

	Name of Course: Health - 9 Team Members: Katherine Mailhiot Number of Days: 15
Unit	Emotional and Mental Health
Essential Questions	How can personal behaviors contribute to physical, mental/emotional, social and spiritual health? How are physical, mental/emotional, social and spiritual health related? How can prosocial behaviors benefit health?
Content Standards	12.1.HR.7 Evaluate effective strategies for dealing with difficult relationships with family members, peers, and partners and demonstrate the ability to use these strategies to make health-promoting decisions regarding difficult relationships. 12.2.MH.1 Apply strategies to appropriately respond using different levels of emotions in routine interactions. 12.2.MH.3 Apply strategies, including developing protective factors and personal assets, to support positive mental and emotional well-being. 12.2.MH.4 Assess health practices and overall health status across multiple dimensions of wellness (e.g., physical, emotional, financial, cultural, sexual, intellectual, occupational, spiritual, environmental, social). 12.2.PF.2 Discuss the benefits of a physically active lifestyle across multiple dimensions of health and across a person's lifespan. 12.3.HR.2 Use effective strategies (e.g., boundary setting, maintaining personal boundaries, respecting others' boundaries, I-statements, stating your needs, recognizing warning signs) to avoid negative relationships and improve or maintain positive relationships. 12.3.HR.7 Demonstrate empathy (e.g., active listening, withholding judgement, compassion) toward others. 12.3.HR.8 Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement. 12.3.HR.10 Use assertive communication techniques, including refusals, in a variety of settings and with a variety of audiences to meet personal needs and maintain or enhance overall health. 12.3.MH.2 Discuss the benefits of trauma-informed approaches to relationships. 12.3.MH.3 Demonstrate strategies for expressing understanding towards those who hold different beliefs 12.3.MH.6 Evaluate personal engagement in social situations at home, school, and in the community and create a plan for personal growth in social engagement. 12.3.MH.11 Demonstrate the ability to communicate about mental health in culturally responsive ways that reduce stigma. 12.5.MH.3 Use valid and reliable resources to find information on risk factors for, and signs and symptoms of, mental health issues and conditions and access appropriate support for self or others.

Concepts and Subskills	Engage in activities that are mentally and emotionally healthy. Practice habits that promote mental and emotional well-being. Engage in activities that are mentally and emotionally healthy. Practice habits that promote mental and emotional well-being. Express feelings in a healthy way. Establish and maintain healthy relationships. Practice habits that promote mental and emotional well-being. Establish and maintain healthy relationships. Get help for troublesome thoughts, feelings or actions for oneself and others. Show acceptance of differences in others.	Practices Brainstorm Role play Effective communication script writing, Applying applications to real life Goal setting
Content Objectives (Student Friendly Language)	Assess personal behaviors that contribute to physical, mental/emotional, social and spiritual health. Analyze the interrelationship of physical, mental/emotional, social and spiritual health. Analyze the characteristics of an emotionally healthy person. Analyze how mental/emotional health can affect other health-related behaviors. Analyze how prosocial behaviors can benefit health. Assess personal emotional health practices and behaviors. Demonstrate the use of I-messages to communicate emotions in healthy ways. Demonstrate effective communication skills to enhance emotional health. Identify myths or misinformation about mental health disorders. Analyze how myths and misinformation can influence views on mental health disorders. Describe the causes, symptoms and effects of eating disorders. Describe the causes, symptoms and effects of anxiety disorders.	

	Describe the causes, symptoms and effects of depression.
Content Vocabulary	Tier One Vocabulary
	● physical health ● social health ● spiritual health ● characteristic ● conflict ● empathy ● emotional health ● mental health ● self-esteem ● self-respect ● stress ● responsible
	Tier Two Vocabulary
	● assertive ● body language ● communication ● I-message ● nonverbal ● passive ● roleplay ● verbal
	Tier Three Vocabulary
	● anemia ● anorexia nervosa ● anxiety ● anxiety disorder ● binge eating disorder ● bingeing ● bulimia nervosa ● compulsion ● depression ● diuretic ● eating disorder ● esophagus ● impair ● lanugo ● laxative

	● mental health disorder ● neurotransmitter ● obsession ● obsessive-compulsive disorder (OCD) ● panic attack ● phobia ● post-traumatic stress disorder ● purging ● serotonin
Assessments, Products, Projects	In class discussions, health smart lesson assignments - 1, 2, 7, 15, Mental Health PSA
Text, Materials, and Resources	Health Smart Curriculum - 1, 2, 7, 15, NAN Project guest speakers

	Name of Course: Health - 9 Team Members: Katherine Mailhiot Number of Days: 15
Unit	Tobacco, Alcohol & Other Drugs
Essential Questions	How can alcohol, tobacco and other illegal or misused drugs affect my personal health? What are the legal consequences of using alcohol, tobacco, prescription or illegal drugs? How can drug use, misuse or abuse affect my learning? How can perceived norms affect how I feel about drug use? What effect does drug abuse and misuse have on the home environment? What protective factors can help me to avoid drug use, misuse, or abuse?
Content Standards	12.1.SU.3 Analyze the potential short- and long-term impacts (including addiction) of legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) on multiple dimensions of health (e.g., physical, mental, emotional, social, intellectual) and on other health risk behaviors (e.g., sexual activity, impaired driving). 12.1.SU.4 Employ self-management skills to act on health-promoting decisions about legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana). 12.3.HR.10 Use assertive communication techniques, including refusals, in a variety of settings and with a variety of audiences to meet personal needs and maintain or enhance overall health. 12.3.MH.9 Demonstrate a variety of culturally responsive strategies for collaborating with peers,

	adults, and others in the community. 12.6.SU.1 Evaluate the validity of information, products and services that are intended to help a person make health-promoting choices when making decisions related to legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol and marijuana). 12.6.SU.3 Recognize the signs of substance misuse, substance use crisis, and addiction (including addictive behaviors such as gambling, overeating, and overuse of social media) and demonstrate strategies for seeking help for self or others. 12.6.SU.6 Determine when professional services may be required related to legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) and locate valid and reliable resources and services in the community that can help.	
Concepts and Subskills	Avoid misuse and abuse of over-the-counter and prescription drugs. Avoid the use of illegal drugs. Avoid using (or experimenting with) any form of tobacco. Avoid exposure to secondhand smoke and aerosol. Support a tobacco-free environment. Support others to be tobacco free. Avoid the use of alcohol. Avoid driving under the influence of alcohol and other drugs Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs. Avoid the use of illegal drugs. Support others to be alcohol and other drug free. Quit using alcohol and other drugs if already using. Support others to be alcohol and other drug free. Avoid the use of alcohol. Avoid the use of illegal drugs. Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	Practices Brainstorm Role play Effective communication script writing, Applying applications to real life Goal Setting

	Avoid using (or experimenting with) any form of tobacco.	
Content Objectives (Student Friendly Language)	Describe negative consequences of misusing opioids. Explain the importance of treatment for opioid addiction. Summarize why individuals choose to vape or use other tobacco products. Summarize the negative short- and long-term physical effects of vaping and using other tobacco products. Summarize the negative personal and social consequences of vaping and using other tobacco products. Summarize the negative effects of secondhand smoke. Use accurate norms to support an advocacy message around avoiding vaping and other tobacco products. Summarize the harmful short- and long-term physical, psychological and social effects of alcohol use. Analyze the dangers of driving while under the influence of alcohol. Summarize the importance of not riding with a driver who's been using alcohol. Describe the harmful effects of binge drinking. Analyze the benefits of remaining alcohol free. Summarize the harmful short- and long-term physical, psychological and social effects of marijuana use. Analyze the benefits of remaining marijuana free. Describe warning signs that indicate a person may have a problem with alcohol or other drug use. Explain that drug use problems require professional help. Identify resources for help with drug use problems. Demonstrate effective refusal skills that can be used to say NO to pressure to use tobacco, alcohol or other drugs.	
Content Vocabulary	Tier One Vocabulary ● heroin ● impaired ● inhibitions ● intoxicated ● misuse ● tobacco ● vape device	

	• vaping • alternative • anxiety • feedback • outcome • professional
	Tier Two Vocabulary
	• binge drinking • blackout • DUI (driving under the influence) • norms • opioids • overdose • recovery • secondhand smoke • smokeless tobacco • tolerance • cannabis • denial • dependent • paranoia • psychosis
	Tier Three Vocabulary
	• aerosol • cerebral palsy • cirrhosis • cognitive • dementia • emphysema • epidemic • fetal alcohol syndrome • perceived norms • sudden infant death syndrome (SIDS) • THC (tetrahydrocannabinol) • CBD (cannabidiol) • edible
Assessments, Products, Projects	In class discussions, health smart lesson assignments - 4, 5, 7, 8, 10, 15, Drug Project
Text,	Health Smart Curriculum - lessons 4, 5, 7, 8, 10, 15

Materials, and Resources	
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	Name of Course: Health - 9 Team Members: Katherine Mailhiot Number of Days: 15
Unit	Violence & Injury Prevention
Essential Questions	What is the relationship between unintentional injuries and using alcohol and other drugs? Where are the strategies for preventing and mitigating injury risks related to personal behaviors? How can bystanders can help prevent or stop bullying by reporting dangerous situations or actions.
Content Standards	12.1.SH.2 Discuss reasons for why it is wrong to trick, threaten, or coerce another person into sexual activity. 12.1.HR.1 Examine, compare, and contrast aspects of various personal relationships, including characteristics of healthy and unhealthy family, peer, romantic (dating), and/or sexual relationships. 12.1.HR.2 Analyze the benefits and risks of various ways people express feelings within relationships (e.g., words, acts of kindness, hugging, holding hands, kissing, sexual behaviors, jealousy, manipulation) and describe the characteristics of effective expression of feelings and emotions within a health-promoting relationship. 12.1.HR.4 Describe the cycle of violence in relationships and discuss strategies for getting help and leaving an unhealthy, violent, or exploitative relationship. 12.1.HR.5 Discuss different forms of abuse in relationships including emotional abuse, sexual abuse, domestic violence, dating violence, gender-based violence, sex trafficking and exploitation, and available supports and resources for getting help if in an abusive or exploitative relationship. 12.1.HR.8 Examine the complexity of, and discuss considerations related to, the decision to leave an unhealthy relationship, developing a safety plan to recognize and get out of any future unsafe or unhealthy relationships, and determine situations when adult and/or professional support is needed. 12.2.PS.3 Evaluate ways and demonstrate strategies to reduce risk and stay safe, follow laws, and act respectfully in physical and digital settings. 12.3.HR.5 Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, assault, discrimination, or exploitation. 12.3.MH.7 Analyze power imbalances in relationships and demonstrate strategies that communicate your value, your right to say no, and hold others accountable for their actions 12.3.MH.9 Demonstrate a variety of culturally responsive strategies for collaborating with peers,

	adults, and others in the community. [HPE; SE] 12.5.PS.2 Analyze how health risk behaviors (e.g., lack of physical activity, lack of sleep, poor nutrition, texting and driving) and protective factors (e.g., school connectedness, meaningful relationships, access to health care, regular physical activity) can influence overall health and how environmental factors can impact those behaviors.	
Concepts and Subskills	Apply safety rules and procedures to avoid risky behaviors and injury. Recognize and avoid dangerous surroundings. Support others to avoid risky behaviors and be safe. Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape. Avoid situations where violence is likely to occur. Avoid associating with others who are involved in or who encourage violence or criminal activity. Avoid bullying or being a bystander to bullying. Avoid bullying or being a bystander to bullying. Get help to prevent or stop violence, including harassment, abuse, bullying, hazing, fighting, and hate crimes. Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape. Get help to prevent or stop violence, including harassment, abuse, bullying, hazing, fighting, and hate crimes. Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape. Get help to prevent or stop violence, including harassment, abuse, bullying, hazing, fighting, and hate crimes. Get help to stop being subjected to violence or physical abuse.	Practices Brainstorm Discuss Role play Applying applications to real life Goal Setting
Content Objectives (Student Friendly)	Assess personal risk-taking behaviors. Analyze the relationship between unintentional injuries and using alcohol and other drugs. Describe strategies for preventing and mitigating injury risks related to personal behaviors. Explain the importance of taking personal responsibility for reducing the risk of injury.	

Language)	Analyze factors that contribute to violence, including attitudes, behaviors and things in the environment. Summarize the relationship between using alcohol and other drugs and violence. Summarize why the presence of weapons increases the likelihood of violent injury. Summarize how gang involvement can contribute to violence. Describe ways to change attitudes, behaviors or the environment to help reduce the likelihood of violence. Describe negative consequences of bullying to perpetrators, victims and bystanders. Explain how bystanders can help prevent or stop bullying by reporting dangerous situations or actions. Describe strategies for promoting a bully-free environment at school. Use advocacy skills to promote behaviors that can prevent unintentional injury among teens. Define sexual harassment. Explain why it's an individual's responsibility to verify that all sexual contact is consensual. Describe consequences of sexual harassment to perpetrators, victims and bystanders. Describe strategies for preventing or stopping sexual harassment. Summarize the qualities of a healthy dating relationship. Describe warning signs of dating violence. Analyze how power and control differences in dating relationships can contribute to violence. Explain why it's wrong to coerce another person into having sex. Explain why a person who has been sexually assaulted or raped is not at fault.
Content Vocabulary	Tier One Vocabulary
	● abuse ● accident ● attitude ● behavior ● bullying ● disability ● environment ● factor ● injury ● intentional ● risk
	Tier Two Vocabulary
	● advocacy ● advocacy campaign ● coerce ● cyberbullying ● emotional abuse ● fatal ● harassment ● impair

	● impulsive ● inhibitions ● intimidation ● physical abuse ● prevention ● sexting ● sexual abuse ● sexual assault ● sexual harassment ● sexually transmitted infection (STI) ● technology ● unintentional ● warning sign
	Tier Three Vocabulary ● collateral damage ● consensual ● gang ● gender roles ● homicide ● mitigation ● nonfatal ● PSA (public service announcement) ● psychological abuse ● rape ● stalking ● target audience
Assessments, Products, Projects	In class discussions, health smart lesson assignments - 1, 9, 7, 11, 14, 15
Text, Materials, and Resources	Health Smart Curriculum - lessons 1, 9, 7, 11, 14, 15