

## GRADE 9, UNIT 1, STANDARD 1: Core Concepts

### UNIT OVERVIEW

Through these lessons students will understand there are multiple dimensions of health and analyze how these dimensions are interrelated. Students will engage in age-appropriate and student-centered activities to investigate how these health concepts have evolved from middle school. They will also identify how factors can influence their health specifically during their high school years, as well as how they can recognize and respond to those that are controllable. Moreover, students will collaborate to design a class-sourced product for 8th graders in Darien Public Schools. The title of this product is *A Guide to Thrive! The Do's and Don'ts of health to reach your fullest potential throughout high school*. Relevant topics from each category of health will be addressed in lessons and daily check-ins (formative assessments) will guide future instruction. Communicating while giving and receiving feedback to peers in the spirit of improving work is a key CASEL competency goal (relationships skills and social awareness) of this unit of study.

### ESSENTIAL QUESTIONS

- How can I apply what I know about health to enhance my health and the health of others?
- What behaviors can I engage in now and in the future as a way to prevent diseases?

*“We know knowledge alone does not change behavior and we also know that we do need some knowledge to provide meaning to the behavior change we seek. What we need is functional information. Functional information is information that is relevant, usable, and applicable. It is the need-to-know information about a health topic”*  
(Benes & Alperin, 2019, p. 8).

CATEGORIES OF HEALTH	FUNCTIONAL KNOWLEDGE Need-To-Know Information <i>Use as a checklist</i>	KEY VOCABULARY
Active & Healthy Living  Human Development & Sexual Education  Nutrition  Personal Safety, Injury, & Disease Prevention  Substance Use, Addiction &	-i.-iv. Manage and Assess Risk and Protective Factors that can impact health (e.g., risk of multiple partners (sexual activity, Analyze modes of transmission, prevention methods, testing and treatment for STIs including HIV [H.1.10.a - Analyze the modes of transmission, prevention methods, signs and symptoms, testing and treatments for HIV/STD infections ], Understand First Aid, appropriate emergency responses and injury prevention (iv) and (v) risk: biological / psychological / family / community / culture and protective: positive countering events (group committed to abstaining from alcohol / vaping and other substances) - i. Coping Strategies	Abstinence Addiction Anorexia Bulimia Coercion Contraception Coping skills Defense mechanisms Domestic violence Healthy and unhealthy Relationships Health Promotion Health Provision Mindfulness

<p>Influencing Behaviors</p>	<p>i. Understand how regular physical activity (including info on target zones) &amp; mindfulness practice influences all areas of health.</p> <p>- ii. Relationships: H.1.4a - Analyze factors that may contribute to a healthy and unhealthy relationship: (communication, respect, threats, coercion, consent, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, dating violence)</p> <p>- Abstinance, delaying sexual activity, and/or using other forms of contraception to reduce risk of STI/unwanted pregnancy (H.3.6)</p> <p>- iii. Moderation as key component to healthy eating, obsession with healthy eating behaviors (orthorexia), intuitive eating, snacks snack choice (fuel and sustain energy, during school day, after school day), &amp; physiological &amp; mental / learning needs, and can influence relationships.</p> <p>- iii. Fueling body &amp; Brain; Food structure / activity levels</p> <p>- iv. Hands only CPR</p> <p>- iv. warning signs and symptoms of common mental illnesses, such as: depression, anxiety, suicidal ideology, eating disorders, and addiction, to predict health status</p> <p>-v. Behaviors that can replace temptation to engage in alcohol, nicotine, tobacco, drugs (e-cigarette) use &amp; analyze how this can prevent diseases &amp; enhance health</p> <p>-v. Impact of substance abuse and other addictive behaviors on functioning of body systems (including the brain) and relationships with others (friends, family, teammates/clubs)</p>	<p>Moderation (nutrition)</p> <p>Orthorexia</p> <p>Refusal skills</p> <p>Sexual Abuse</p> <p>Sexual Activity</p> <p>Sexual Assault</p> <p>Sexual Harassment</p> <p>Substance use and abuse</p>
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<p><b>CONCEPTUAL UNDERSTANDINGS</b></p> <p><i>Students should understand...</i></p>	<p>How to recognize and respond to controllable factors in ways that optimize all types of health (e.g., social, emotional, physical) now and in the future.</p>
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<p><b>EVIDENCE OF UNDERSTANDING</b></p>	<p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p>
	<p>1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p>

<i>By the end of this unit, students should be able to...</i>	1.12.1 Predict how healthy behaviors can affect health status.
	1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

## GRADE 9, UNIT 2, STANDARD 2: ANALYZING INFLUENCES

### UNIT OVERVIEW

In this unit of study, students will investigate how internal and external influences influence perceptions about health as well as health behaviors. Students will practice the skill of analyzing influences through examining the influence of: family, peers, culture, media, technology and more in order to evaluate each factor's potential influence on personal health. Through a series of student-centered activities, students will practice the skill of analyzing influences while examining relevant functional information from each of the five categories of health. In order to assess learning of the skill, students will investigate how internal and external influences inform personal health-related behaviors and create a plan to mitigate health-hindering behaviors now and in the future. Daily formative assessments will also be used to check student understanding to inform future instruction. Self-awareness (perceptions and how they influence behavior) is the key CASEL competency woven throughout this Unit of Study.

### ESSENTIAL QUESTIONS

- How do family, peers, culture, media, technology and other factors influence my perceptions of my health and my health behaviors?

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(Benes & Alperin, 2019, p. 8).*

CATEGORIES OF HEALTH	FUNCTIONAL KNOWLEDGE Need-To-Know Information <i>Use as a checklist</i>	KEY TERMS
Active & Healthy Living	i. Destigmatizing mental illness & its influence on seeking support for mental illness, or to support others with mental illness.	Abstinence
Human Development & Sexual Education	i. Pressures from others/community to excel and its influence on health. i. Social Media's influence on Emotional / Social Health / Mental Health/ Body Image.	Contraception
Nutrition	i. Screen time's influence on personal wellness (e.g. sleep quality, emotion management, focus, etc.)	Destigmatizing
Personal Safety, Injury, & Disease Prevention	ii. Others' influences on my beliefs related to LGBTQ community. ii. Sexual exploitation/expectations in media and how its influence on our perceived social norms (M.4.4b)	Mental Health
Substance Use, Addiction & Influencing Behaviors	ii. H.1.6.e Differentiate between biological sex, sexual orientation and gender identity H.4.1.b Examine personal values and how they influence relationships and sexual decision-making	Distracted
		Driving
		Driving Under the Influence
		Food and Drug Administration
		Gender
		Expression
		Gender Identity
		LGBTQ
		Sexual
		Exploitation
		Screen Time
		Stress
		Risk Factors

	<ul style="list-style-type: none"> <li>ii. Others' influences on my beliefs toward gender identity and gender expression topics.</li> <li>ii. Influences on decisions regarding abstinence or to use of contraceptives if engaging in sexual activity.</li> <li>iii. Influence of Food &amp; Drug Administration Regulations (e.g. Food Marketing/Labeling) on nutrition perceptions and behaviors.</li> <li>iii. Influence of fad-diets, media, and celebrity endorsements of weight loss or weight / muscle gain products.</li> <li>iv. Influence of peers on perceptions and behaviors related to wearing a seat belt, helmets, catching a ride with someone who may have been drinking or someone who is texting while driving, going for annual checkup, self-exam (early detection)</li> <li>v. Influence of perceived social norms related to abstaining from or substance use (including vaping) &amp;/or addiction in DPS, &amp; analyze how these perceptions influence my own behavior.</li> </ul>	Protective Factors Social Norms
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<p style="text-align: center;"><b>CONCEPTUAL UNDERSTANDINGS</b></p> <p style="text-align: center;"><i>Students should understand...</i></p>	How family, peers, culture, media, technology, and other factors may influence their perceptions related to health.
	How family, peers, culture, media, technology, and other factors may influence health behaviors.

<p style="text-align: center;"><b>EVIDENCE OF UNDERSTANDING</b></p> <p style="text-align: center;"><i>By the end of this unit, students should be able to...</i></p>	2.12.1 Analyze how the family influences the health of individuals.
	2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
	2.12.4 Evaluate how the school and community affect personal health practices and behaviors.
	2.12.5 Evaluate the effect of the media on personal and family health.
	2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
	2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

## GRADE 9, UNIT 3, STANDARD 7: Self-Management

### UNIT OVERVIEW

“Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard (Standard 7) promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.” Therefore, in this unit of study, students will practice health-enhancing behaviors and avoid or reduce health risks.

Given the community norms related to high stakes and pressure to perform, adequate time is dedicated to helping students think critically about stress, anxiety and coping behaviors. Students in 9th grade are also approaching the age to drive and so they are required to think about driving from a health perspective. Additional relevant topics include exploring health-enhancing practices to navigate challenges in sports, academics, during their social lives, and regarding sexual health.

In order to assess learning of the self-management skills, students will evaluate personal health-related behaviors related to pertinent topics. They will also create a plan to increase health-enhancing behaviors based on their personal analysis. Daily formative assessments will also be used in a variety of forms (e.g., informal, formal, individual, whole class) to check student understanding and to inform future instruction.

Self-management (effectively manage stress, control impulses, and motivate yourself to set and achieve goals) is the key CASEL competency that aligns both organically and overtly throughout this Unit of Study.

### ESSENTIAL QUESTIONS

- How can I manage stressors and reduce health risk and injury in all areas of my life so I can effectively support my health now and in the future?
- How can I analyze and evaluate my health behaviors as a means to inform my future behaviors?

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(Benes & Alperin, 2019, p. 8).*

<b>CATEGORIES OF HEALTH</b>	<b>FUNCTIONAL KNOWLEDGE Need-To-Know Information</b> <i>Use as a checklist</i>	<b>KEY VOCABULARY</b>
Active & Healthy Living  Human Development & Sexual Education	i. Personalized plan of coping strategies i. Research and develop a stress management plan (e.g. mindfulness, visualization, breathing techniques)	Abstinence Alcohol Poisoning Health-enhancing Behaviors

<p>Nutrition</p> <p>Personal Safety, Injury, &amp; Disease Prevention</p> <p>Substance Use, Addiction &amp; Influencing Behaviors</p>	<p>ii. Analyze and evaluate strategies to abstain or delay sexual intercourse or risky sexual behaviors (H.3.2)</p> <p>ii. Analyze the value of delaying sexual activity, methods and effectiveness of contraception, and ways to prevent contraction of STIs (including but not limited to HIV) (H.3.6)</p> <p>ii. H.3.3 Describe appropriate reproductive health care throughout life (H.3.3)</p> <p>iii. Develop nutrition plan for pre/post physical activity</p> <p>iv. Hypothesize how driving-specific practices (e.g., texting and driving, speeding, not wearing a seat belt) can influence my behaviors and/or inform future behaviors.</p> <p>iv. Analyze the importance of complying with motor vehicle laws and develop preventative strategies to reduce the risk of unintentional injury.</p> <p>v. Investigate alcohol-poisoning data from adolescents / high school students and determine strategies to avoid experiencing alcohol poisoning.</p> <p>v. Sports injury prevention and care.</p>	<p>Health-Enhancing Practices</p> <p>Pregnancy</p> <p>Risky Health Behaviors</p> <p>Risky Health Practices</p> <p>Reproductive Health</p> <p>Sexual Intercourse</p> <p>Social Norms</p> <p>Sexually Transmitted Infections</p>
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<p><b>CONCEPTUAL UNDERSTANDINGS</b></p> <p><i>Students should understand...</i></p>	<p>Analyzing current behaviors is a helpful process in order to determine the best way to increase health-enhancing and safe behaviors and to avoid / decrease risky health behaviors.</p>
	<p>It is important to plan for health enhancing behaviors from a comprehensive perspective (i.e., considering all 5 DPS categories of health).</p>
	<p>There is a great deal of personal responsibility in demonstrating health-enhancing behaviors and avoiding or reducing risky health behaviors.</p>

<p><b>EVIDENCE OF UNDERSTANDING</b></p> <p><i>By the end of this unit, students should be able to...</i></p>	<p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p>
	<p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p>
	<p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>

## GRADE 10, UNIT 4, STANDARD 1: Core Concepts

### UNIT OVERVIEW

Through these lessons, students will demonstrate an understanding of the multiple dimensions of health and how their personal behaviors influence health. Students will demonstrate an understanding of why DPS is committed to teaching students comprehensive health education through the lens of five health categories. Students will engage in age-appropriate and student-centered activities in order to understand how the dimensions of health are interrelated; thus, how one behavior within one DPS health category can actually influence all dimensions of health. Moreover, students will understand how behaviors can influence all dimensions of health in positive and negative ways. In this unit, students will gain functional knowledge on topics such as fitness training, navigating grief, peer relationships (friendships, dating), eating behaviors and habits, and over the counter and prescription drugs. Lessons and daily check-ins (formative assessments) will guide future instruction. Developing “the ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior is the key CASEL competency goal (self-awareness)” of this unit of study.

### ESSENTIAL QUESTION

- How do my behaviors within DPS’s five categories of health influence all dimensions of health?

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<b>CATEGORIES OF HEALTH</b>	<b>FUNCTIONAL KNOWLEDGE Need-To-Know Information <i>Use as a checklist</i></b>	<b>KEY VOCABULARY</b>
Active & Healthy Living	i. Design HIIT routines that target the 5 health-related fitness components.	-5 Health-Related Components of Fitness
Human Development & Sexual Education	i. Know there are five stages of grief.	1. Cardiovascular Endurance
Nutrition	i. Understand that emotional symptoms and physical symptoms of grief are common.	2. Muscular Strength
Personal Safety, Injury, & Disease Prevention	i. Identify assets (internal and external) that can help DPS students navigate grief in ways that positively influence all dimensions of health.	3. Muscular Endurance
Substance Use, Addiction & Influencing Behaviors		4. Body Composition
		5. Flexibility
		-High Intensity Interval Training (HIIT)
		-Stages of Grief
		1. Denial
		2. Anger
		3. Bargaining
		4. Depression



	<p>ii. Analyze how peer relationships (friendships, dating) can influence health-related behaviors and all health dimensions.</p> <p>iii. Investigate how the following nutrition-related topics influence all dimensions of health: obsession with eating Clean, different types of diets, orthorexia, moderation.</p> <p>iv. Propose ways to reduce or prevent injuries and health problems <i>and how doing so will positively influence all areas of health.</i></p> <p>v. Investigate how vaping, properly and improperly used OTC vs RX drug combinations influence all areas of health.</p>	<p>5. Acceptance</p> <ul style="list-style-type: none"> <li>- Orthorexia</li> <li>- Clean Eating</li> <li>- Moderation within Nutrition</li> <li>- Fad Diets</li> <li>- Generic (drugs)</li> <li>- Vaping</li> <li>- Over the counter drugs</li> <li>- Prescription drugs</li> </ul>
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<p><b>CONCEPTUAL UNDERSTANDINGS</b></p> <p><i>Students should understand...</i></p>	<p>How behaviors in each of DPS's 5 health categories influence all dimensions of types of health due to the interrelatedness of the dimensions of health.</p> <p>How important it is to demonstrate health-enhancing behaviors in <i>each</i> category of health, and not view themselves as healthy if they model predominately-healthy behaviors in several categories of health — but not all 5-health categories.</p>
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<p><b>EVIDENCE OF UNDERSTANDING</b></p> <p><i>By the end of this unit, students should be able to...</i></p>	<p>1.12.2 Describe <i>and analyze</i> the interrelationships of <i>personal</i> emotional, environmental, intellectual, physical, sexual, social <i>and spiritual</i> health.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems <i>and how doing so will positively influence all areas of health.</i></p> <p>1.12.7 Compare and contrast the benefits of and barriers to adopting healthy behaviors in <i>each of the 5 DPS categories of health.</i></p> <p>1.12.9 Analyze the potential severity of injury or illness <i>in each of the 5 DPS categories of health</i> if engaging in unhealthy behaviors.</p>
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## GRADE 10, UNIT 5, STANDARD 5: Decision-making

### UNIT OVERVIEW

In this unit of study, students will revisit the skill of decision-making and apply it in different ways to help them understand how it influences all health dimensions within each of the DPS categories of health. Students will practice the skill of decision making through case scenarios, reflection, and journaling activities that cover functional knowledge within all 5 DPS categories of health. Specific functional knowledge within this unit of study includes, but it is not limited to, nutrition topics such as banned substances and supplements, texting and driving, and contraceptive use. The final assessment focuses specifically on decision making in the context of social and emotional health to help adequately prepare Darien students to thrive socially and emotionally throughout their high school years. Daily formative assessments will also be used to check student understanding to inform future instruction. Responsible decision-making (ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms) is the key CASEL competency overtly present throughout this unit of study.

### ESSENTIAL QUESTIONS

- How can the skill of decision-making lead me to make choices that are helpful and keep me safe?

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CATEGORIES OF HEALTH	FUNCTIONAL KNOWLEDGE Need-To-Know Information <i>Use as a checklist</i>	KEY VOCABULARY
Active & Healthy Living  Human Development & Sexual Education  Nutrition  Personal Safety, Injury, & Disease Prevention  Substance Use, Addiction & Influencing Behaviors	i. Analyze decision-making related to the different levels (Sedentary, Moderation, Overuse) of physical activity / sport participation during HS. ii. Examine how decision making strategies can influence relationship decisions (red flags, how to deal with relationship issues). ii.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 Predict the immediate and long-term impact of sexual health decisions on the individual, family and community iii. Examine my nutrition behaviors in various food environments such as social, home, and sport-related environments	-Sedentary, Moderation, Overuse -Use, Misuse, Abuse of alcohol, tobacco and other drugs -Supplements -Banned Substances -Food and Drug Administration

	<p>(Supplements, Banned Substances, Food and Drug Administration)</p> <p>iii. Nutritious and processed foods are best categorized as every day foods and sometimes foods, and that it is not helpful to label foods as good or bad.</p> <p>iv. Importance of 10 hours of sleep / night on the developing brain.</p> <p>iv. &amp; v. Driving: Distracted driving, seatbelts, alcohol / drugs.</p>	
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<p><b>CONCEPTUAL UNDERSTANDINGS</b></p> <p><i>Students should understand...</i></p>	How the steps to effective decision making can help them make choices that can be helpful and can keep them safe.
	How thinking about the decision-making steps related to situations they think they might find themselves in before they are in those situations can help prepare them to navigate those situations in ways that are helpful and will keep them safe.
	That effective decision-making can support all areas of their health.

<p><b>EVIDENCE OF UNDERSTANDING</b></p> <p><i>By the end of this unit, students should be able to...</i></p>	5.12.1 Examine barriers that can hinder healthy decision-making.
	5.12.3 Justify when individual or collaborative decision-making is appropriate.
	5.12.6 Defend the healthy choice when making decisions.
	5.12.7 Evaluate the effectiveness of health-related decisions.

## GRADE 10, UNIT 6, STANDARD 6: Goal-setting

### UNIT OVERVIEW

In this unit of study, students will build on their ability to set SMART goals. Specifically, students will practice the skill of goal-setting in 3 of the 5 DPS categories of health. After analyzing behaviors, students will choose which categories of health are in the most need of comprehensive goal setting. Additionally, students will transfer their understanding by coaching someone “a client” (e.g., a peer, a teacher, a family member, a community member) through the goal-setting performance indicators for Standard 6. Specific functional knowledge within this unit is quite limited compared to other units because students are exploring their personal behaviors, and they are listening to and responding to their client’s needs. The final assessment examines students’ proficiency in developing and evaluating a plan to help their client set comprehensive (e.g., physical, mental, social) health-related goals using the SMART goal model. Daily formative assessments will also be used to check student understanding to inform future instruction. Self-Management (ability to set and attain personal goals) is the key CASEL competency connection throughout this unit of study.

### ESSENTIAL QUESTIONS

- How can I use a comprehensive evaluation of my health behaviors to set specific goals that enhance my health and the health of others?

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(Benes & Alperin, 2019, p. 8).*

<b>CATEGORIES OF HEALTH</b>	<b>FUNCTIONAL KNOWLEDGE Need-To-Know Information</b> <i>Use as a checklist</i>	<b>KEY VOCABULARY</b>
Active & Healthy Living  Human Development & Sexual Education  Nutrition  Personal Safety, Injury, & Disease Prevention  Substance Use, Addiction & Influencing Behaviors	i. Personal fitness maintenance and/or improvement plan  i. Identify strategies to cope with stressors (e.g. exams, college admissions, scheduling)  I.-v. Practice the goal-setting skill in the 3 most personally pertinent DPS categories of health.  CASEL: Setting personal and academic goals.	-Short term goal -Long term goal -Barriers -Supporters -Roadblocks -Success/Failure -Reflection

<p><b>CONCEPTUAL UNDERSTANDINGS</b></p> <p><i>Students should understand...</i></p>	That goal setting is a skill that ought to be to benefit the whole person (personal, academic, etc.).
	That applying the goal-setting skill can help them feel empowered as they work toward achieving their goal.

<p><b>EVIDENCE OF UNDERSTANDING</b></p> <p><i>By the end of this unit, students should be able to...</i></p>	6.12.1 Assess personal health practices and overall health status.
	6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
	6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
	6.12.4 Formulate an effective long-term personal health plan.

## GRADE 11, UNIT 7, STANDARD 1: Core Concepts

### UNIT OVERVIEW

Through this unit, students will prepare to take the American Red Cross professional CPR/AED certification. Throughout lessons, students will follow detailed lessons designed by the American Red Cross on topics that include, but are not limited to taking action, scene size up, caring for breathing emergencies, airway obstruction, caring for cardiac emergencies, cardiac arrest, CPR, signs and symptoms of a heart attack, using an automated external defibrillator, etc. There is a final exam and a final skill scenario. Lessons and daily check-ins (formative assessments) will guide future instruction. The dominant CASEL competency developed throughout this unit is responsible decision making.

### ESSENTIAL QUESTIONS

- How can I apply necessary knowledge and skills obtained through the American Red Cross CPR/AED Professional Rescuers course to help those with breathing and cardiac emergencies?

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<b>CATEGORIES OF HEALTH</b>	<b>FUNCTIONAL KNOWLEDGE Need-To-Know Information <i>Use as a checklist</i></b>	<b>KEY VOCABULARY</b>
Active & Healthy Living Personal Safety, Injury, & Disease Prevention	See: CPR - AED Professional Rescuers Instructor’s Manual	See: CPR - AED Professional Rescuers Instructor’s Manual

<b>CONCEPTUAL UNDERSTANDINGS</b>  <i>Students should understand...</i>	The duty to act (professional rescuers) is one that can save lives when the proper knowledge and skills needed to respond appropriately to breathing and cardiac emergencies are obtained by an individual.
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**EVIDENCE OF  
UNDERSTANDING**

*By the end of this unit,  
students should be able to...*

See **Program Objectives** on pages 1 & 2 of Instructor's manual.

NOTE: These objectives are not included in this section as the manual may be updated yearly and we want to ensure that the DPS teachers are accessing the most current resource.

## GRADE 11, UNIT 8, STANDARD 3: Accessing Information

### UNIT OVERVIEW

In this unit of study, students will briefly revisit the ACCESS (accurate, credible, current, easy to use or access, what situations is it best used in, are claims supported) skill cues they studied grade 7. Then, students will think critically about how the Accessing Information skill can help them differentiate between sources and products that can enhance their health vs the sources and products that they should reject because they could hinder or harm their health. The final product of this unit of study requires students to evaluate personal behaviors related to accessing valid information and professional health products and/or services, and to formulate a plan to improve current practices. This assignment will allow them to think about the Accessing Information skill in meaningful and relevant ways. Functional knowledge on topics from all five categories of health will be taught while students gain competency in the skill. Developing the ability to understand the social and ethical norms for behavior and to recognize family, school, and community resources and supports are key components of the Social Awareness CASEL core competency and are the SEL focus within this unit of study.

### ESSENTIAL QUESTIONS

- What information, products and services should I access when I have questions about my health, and how do I determine which options are better than others?
- How do I know when sources are unproven and when I should reject them?

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CATEGORIES OF HEALTH	FUNCTIONAL KNOWLEDGE Need-To-Know Information <i>Use as a checklist</i>	KEY VOCABULARY
Active & Healthy Living  Human Development & Sexual Education  Nutrition  Personal Safety, Injury, & Disease Prevention  Substance Use, Addiction & Influencing Behaviors	<p>i. Demonstrate how to access valid reliable information, resources, and services that enhance mental health related to:</p> <ul style="list-style-type: none"> <li>- current life realities (e.g., college admission process, determining majors in college or vocational schools, etc.).</li> <li>- various mental health supports, specifically related to suicide ideation and determine which are valid and reliable sources.</li> <li>- bullying or harassment</li> </ul> <p>Existing laws and policies intended to protect adolescents from bullying, sexual harassment, assault and abuse including sexting and age of consent.</p> <p>ii. H.2.2 Analyze and evaluate medically accurate and reliable information about sexual health (e.g. internet and social media)</p> <p>H.2.3 Analyze existing laws and policies designed to protect young people from sexual harassment, sexual</p>	<ul style="list-style-type: none"> <li>-Validity</li> <li>-Reliability</li> <li>-Breast Cancer</li> <li>-Testicular Cancer</li> <li>-Self-Examination</li> <li>-Pap Smear</li> <li>-Contraception vs Contraceptive</li> <li>-Reproductive Health Care</li> <li>-Human Trafficking</li> </ul>



	<p>assault, child abuse, human trafficking, sexual exploitation, bullying and other types of violence.</p> <p>v. Finding valid and reliable resources for substance abuse and/or addiction</p> <p>v. Differentiate valid health products and services marketing/advertising from unreliable, harmful, or false advertising (Body Piercing &amp; Tattooing).</p>
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<p><b>CONCEPTUAL UNDERSTANDINGS</b></p> <p><i>Students should understand...</i></p>	<p>That information, products, or services should be carefully analyzed prior to reference or use, as they not be presenting accurate information.</p>
	<p>That marketing companies and advertisements do not always present valid or reliable sources of information, products, or services.</p>
	<p>That they have the ability to determine if health-related information, sources, products, and information are reliable, valid, and accurate by applying the Accessing Information skill mastered throughout this unit.</p>

<p><b>EVIDENCE OF UNDERSTANDING</b></p> <p><i>By the end of this unit, students should be able to...</i></p>	<p>3.12.1 Evaluate the validity of health information, products, and services.</p>
	<p>3.12.2 Use resources from home, school, and community that provide valid health information.</p>
	<p>3.12.3 Determine the accessibility of products and services that enhance health.</p>
	<p>3.12.4 Determine when professional health services may be required.</p>
	<p>3.12.5 Access valid and reliable health products and services.</p>

## GRADE 11, UNIT 9, STANDARD 4: Interpersonal Communication

### UNIT OVERVIEW

“The intent of this standard is to develop the ability of the learner to use effective communication to enhance health and avoid or reduce health risks. Effective communication includes the use of verbal and non-verbal skills and is an essential component in developing and maintaining healthy personal relationships.” Through learning experiences in this unit, students will practice analyzing, applying, and evaluating effective interpersonal communication skills in order to enhance their health and the health of others, and to mitigate and avoid health risks. Similarly, to developing this skill during middle school, DPS students will gain proficiency in self-expression, refusal, negotiation, and conflict resolution in the context of different situations (e.g. relationships, substance use, and sexual behavior). Learning activities throughout the unit are based on functional knowledge and real-life experiences recorded by students. In order to maximize the opportunity to practice the communication skill, students will complete the final assignment in pairs, deliver their final product to a pertinent group and share their experiences with their peers at the end of the unit. In the final assignment, students will create a product (e.g., presentation/ workshop / brochure) related to how refusal, negotiation and collaboration skills can help post high school students mitigate health-hindering influences. Communication is an important part of the CASEL core competency: Relationship Skills, as such this unit further supports DPS initiative of developing fostering SEL.

### ESSENTIAL QUESTIONS

- How can my interpersonal communication skills enhance all areas of my health and the health of others?
- How can my interpersonal communication skills reduce health risks in all areas of health in me and others?

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CATEGORIES OF HEALTH	FUNCTIONAL KNOWLEDGE Need-To-Know Information <i>Use as a checklist</i>	KEY VOCABULARY
Active & Healthy Living  Human Development & Sexual Education  Nutrition	i. Demonstrate strategies for maintaining healthy relationships and solving conflicts with others I. Communication Styles (H.5.1) i, ii. Identify and analyze the characteristics of being a responsible member of the community (including online), school, and peer group	Abstinence Sexual Violence Sexual Harassment Manipulation

<p>Personal Safety, Injury, &amp; Disease Prevention</p> <p>Substance Use, Addiction &amp; Influencing Behaviors</p>	<p>ii. v. Analyze and evaluate effective verbal and nonverbal refusal and negotiation skills for refusing pressure to engage in risky sexual behaviors or other higher risk behaviors(e.g. smoking, drinking, drug use) (H.5.2)</p> <p>li. Relationship between Technology, Communication &amp; Relationships</p> <p>ii. Negotiation &amp; Refusal Skills related to avoiding higher risk sexual behaviors (including sexting) (H.5.3; H.5.4.a) and other risky behaviors</p> <p>li. Communication and Clear Boundaries related to Sexual Behaviors</p> <p>Verbal &amp; Non-Verbal Communication to refuse peer Pressure re: Sexual Risk or other high risk behaviors (e.g., smoking, drinking).(H.5.2)</p> <p>H.5.4.c Compare and contrast healthy ways to express empathy for others.</p> <p>H.5.5 Manipulation and Sexual Harassment impact on relationships</p> <p>H.5.6 Explain the impact of culture and gender on the interpretation of various communication styles and methods</p> <p>Iv. - v. Communication skills' relationship to personal safety, injury, substance use or other addictive behaviors</p>	
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<p><b>CONCEPTUAL UNDERSTANDINGS</b></p> <p><i>Students should understand...</i></p>	<p>How to develop and apply effective communication skills to enhance their health.</p>
	<p>How using effective communication skills can help them avoid health risks.</p>
	<p>How they can help, others apply effective communication skills to enhance their health and avoid or reduce health risks.</p>

<p><b>EVIDENCE OF UNDERSTANDING</b></p> <p><i>By the end of this unit, students should be able to...</i></p>	<p>4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.</p>
	<p>4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p>
	<p>4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p>
	<p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p>

## GRADE 12, UNIT 10, STANDARD 1 Core Concepts

### UNIT OVERVIEW

Through these lessons, students will investigate health-related behavior trends and norms (perceived and actual) of young adults during the immediate post-high school years. Students will demonstrate an understanding of how to apply what they have learned throughout the health education program in DPS in order to make evidence-based recommendations to peers on how to foster a positive well-being in whatever setting they transition to post-graduation. In this unit, there is a strong emphasis on relationships, human development, sexual health education, and substance related issues, as well as their influence on overall wellbeing. Critical thinking skills will be applied in order to make recommendations to peers based on individuals' research and in-depth analyses. Lessons and daily check-ins (formative assessments) will guide future instruction. Given the comprehensive scope of this unit of study, several CASEL competencies are organically practiced throughout this unit (social awareness, relationship skills, responsible decision making).

### ESSENTIAL QUESTION

- How can I apply what I learned about the interrelatedness of the dimensions of health along with current health-related behavior trends post-high school, to plan for a healthy future?

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(Benes & Alperin, 2019, p. 8).

<b>CATEGORIES OF HEALTH</b>	<b>FUNCTIONAL KNOWLEDGE Need-To-Know Information <i>Use as a checklist</i></b>	<b>KEY VOCABULARY</b>
Active & Healthy Living ii. Human Development & Sexual Education iii. Nutrition Personal Safety, Injury, & Disease Prevention Substance Use, Addiction & Influencing Behaviors	ii. / H.1.1 Compare, contrast and analyze appropriate ways to express needs, wants and feelings in relationships i. Common unhealthy coping strategies H.1.2. Analyze and evaluate the impact that self-esteem and self-respect have on decision-making regarding sexual behaviors. i. & iv.H.1.4.a Analyze factors that may contribute to a healthy and unhealthy relationship i. / ii. H.1.5 Analyze how physical, social, cultural and emotional environments may influence sexual health i.H.1.6.d Research and analyze data about sexual behavior among teenagers i. / ii./ iv.H.1.7.a Describe situations in which someone might choose to abstain	Most key vocabulary has been previous introduced. New key words include: Validity Inter-Rater Reliability Intra-Rater Reliability External Validity Hazing Rushing

	<p>from sexual activity after already engaging in the behavior, and assess the barriers that might be encountered in implementing this decision.</p> <p>H.1.8.a Research and analyze the impact of teenage pregnancy and parenthood on society</p> <p>iii. Learning to manage time and choose healthy behaviors (e.g. getting rest, eating a balanced diet) when away from home and/or with more independence.</p> <p>v. Navigating alcohol norms (perceived and actual) and use &amp; illegal drugs in social situations.</p> <p>v. Hazing / Rushing</p>	
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<p style="text-align: center;"><b>CONCEPTUAL UNDERSTANDINGS</b></p> <p style="text-align: center;"><i>Students should understand...</i></p>	<p>Relationships can be healthy and unhealthy and it is important to determine when one is unhealthy so that you can seek support for yourself and / or others if necessary.</p>
	<p>Consent is a legal term and ought to be the minimum standard for sexual behaviors between partners. Partners should be able to effectively communicate consequences (good and bad) and ways to respond to each consequence as part of a healthy, romantic relationship.</p>
	<p>Recognizing feelings of stress and anxiety can be helpful if we respond in a helpful way and not try to numb the feelings.</p>
	<p>Perceived and actual norms in health-related behaviors are not always the same and students should not feel they are alone if they choose not to engage in unhealthy behaviors. If they feel stress or anxious in social situations, they should listen to their feelings and make decisions considering the following questions: What would help keep me safe? What would be most helpful to my health?</p>

<p style="text-align: center;"><b>EVIDENCE OF UNDERSTANDING</b></p> <p style="text-align: center;"><i>By the end of this unit, students should be able to...</i></p>	<p>1.12.2 Describe the interrelationships of emotional, intellectual, physical, environmental, sexual, spiritual and social health.</p>
	<p>1.12.4 Analyze how genetics and family history can impact personal health.</p>
	<p>1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p>

	1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
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## GRADE 12, UNIT 11, STANDARD 2: ANAYLYZING INFLUENCES

### UNIT OVERVIEW

In this unit of study, students will analyze how influences such as family, communities, peers, public health policies, government regulations, and other factors impact personal health behaviors as well as health promotion and disease prevention. Students will hone the skill of analyzing influences by examining topics such as: academic and extra-curricular pressures and stresses; sexual health-related topics; alcohol and other drugs' ability to influence behaviors; and, health behaviors related to nutrition. Daily formative assessments will be used to check student understanding to inform future instruction. In order to assess students ability to apply the analyzing influences skill, their final assignment requires them to evaluate health policies and government regulations on a health-topic that interests them and to determine its ability to influence personal health behaviors, health promotion, and disease prevention. Self-awareness (perceptions and how they influence behavior) is the key CASEL competency in this Unit of Study and is woven in throughout functional knowledge as students are tasked to identify their strengths and recognize their emotions.

### ESSENTIAL QUESTION

- What influences my attitudes, behaviors and decisions related to my health?

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(Benes & Alperin, 2019, p. 8).

CATEGORIES OF HEALTH	FUNCTIONAL KNOWLEDGE Need-To-Know Information <i>Use as a checklist</i>	KEY VOCABULARY
Active & Healthy Living  Human Development & Sexual Education  Nutrition  Personal Safety, Injury, & Disease Prevention  Substance Use, Addiction & Influencing Behaviors	i. Chronic stress derived from pressure received from internal and external influences (family, community, self, peers, etc.) ii. Analyze how internal and external influences affect sexual feelings, behaviors, attitudes and decisions (H.4.1.a) iii. Evaluate effects of external influences on sexual decision making (e.g. family values, peers, society, internet, culture) (H.4.2) iv. Analyze the influence of alcohol and other drugs on sexual behaviors and sexual health (H.4.3) v. Influences related to nutrition / eating disorders.	Chronic Stress Public Health Policies Government Health Regulations Health Risk Behaviors Body Dysmorphic Disorder

<p style="text-align: center;"><b>CONCEPTUAL UNDERSTANDINGS</b></p> <p style="text-align: center;"><i>Students should understand...</i></p>	That they apply the analyze influences skill throughout life for the purpose of mitigating negative health influences and behaviors.
	That analyzing and evaluating public policy and government regulations will help them understand influences on themselves and others.

<p style="text-align: center;"><b>EVIDENCE OF UNDERSTANDING</b></p> <p style="text-align: center;"><i>By the end of this unit, students should be able to...</i></p>	2.12.1 Analyze how the family influences the health of individuals.
	2.12.2 Analyze how the culture supports and challenges health beliefs, practices and behaviors.
	2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
	2.12.4 Evaluate how the school and community affect personal health practices and behaviors.
	2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
	2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
	2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.



## GRADE 12, UNIT 12, STANDARD 5: Decision-making

### UNIT OVERVIEW

In this unit of study, students will revisit the DECIDE skill cues of decision-making to enhance health and safety. A key component of this unit of study is reflection. Students will be asked to reflect upon current behaviors and apply what they know to improve the decision making process on topics that cover all 5 DPS categories of health. Students will identify current topics that warrant consideration around decision-making. Given that the students are preparing to transition to life after high school, there is a heavy emphasis in this unit for them to predict future health-related topics in the context of decision-making to optimally support their transition from a health perspective. Participatory methods are used to promote discussion and student engagement. The benchmark assessment requires students to build upon their reflection to determine how they make decisions in the future to enhance their health and keep them safe. The responsible decision-making core competency is the clear SEL focus throughout this unit.

### ESSENTIAL QUESTIONS

- How can I modify my decision-making skills to better make decisions that enhance my health and the health of others now and during the years immediately following high school?

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(Benes & Alperin, 2019, p. 8).*

CATEGORIES OF HEALTH	FUNCTIONAL KNOWLEDGE Need-To-Know Information <i>Use as a checklist</i>	KEY VOCABULARY
Active & Healthy Living  Human Development & Sexual Education  Nutrition  Personal Safety, Injury, & Disease Prevention  Substance Use, Addiction & Influencing Behaviors	i. Predict immediate and long-term impacts of sexual health decisions on individual, family and community (H.6.2) ii. Analyze and examine possible outcomes of alcohol and other drug use related to sexual activity (H.6.3) iii. Examine how decision-making impacts health related to nutrition when not living at home (e.g., dining halls, apartments, etc.)  v. Drug and alcohol use post high school years (e.g., in college)	Medical Amnesty Good Samaritan Law

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<p style="text-align: center;"><b>CONCEPTUAL UNDERSTANDINGS</b></p> <p><i>Students should understand...</i></p>	<p>Reflective thinking can inform better decision-making to enhance health and safety.</p>
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<p style="text-align: center;"><b>EVIDENCE OF UNDERSTANDING</b></p> <p><i>By the end of this unit, students should be able to...</i></p>	<p>5.12.1 Examine barriers that can hinder healthy decision-making.</p>
	<p>5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.</p>
	<p>5.12.3 Justify when individual or collaborative decision-making is appropriate.</p>
	<p>5.12.4 Generate alternatives to health-related issues or problems.</p>
	<p>5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.</p>

## GRADE 12, UNIT 13, STANDARD 8: Advocacy

### UNIT OVERVIEW

In this final unit of study of the skills-based health education curriculum, students experience their most student-centered learning environment to date. Here, a project based learning approach is combined with the I CARE advocacy skill cues so that students can identify a health topic / problem that they would like to help remedy. A perfect culmination to the PK-12 skills-based health education curriculum requires students to demonstrate proficiency in all CASEL core competencies, as all are required to complete the final project of the unit. Given such a participatory approach to a unit of study, teachers are primarily guides and facilitators throughout this process and are encouraged to spend the project work days circulating the class, asking probing questions as well as questions to ensure that students address all requirements on the rubric provided.

### ESSENTIAL QUESTIONS

- How can I use my voice and what actions can I take to help enhance health for myself, my family and my community?

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(Benes & Alperin, 2019, p. 8).*

<b>CATEGORIES OF HEALTH</b>	<b>FUNCTIONAL KNOWLEDGE Need-To-Know Information</b> <i>Use as a checklist</i>	<b>KEY VOCABULARY</b>
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<p>Active &amp; Healthy Living Human Development &amp; Sexual Education Nutrition Personal Safety, Injury, &amp; Disease Prevention Substance Use, Addiction &amp; Influencing Behaviors</p>	<p>i.-v. Develop a strategy that advocates for action on a health issue on a state, national, or global level. Topics to explore: i. Advocate for school policies and programs that promote dignified and respectful treatment for all (H8.4) i. Engage in authentic experiences of caring, compassion and advocating for others (e.g. community service) (H8.1) i. Develop a campaign to advocate for developmentally appropriate, medically accurate sexual health education programs and services (e.g. school-based health centers (H.8.3.b) i.-v. Investigate current health or social issues within a community and design a program/campaign to spread awareness, based on accurate and reliable research, and develop strategies to motivate others to address the issue.</p>	
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<p><b>CONCEPTUAL UNDERSTANDINGS</b>  <i>Students should understand...</i></p>	<p>That they have the ability to make a positive difference in their community.</p>
	<p>That it is worthwhile to dedicate time and energy into improving their community.</p>

<p style="text-align: center;"><b>EVIDENCE OF UNDERSTANDING</b></p> <p style="text-align: center;"><i>By the end of this unit, students should be able to...</i></p>	8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
	8.12.2 Demonstrate how to influence and support others to make positive health choices.
	8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
	8.12.4 Adapt health messages and communication techniques to a specific target audience.