monogamy, contraception, epididymis, inter-communication, intrapersonal communication, STI, HIV/AIDS, HPV, IUD
Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● The stages of the menstrual cycle ● The physical and psychological signs of pregnancy ● The health and anatomy of reproductive systems ● The rights/laws for personal protection ● The meaning and use of abstinence ● Preventative measures for personal safety 	<ul style="list-style-type: none"> ● Compare and contrast different types of protective measures for sexual health and well being ● Identify the effects of STI's ● Investigate appropriate resources for protecting individual rights ● Compare and contrast different plans for after high school relationships ● Demonstrate how to ask for and offer assistance to enhance the health of self and others
Assessments:	Performance based assessment, Summative assessments, Interim assessments, Projects

Teacher Resources:	<p>Internet Sites: www.pecentral.com www.capherd.com www.AApherd.com www.pelinks4u.org www.sde.ct.gov/sde/sitedefault.asp www.pbs.org/teachers/ www.cdc.gov www.webmd.org</p> <p>Videos/DVD (Multimedia): www.drugabuse.gov www.everfi.com 211 Charts Diagrams Models www.mayoclinic.org</p>
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Unit Title	Researching Current Health Topics	Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What influences my healthy behaviors and decisions? • How do I promote accurate health information and healthy behaviors for my family, friends and community? • Why is it important for us to stay informed on current events in health? • How do I best stay informed on health current events 		
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	<p>S3.H5.L2 Demonstrates the ability to analyze the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.</p> <p>INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health.</p> <p>AI 3.1.12 Evaluate the validity and reliability of health information, products, and services.</p> <p>AI 3.4.12 Use resources that provide valid and reliable health information, products, and services.</p> <p>DM 5.2.12 Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>DM 5.6.12 Evaluate the effectiveness of health-related decisions.</p> <p>GS 6.7.12 Formulate an effective long-term plan to achieve a health goal.</p> <p>AV 8.1.12 Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.</p> <p>AV 8.2.12 Persuade and support others to make positive health choices.</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Family, peers, culture, media, technology, and other factors affect our health decisions • Using communication and collaboration skills can enhance the health of individuals and a community • Accessing valid information and resources is vital in advocating for healthy practices. • Individuals have a personal responsibility to become informed and model behavior that respects self and others. 		
Key Vocabulary	Data analysis, correlation versus causation, currency, relevancy, authority, validity, advanced search features, purpose, bias, triangulate data, URL/domain endings, inquiry process, essential and supporting questions, annotating tools, central idea, supporting details, Boolean operators		

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Effective communication means selecting the right information and format for my audience ● The difference between the central idea and supporting details ● Health topics that interest me and impact my community ● Source reliability is crucial to selecting accurate health information ● How media, family and peer pressure can be used to make the right decisions ● Six stages of the inquiry process 	<ul style="list-style-type: none"> ● Prioritize health issues they care about ● Develop and refine a range of questions to pursue inquiry ● Use search strategies to effectively locate, select, and gather information from a variety of sources including websites and subscription databases to answer questions and pursue an inquiry-based process to seek accurate knowledge. ● Evaluate and assess information for currency, relevancy, authority, accuracy, and purpose to determine credibility of sources. ● synthesize information gathered from multiple perspectives ● Draw conclusions about the researched health topic and its connection to peers and community health. ● Effectively communicate information to promote better health choices

Assessments:	Performance based assessment: such as a multimedia class presentation of information and findings, PSA's, Informative website creation, Infographic; Interim assessments: small group discussions, class discussion, activity observations, quick debriefs, student peer assessments, checklist,
Teacher Resources:	Library Media Center website, Library Media Specialist on inquiry process, Gale database: Gale Health and Wellness, Gale Science and Context, Gale in Context opposing Viewpoints, Gale in Context Global Issues, Gale ebooks, cdc.gov, ct.gov, guest speakers, https://pubmed.ncbi.nlm.nih.gov/ https://www.myschoolmyrights.com/social-media-rights/ ;

Unit Title	Substance Abuse - Prescription Drugs	Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • Why do people use drugs? • How can a decision-making model be used to determine the risks and consequences of substance use? • What is the path to addiction? • How can you differentiate between use, misuse and abuse? 		
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	<p>ANOD 1.1.12 Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines.</p> <p>ANOD 1.2.12 Examine situations that could lead to the use of alcohol and other drugs.</p> <p>ANOD 1.4.12 Summarize family rules, school rules, and laws about alcohol, nicotine, and other drug-use.</p> <p>ANOD 1.5.12 Compare the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss.</p> <p>ANOD 1.7.12 Identify treatments for addiction to ANOD.</p> <p>ANOD 1.8.12 Examine the ripple effects (e.g., financial, social, emotional, physical) costs of ANOD’s use to the individual and society.</p> <p>INF 2.1.12 Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.</p> <p>AI 3.3.12 Determine when professional health services may be required.</p> <p>AI 3.4.12 Use resources that provide valid and reliable health information, products, and services.</p> <p>IC 4.4.12 Demonstrate how to effectively ask for assistance to improve personal health.</p> <p>DM 5.2.12 Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Adolescents may use substances for different reasons • Risk and protective factors influence whether an adolescent becomes involved in or avoids harmful use and abuse of substances • Using any kind of drug has consequences as no specific drug is “safer” for adolescents to use • Personal Responsibility: Self-awareness is recognizing when you need help and where to access the help. 		
Key Vocabulary	Drug Use Continuum, No use, Experimentation, Social/Recreational, Habituation, Abuse, Dependence/Addiction, Persistent Addiction, SAMHSA, Stages of Addiction, risk perception, Schedule (I, II),		

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● How peers, family and media influence drug use ● Stages of addiction and continuum of drug use ● Different reasons why adolescents use drugs ● The consequences of using any type of drug ● Their actions can have both short and long-term consequences 	<ul style="list-style-type: none"> ● Examine factors that influence decisions regarding substance use and abuse. ● Evaluate reliability of information in making healthy decisions for helping self and/or others regarding substance use and abuse. ● Examine and assess individual risk perception ● Create and analyze scenarios on a risk continuum ranging from not at all risky to very risky
Assessments:	Performance based assessment, Summative assessments, Interim assessments, Projects, Presentations, Prescription Drug Everfi
Teacher Resources:	Internet Sites: <ul style="list-style-type: none"> ● https://www.samhsa.gov/find-help/national-helpline ● www.pecentral.com ● www.capherd.com ● shapeamerica.org ● www.pelinks4u.org ● www.sde.ct.gov/sde/sitedefault.asp ● www.pbs.org/teachers/ ● www.cdc.gov

- NHS library packet on locating and evaluating sources

Unit Title	Disease: Prevention, Management and Treatment	Length of Unit	2 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● When should I ask for help? ● Why is communication important? ● How am I failing my body? ● How is my body failing me? 		
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	<p>OWDP 1.1.12 Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self-exams.</p> <p>OWDP 1.2.12 Examine the wellness continuum (i.e., absence of sickness does not indicate optimal wellness).</p> <p>OWDP 1.3.12 Examine the controllable factors that contribute to optimal wellness and chronic diseases (i.e., heart disease, cancer, diabetes, hypertension, and osteoporosis). Intake (food, air, water, substances) Output (physical activity and movement; elimination of waste) Sleep Stress Management</p> <p>OWDP 1.4.12 Discuss using family history, gender, and age to make informed health related decisions.</p> <p>OWDP 1.5.12 Differentiate between communicable and noncommunicable diseases.</p> <p>OWDP 1.6.12 Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases.</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> ● Health knowledge provides a foundation for promoting health-enhancing behavior ● Practicing health-enhancing behaviors can contribute to a positive quality of life ● All choices have consequences ● Working with Others: Individual health needs should be respected 		
Key Vocabulary	immunizations, health screenings, self-exams, wellness continuum, hypertension, osteoporosis, communicable, non-communicable, chronic, infectious		

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Signs and treatments for addiction, HIV/AIDS and other diseases and conditions. ● Preventative measures to avoid health risks ● Causes and consequences of infectious diseases and pandemics ● Genetics and family history can impact health ● Role of Medical Industry in disease prevention 	<ul style="list-style-type: none"> ● Outline the characteristics of healthy and unhealthy behaviors concerning disease ● Compare and contrast diseases of today compared the past ● Access appropriate resources to better advocate for their own health ● Draw conclusions from analyzing health data ● Employ effective self-management skills to respect self and others ● Analyze the relationship between access to health care and health status
Assessments:	Performance based assessment, Summative assessments, Interim assessments, Projects
Teacher Resources:	chromebooks, bp machines, charts, cdc.gov; nih.gov; Newsela, Everfi, Edpuzzle, guest speakers, mayoclinic.org

Unit Title	Mental Health	Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does a person differentiate between survival needs and thriving? • How do the people we surround ourselves with affect our development? • How can altruism improve one's overall health and wellness? 		
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	<p>HR 1.1.12 Describe personal characteristics that make people unique and the benefits of living in a diverse society.</p> <p>HR 1.2.12 Identify characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect).</p> <p>HR 1.3.12 Identify how power and control differences in relationships can contribute to aggression and violence.</p> <p>HR 1.9.12 Describe the consequences of prejudice, discrimination, racism, sexism on healthy relationships.</p> <p>MEH 1.1.12 Examine characteristics of a mentally and emotionally healthy person.</p> <p>MEH 1.2.12 Examine how mental and emotional health can affect health-related behaviors.</p> <p>MEH 1.14.12 Identify trusted adults and resources for assistance.</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Using interpersonal communication skills enhances health and avoids or reduces health risks • Health: Physical activity promotes mental health and wellness benefits. • Students will demonstrate the ability to use decision-making skills to enhance health. 		
Key Vocabulary	Human development, Maslow, Freud, Pavlov, emotional health, inter-communication, interpersonal communication, societal tendencies, Comorbidity		

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● The stages of Maslow’s “Hierarchy of Needs” ● The physical and psychological needs for successful human development ● Opposing theories of human development ● Personal needs limits and expectations ● Impact of relationships in human development and mental health ● Impact of societal and environmental influences on human development and mental health 	<ul style="list-style-type: none"> ● Compare and contrast different theories of leading psychological studies ● Use objective and subjective observations to support reasoning ● Demonstrate attributes of a fully developed person ● Investigate shortcomings that individuals might encounter ● Demonstrate how to ask for and offer assistance to enhance the health of self and others

Assessments:	Performance based assessment, Summative assessments, Interim assessments, Projects
Teacher Resources:	articles, pictures, videos, “Rosenberg” self-esteem scale, survival activity sheets www.cdc.gov

Unit Title	Nutrition - Fad Diets And Supplements	Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do you determine if one supplement is better than another for you • Why should you be a critical consumer of trying a fad diet or taking supplements? • How do we evaluate personal needs versus professional athletes? 		
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	<p>S3.H13.L2 Demonstrates the ability to create a snack plan for before, during and after exercise that addresses nutrition needs for each phase.</p> <p>HEPA 1.1.12 Describe the recommendations of the U.S. Dietary Guidelines for Americans and explain how they are useful in planning a healthy diet.</p> <p>HEPA 1.2.12 Describe the relationship between nutrition, physical activity, and overall health.</p> <p>HEPA 1.9.12 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.</p> <p>HEPA 1.10.12 Summarize how to make healthy food selections when choices are available.</p> <p>HEPA 1.13.12 Describe the difference between a healthy relationship with food and an unhealthy relationship with food.</p> <p>HEPA 1.14.12 Identify healthy and risky approaches to eating and exercise.</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Accessing valid health information, products and services is critical in the prevention, early detection, and treatment of health problems • Comprehending concepts related to health promotion and disease prevention • Analyzing societal factors that influence nutritional decisions. 		
Key Vocabulary	Supplements, Fad diets, Body Composition, nutritional requirements, myth, fact, FDA, creatine, androsterone		

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● The difference between good supplements and bad supplements ● The variety of supplements and proper use ● The potential for negative impact of fad diets ● Athletes and Rock Stars have different nutritional requirements to fulfill their body's needs 	<ul style="list-style-type: none"> ● Distinguish between facts and myths regarding nutrition practices, products, and physical performance. ● Compare and contrast healthy and unhealthy supplements ● Analyze the pros and cons of fad diets ● Research personal and nutritional needs of a Pro Athlete or Rock Star ● Calculate personal needs for nutrition and fitness
Assessments:	Performance based assessment, Summative assessments, Interim assessments, Projects
Teacher Resources:	<ul style="list-style-type: none"> ● www.pecentral.com ● www.capherd.com ● www.pelinks4u.org ● www.sde.ct.gov/sde/sitedefault.asp ● www.cdc.gov

Unit Title	Family Life Education - Healthy Relationships and Sexual Health		Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How do my actions affect my health? ● Where can a person go for help? ● What is abstinence? ● How do I show respect in intimate relationships? ● What is active consent? 			
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	<p>SH 1.1.12 Summarize the use of contraceptives and their relationship to the process of fertilization and conception.</p> <p>SH 1.2.12 Explain the importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active.</p> <p>SH 1.3.12 Discuss state and federal laws and guidelines (e.g., CDC) that address sexual healthcare services for minors (e.g., contraception, emergency contraception, prenatal care, adoption, abortion, STD, including HIV, prevention, testing, and treatment).</p> <p>SH 1.4.12 Examine the factors that protect one against engaging in sexual risk behaviors (e.g., values clarification, planning ahead, being prepared, communicating and respecting boundaries).</p> <p>SH 1.5.12 Summarize ways to reduce the risk of pregnancy, HIV, and other STD's (e.g., abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection).</p> <p>SH 1.7.12 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy.</p> <p>SAAP 1.1.12 Explain why it is wrong to trick, threaten, or coerce another person into having sex.</p> <p>SAAP 1.2.12 Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault and should not be blamed.</p> <p>SAAP 1.4.12 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent.</p> <p>SAAP 1.5.12 Explain why rape and sexual assault should be reported to a trusted adult.</p> <p>SAAP 1.6.12 Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health and violence prevention (e.g., counseling, testing, school-based health centers, pediatrician, reproductive health community centers).</p> <p>SAAP 1.7.12 Explain why it is an individual's responsibility to verify that all sexual contact is consensual.</p> <p>SAAP 1.8.12 Determine laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking which are designed to protect young people.</p>			

Unit Strands & Concepts	<ul style="list-style-type: none"> ● Family, peers, culture, media, technology, and other factors affect our health decisions. ● Students will demonstrate the ability to use decision-making skills to enhance health. ● Students will demonstrate the ability to access valid information
Key Vocabulary	STD, STI, HIV, AIDS, Abstinence, Contraception, Monogamy, IUD, active consent
Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● The risks associated with unprotected sex ● The benefits of abstinence ● The impact of personal behavior on the transmission of disease ● The importance of active consent ● Laws and policies designed to protect young people 	<ul style="list-style-type: none"> ● Access appropriate resources for help ● Identify the effectiveness of contraceptive methods ● Differentiate between healthy and unhealthy relationships
Assessments:	Performance based assessment Summative assessments, Interim assessments, Projects
Teacher Resources:	Technology, Administration, SRO, counselors, cdc.gov, ct.gov, guest speakers, charts, graphs, videos