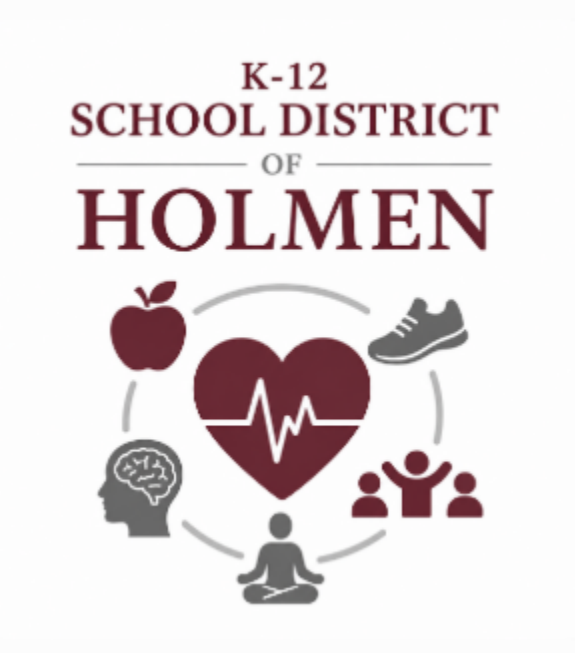
Health Curriculum



2025-2026
School District of Holmen
Holmen, WI

TABLE OF CONTENTS

Health Executive Summary....3
Wisconsin Educator Standards....5
School District of Holmen....7
SCHOOL BOARD OF EDUCATION MEMBERS....7
ADMINISTRATION....7
Department Vision Statement....8
Elementary School Health Curriculum....9
Kindergarten....9
Unit: Healthy Eating: Exploring Healthy Foods....9
Unit: Personal & Playground Safety....10
Unit: Taking Care of My Amazing Body....11
First Grade....11
Unit: Healthy Eating: Making Healthy Choices....11
Unit: Home, Fire, & Stranger Safety....12
Unit: Growing and Taking Care of Me....13
Second Grade....14
Unit: Healthy Eating: Balanced Meals and Habits....14
Unit: Community & Transportation Safety....15
Unit: Healthy Habits for a Strong Body....15
Third Grade....16
Unit: Healthy Eating: Nutrition and My Body....16
Unit: Emergency Preparedness & First Aid....17
Unit: My Body Systems....18
Fourth Grade....19
Unit: Healthy Eating: Food and Lifestyle Choices....19
Unit: Technology & Environmental Safety....20
Unit: Growing Up Healthy: Body Changes, Emotions, and Self Care....21
Fifth Grade....22
Unit: Healthy Eating: Lifelong Nutrition and Wellness....22
Unit: Risk Prevention & Safety Leadership....23
Unit: Understanding Puberty, Personal Health, and Healthy Relationships....24
Middle School Health Curriculum....26
Grade 6....26
Unit: Dimensions....26
Unit: Personal Hygiene....26
Unit: Sexual Health....27

Unit: Healthy Eating.....28
Unit: Social Health/Violence Prevention.....28
Unit: Violence Prevention (Online Safety).....29
Grade 7.....30
Unit: Dimensions.....30
Unit: Sexual Health.....31
Unit: Personal Health & Wellness (Goal Setting).....32
Unit: Safety.....33
Unit: ATOD (Alcohol).....33
Grade 8.....34
Unit: Alcohol Tobacco and other Drugs.....34
Unit: Mental & Emotional Health.....35
Unit: Personal Health & Wellness.....36
High School Health Curriculum.....38
Health 9.....40
Unit: Wellness/ Decision Making.....40
Unit: Mental/ Emotional Health.....41
Unit: Healthy Eating.....44
Unit: Addiction & ATOD.....45
Unit: Sexual Health.....47
Health Careers.....51
Unit: Health Career Exploration.....51
Unit: Mental Illness / Addiction.....51
Unit: CPR Certification.....52
Unit: Goal Setting.....53
Unit: Public Health.....54
Advanced Health.....55
Unit: Mental/ Emotional Health.....55
Unit: Healthy Relationships.....55
Unit: Reproductive Health.....57
Unit: Healthy Eating.....58
Unit: Final.....59

Health Executive Summary

School District of Holmen

Health educators, classroom teachers, physical education teachers, and school counselors in the School District of Holmen have collaboratively developed an updated, comprehensive health education curriculum aligned to the National Health Education Standards. This work reflects our commitment to providing a modern, relevant, and student-centered program that prepares learners with the knowledge and skills necessary to lead healthy, safe, and productive lives. The curriculum was developed in conjunction with the district's social-emotional learning framework and school counseling curriculum to ensure a cohesive and aligned approach to supporting the whole child.

This document serves as a roadmap for teachers, administrators, families, and students. It outlines a guaranteed and viable curriculum that is vertically aligned across grade levels and grounded in best practice. As such, this document represents the essential "skeletal" framework of our system, identifying priority standards, supporting standards, and clear learning targets that define what students should know and be able to do at each grade level.

The curriculum is organized by grade level and content area and is built on a student-focused framework that prioritizes clarity, consistency, and measurable outcomes. Learning targets are aligned to the National Health Education Standards, ensuring consistency with national expectations and current research in health education. Clearly defined competencies outline the essential knowledge, skills, and dispositions students will develop, and these competencies are observable and measurable to support student growth.

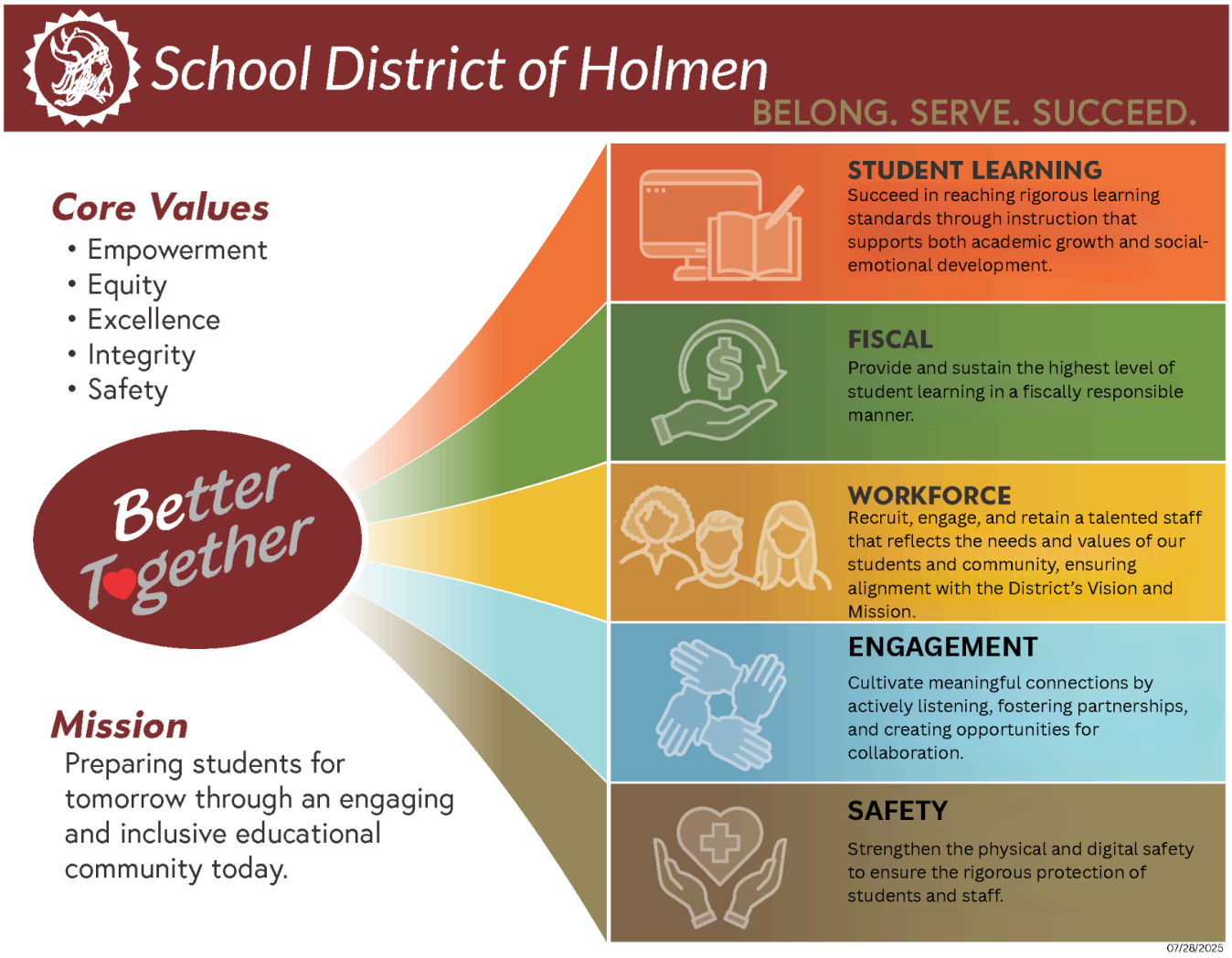
This updated curriculum reflects the evolving landscape of health education and incorporates current priorities, including social-emotional learning, mental health awareness, personal safety, and responsible decision-making.

Grounded in the district's commitment to student learning, this curriculum supports collaborative professional learning communities, ongoing reflection, and continuous improvement. Through this work, we aim to ensure that all students have access to high-quality health education that equips them with the skills necessary to thrive both in school and beyond.

This updated framework represents a significant step forward in ensuring our health curriculum remains current, coherent, and responsive to the needs of our students and community.

District Vision / Mission / Focus Statement

2026-2030 Strategic Plan



Wisconsin Educator Standards

Based on PI 34.002-Wisconsin Department of Public Instruction

The Wisconsin Educator Standards identify the knowledge, skills, and dispositions expected of all licensed teachers. They provide a foundation for high-quality instruction, professional growth, and continuous improvement.

1. **Pupil Development**
   The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
2. **Learning Differences**
   The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
3. **Learning Environments**
   The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge**
   The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
5. **Application of Content**
   The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment**
   The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
7. **Planning for Instruction**

The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

8. **Instructional Strategies**

   The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

9. **Professional Learning and Ethical Practice**

   The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

10. **Leadership and collaboration**

    The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

School District of Holmen

SCHOOL BOARD OF EDUCATION MEMBERS

Jennifer Dieck, President
Chris Lau, Vice President
Maggie Smith, Clerk
Barb Wuensch, Treasurer
Bridget Todd-Robins, Board Member
Lindsay Nied, Board Member
Khadijah Islam, Board Member
Abigail Holthe, Student Representative

ADMINISTRATION

Dr. Kristin Mueller, District Administrator
Julie Holman, Executive Director of Finance and Operations
Jill Mason, Executive Director of Student Services
Kimberly Edwards, Executive Director of Instructional Services
Kathleen Stephany, Director of Information & Technology
Lacey Sinn, Director of Learning and Assessment
Jennifer Gimmer, Director of Safety and Student Services
Wayne Sackett, High School Principal
Benjamin Johrendt, High School Associate Principal
Nick Bakke, High School Associate Principal
Jason Lulloff, Activities Director
Ryan Vogler, Middle School Principal
Ben Taschner, Middle School Associate Principal/Activities Director
Brady Turner, Middle School Associate Principal
Dr. Nick Weber, Prairie View Elementary Principal
Matt Meyers, Sand Lake Elementary Principal
Nina Swanson, Viking Elementary Principal
Sarah Thompson, Evergreen Elementary Principal
Sue Eitland, Associate Principal, 4K and Early Childhood

School District of Holmen

Department Vision Statement

The Holmen Health Education program will educate and empower each student to make informed decisions that lead to healthy lifestyles.

Mission Statement

In order to achieve the vision, our Department will:

The Mission of the School District of Holmen Health Education Department is to prepare our students with the knowledge and skills to live a health-enhancing lifestyle.

The health literate individual can:

- Use functional health information to support health and well-being of self and others.
- Analyze influences that affect health and well-being of self and others.
- Access valid and reliable resources to support health and well-being of self and others.
- Use interpersonal communication skills to support health and well-being of self and others.
- Use a decision-making process to support health and well-being of self and others.
- Use a goal-setting process to support health and well-being of self and others.
- Demonstrate practices and behaviors to support health and well-being of self and others.
- Advocate to promote health and well-being of self and others.

Elementary School Health Curriculum

Kindergarten

<table>
<tr><td>Unit: Healthy Eating: Exploring Healthy Foods</td><td>Duration: 8 days</td></tr>
<tr><td colspan="2">Unit Objective (overarching objectives):
Students will learn about many kinds of foods, the five food groups, how to choose healthy foods, how to show or talk about a healthy meal, and how food helps them grow and stay strong.

<u>Essential Questions</u>:

Why does my body need food?

What are healthy foods?

How can I make healthy choices?</td></tr>
<tr><td>Priority Standards

1.2.1 Identify strengths and assets that support health and well-being.

1.2.4 Describe health-promoting behaviors.

5.2.4 Choose an option that supports health and well-being.

7.2.2 Identify practices that support health and well-being of self and others.</td><td>Learning Targets:

● I can name different kinds of food.

● I can identify foods from each group (fruits, vegetables, grains, protein, dairy).

● I can tell the difference between healthy and unhealthy food.

● I can draw or talk about a healthy meal.

● I can explain that food helps me grow and stay strong.</td></tr>
<tr><td colspan="2">Supporting Standards:
1.2.5 Explain the importance of health and well-being.</td></tr>
</table>

Unit: Personal & Playground Safety	**Duration**: 10 days
Unit Objective (overarching objectives): Students will understand classroom, hallway, and playground rules; recognize safe and unsafe behaviors; identify potential hazards and trusted adults; and demonstrate how to ask for help in unsafe situations. *Essential Questions*: What does it mean to be safe at school and at home? How can I tell if something is unsafe? Who can I talk to if I need help or feel unsafe?	
Priority Standards 1.2.1 Identify ways to prevent or reduce risks for illnesses and injuries. 3.2.1 Identify Characteristics of trusted adults and individuals who support health and well-being. 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. 7.2.1 Identify practices and behavior that support health and well-being of self and others.	**Learning Targets:** ● I can name safe choices at home, school, and the playground. ● I can identify trusted adults who help keep me safe. ● I can use words to ask for help when something feels unsafe. ● I can follow rules that help prevent injuries.
Supporting Standards: 1.2.6 Identify how the environment affects personal and community health. 4.2.2 Recognize ways to communicate and respect the boundaries of self and others.	

Unit: Taking Care of My Amazing Body	**Duration**: 10 days
Unit Objective (overarching objectives): Students will identify major body parts and describe basic ways to keep their bodies clean and healthy. They will develop an understanding that bodies grow and change over time, and they will recognize emotions and learn appropriate ways to express them. Students will also identify trusted adults they can go to when they have questions or need help related to their body or feelings. *Essential Questions*: What makes me unique and special? How can I take care of my body? How do I know when to ask for help?	
Priority Standards 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. 5.2.4 Choose an option that supports health and well-being.	**Learning Targets:** ● I can name and locate basic body parts. ● I can explain one way to keep my body clean and healthy. ● I can describe how my body changes as I grow. ● I can name a trusted adult to talk to about my body or feelings.
Supporting Standards: 1.2.4 Describe health-promoting behaviors.	

First Grade

Unit: Healthy Eating: Making Healthy Choices	**Duration**: 10 Days
Unit Objective (overarching objectives): Students will learn about the five food groups, how different foods help their bodies grow and stay strong, how to choose healthy snacks, the importance of breakfast, and how to make	

balanced meals using MyPlate.

Essential Questions:

What does each food group do for my body?

What choices can I make at meals and snacks?

Priority Standards	**Learning Targets:**
1.2.1 Identify strengths and assets that support health and well-being. 1.2.4 Describe health-promoting behaviors. 5.2.4 Choose an option that supports health and well-being. 7.2.1 Identify practices and behaviors that support health and well-being of self and others.	● I can name the five food groups and give examples of each. ● I can sort foods into food groups. ● I can describe how eating a variety of foods gives energy and strength. ● I can identify healthy snack choices. ● I can explain the importance of breakfast. ● I can practice making a balanced meal using a MyPlate model.

Supporting Standards:
1.2.2 Identify dimensions of wellness.

Unit: Home, Fire, & Stranger Safety	**Duration**: 10 days

Unit Objective (overarching objectives):
Students will understand how to stay safe in various situations by identifying fire safety procedures (including alarms, escape plans, and stop-drop-roll), recognizing appropriate personal boundaries and stranger safety strategies, following basic water and road safety rules, and identifying trusted adults and emergency helpers who can provide assistance.

Essential Questions:

What should I do if there is an emergency like a fire?

How can I stay safe around strangers?

Why is it important to know who to call for help?

Priority Standards	**Learning Targets:**
1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed.	● I can explain what to do if there's a fire or emergency. ● I can describe safe actions around strangers. ● I can identify safe behaviors near water, roads, and at home. ● I can show how to call 911 for help.
Supporting Standards: 4.2.1 Express thoughts, feelings, wants, and needs to support the health and well-being of self and others.	

Unit: Growing and Taking Care of Me	**Duration**: 10 days
Unit Objective (overarching objectives): Students will describe how their body grows and identify ways to care for their physical and emotional health. *Essential Questions:* How is my body changing as I grow? How can I take care of my body and my feelings? Who can I talk to when I have questions about my body or emotions?	
Priority Standards	**Learning Targets:**
1.2.1 Identify strengths and assets that support health and well-being. 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others.	● I can describe one way my body has changed since I was younger. ● I can name ways to stay healthy (eating, sleeping, brushing teeth, moving my body). ● I can identify different feelings and ways to express them respectfully. ● I can name trusted adults who help me

	when I feel sick, sad, or unsafe.
Supporting Standards: 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being.	

Second Grade

Unit: Healthy Eating: Balanced Meals and Habits	**Duration**: 8 days
Unit Objective (overarching objectives): Students will learn how to build balanced meals, choose foods that help them focus and stay energized, make smart hydration choices, and practice making healthy meal decisions. *Essential Questions:* What does it mean to eat a balanced meal? How can I tell if I am eating healthy each day?	
Priority Standards 1.2.1 Identify strengths and assets that support health and well-being. 1.2.4 Describe health-promoting behaviors. 5.2.4 Choose an option that supports health and well-being. 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others.	**Learning Targets:** ● I can explain the concept of balance and variety in food choices. ● I can identify foods that support energy and concentration. ● I can recognize the importance of hydration (water vs. sugary drinks). ● I can demonstrate decision-making for choosing healthy meals.
Supporting Standards: 1.2.2 Identify dimensions of wellness.	

Unit: Community & Transportation Safety	**Duration**: 10 days
Unit Objective (overarching objectives): Students will understand and apply safe practices as pedestrians, bike riders, and bus passengers by demonstrating correct helmet and seatbelt use, recognizing and avoiding common hazards, and following road signs and crosswalk safety rules to stay safe in their community. *Essential Questions*: How can I stay safe when walking or biking in my community? Why are rules and safety gear important? What should I do if I see something unsafe in my neighborhood?	
Priority Standards 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. 2.2.2 Determine the ways various influences affect personal health and well-being. 5.4.2 Choose an option that supports health and well-being. 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others.	**Learning Targets:** ● I can describe safe ways to travel (walking, biking, riding). ● I can explain why helmets and seatbelts are important. ● I can identify community hazards and tell an adult. ● I can demonstrate safe behaviors in traffic and public spaces.
Supporting Standards: 5.2.3 Describe options and potential outcomes for a health related decision.	

Unit: Healthy Habits for a Strong Body	**Duration**: 10 days
Unit Objective (overarching objectives): Students will understand how healthy habits (nutrition, sleep, hygiene, and movement) help them grow and stay strong. *Essential Questions*: What does my body need every day?	

Why are healthy habits important? What can I do to take care of my body?	
Priority Standards 1.2.5 Explain the importance of health and well-being. 5.2.4 Choose an option that supports health and well-being. 6.2.2 Identify a goal that supports health and well-being. 7.2.1 Identify practices and behaviors that support health and well-being of self and others.	**Learning Targets:** ● I can explain what my body needs to be healthy (food, water, rest, activity). ● I can identify healthy and unhealthy choices. ● I can describe how my body changes as I grow. ● I can set one goal to help my body stay healthy.
Supporting Standards:	

Third Grade

Unit: Healthy Eating: Nutrition and My Body	**Duration**: 10 days
Unit Objective (overarching objectives): Students will learn what different nutrients do for the body, how to use MyPlate to choose healthy portions, how to read food labels to make smart choices, and how to support others in choosing healthy foods. *Essential Questions:* How does what I eat affect my body and how I feel? How can I use nutrition information to make healthy choices?	
Priority Standards 1.5.2 Describe health-promoting behaviors for	**Learning Targets:** ● I can identify nutrients (carbohydrates,

the dimensions of wellness. 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. 7.5.1 Examine practices and behaviors that support health and well-being of self and others. 8.5.4 Demonstrate how to advocate for health and well-being.	proteins, fats, vitamins, minerals, water) and their basic functions. ● I can interpret MyPlate portions and serving sizes. ● I can use fool labels to compare choices. ● I can describe ways to encourage others to make healthy food choices.
Supporting Standards: 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions 1.5.5 Examine how health literacy supports health and well-being.	

Unit: Emergency Preparedness & First Aid	**Duration**: 10 days
Unit Objective (overarching objectives): Students will understand how to respond appropriately in emergency situations by practicing fire, tornado, and intruder safety procedures; demonstrating how to call 911 and provide accurate information; applying basic first aid for minor injuries; and preparing for safe participation in various weather and recreational activities. *Essential Questions:* What should I do if someone needs help in an emergency? How can I prepare for emergencies at home or school? Why is it important to stay calm and know who to contact?	
Priority Standards 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. 2.5.1 Explain how various influences affect health and well-being. 4.5.3 Demonstrate how to ask for and offer	**Learning Targets:** ● I can describe what to do and who to contact in an emergency. ● I can explain simple first aid steps for minor injuries. ● I can make a simple family or classroom

assistance to support the health of self and others. 7.5.1 Examine practices and behaviors that support health and well-being of self and others.	emergency plan. ● I can identify safety rules for different weather and recreation activities.
Supporting Standards: 1.5.7 Explain when and why it is important to seek health care. 5.5.3 Compare and contract options and potential outcomes for a health-related decision.	

Unit: My Body Systems	**Duration**: 10 days
Unit Objective (overarching objectives): Students understand how body systems work together. They will learn how their bodies begin to change as they grow and will begin to understand that growing and changing is a normal part of development. They will identify healthy hygiene habits and routines to support body changes and identify trusted adults and appropriate ways to ask questions respectfully about these changes. *Essential Questions:* What does it mean to grow and change as I get older? How can I take care of my body as it changes? Who are trusted adults I can talk to about my questions or concerns? What choices help me feel my best every day?	
Priority Standards 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. 3.5.2 Locate home, school, and community resources to support health and well-being. 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. 5.5.4 Choose a health-promoting option when making a decision.	**Learning Targets:** ● I can describe how my body's main systems (digestive, respiratory, circulatory, muscular) work together to keep me healthy. ● I can explain that as I grow, my body will begin to change in size and shape and that this is normal. ● I can name healthy hygiene habits that help me take care of my growing body. ● I can describe how nutritious foods,

6.5.1 Set a goal and explain how the goal supports health and well-being.	movement, and rest help my body and mind. ● I can identify people I can talk to when I have questions about my body or feelings. ● I demonstrate comfort and confidence when discussing questions with a trusted adult. ● I can set one personal goal to improve my health or hygiene.
Supporting Standards: 6.5.5 Track progress toward attaining a health-related goal. 7.5.1 Examine practices and behaviors that support health and well-being of self and others.	

Fourth Grade

Unit: Healthy Eating: Food and Lifestyle Choices	**Duration**: 10 days
Unit Objective (overarching objectives): Students will learn how food gives their bodies energy, use MyPlate to check their eating habits, recognize how media affects the foods they want, and create a personal goal to make healthier eating or hydration choices. *Essential Questions:* How do my eating and activity choices work together for health? How can we make smart choices when shopping or eating out?	
Priority Standards 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions.	**Learning Targets:** ● Explain how food provides energy for physical activity. ● Evaluate eating patterns using MyPlate or other nutrition guidelines.

2.5.1 Explain how various influences affect health and well-being. 2.5.4 Use strategies and resources to manage influences that impact health and well-being. 6.5.1 Set a goal and explain how the goal supports health and well-being.	● Identify media influences on food choices. ● Set a personal goal for eating or hydration.
Supporting Standards: 3.5.4 Explain how misinformation and disinformation affect health and well-being. 7.5.1 Examine practices and behaviors that support health and well-being of self and others.	

Unit: Technology & Environmental Safety	**Duration**: 10 days
Unit Objective (overarching objectives): Students will understand how to stay safe and act responsibly in both digital and physical environments by practicing digital citizenship and online safety, recognizing and responding to cyberbullying, preparing for seasonal and community hazards such as ice, storms, and heat, and advocating for safe environments through responsible technology use, promoting helmet and crosswalk safety, and demonstrating digital respect. *Essential Questions:* How can I stay safe when using technology or being online? How do media and friends influence my safety choices? What can I do to help make my school and community safer?	
Priority Standards 1.5.6 Examine how the environment affects personal and community health. 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. 5.5.4 Choose a health-promoting option when making a decision.	**Learning Targets:** ● I can identify safe and unsafe online behaviors. ● I can explain how peers and media affect safety choices. ● I can describe ways to stay safe in different weather or seasonal conditions. ● I can create ideas to improve safety in

8.5.4 Demonstrate how to advocate for health and well-being.	my community.
Supporting Standards: 8.5.3 Identify advocacy skills and strategies to support health and well-being.	

Unit: Growing Up Healthy: Body Changes, Emotions, and Self Care	**Duration**: 10 days
Unit Objective (overarching objectives): Students will recognize that puberty is a normal stage of growing up, understand the basic physical and emotional changes that occur during this time, and develop healthy hygiene, self-care, and communication skills to manage these changes with confidence and respect. *Essential Questions:* What physical and emotional changes happen during puberty? Why do people grow and develop at different times and in different ways? How can I take care of my body and feelings as I grow? How can I show respect for myself and others during this time of change? Who can I talk to when I have questions about my changing body or emotions?	
Priority Standards 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others.	**Learning Targets:** ● I can explain that puberty is a normal stage of growth and happens at different times for everyone. ● I can describe basic physical changes that happen during puberty (e.g., growth spurts, body shape changes, increased sweat, skin changes, hair growth). ● I can explain emotional changes that may occur during puberty. (e.g., stronger feelings, new emotions, mood changes). ● I can describe why hygiene becomes more important during puberty. (showering, deodorant, skin/hair care, oral hygiene, clean clothes). ● I can identify healthy habits that support a growing body. ● I can show respect for how my classmates and friends grow and change

	at different rates. ● I can set personal boundaries and show respect for others' boundaries. ● I can apply simple decision-making steps to make choices that support my health. ● I can identify trusted adults I can talk to when I have questions about my body, feelings, or friendships.
Supporting Standards: 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others.	

Fifth Grade

Unit: Healthy Eating: Lifelong Nutrition and Wellness	**Duration**: 10 days
Unit Objective (overarching objectives): Students will learn how to make healthy food choices by understanding what influences their eating habits, using food labels to pick smart options, setting goals for healthy eating, and speaking up to support healthy choices at school and in the community. *Essential Questions:* How can I take responsibility for my nutrition and health? What influences my food choices? How can I make healthy decisions now and in the future?	
Priority Standards 1.5.5 Examine how health literacy supports health and well-being. 2.5.2 Determine the ways various influences affect the health and well-being of self and others. 3.5.3 Determine the validity and reliability of health information, products, services, and	**Learning Targets:** ● I can analyze how family, culture, peers, and media influence food choices. ● I can use food labels and guidelines to evaluate meal options. ● I can demonstrate goal-setting and decision-making skills for lifelong health.

other resources. 6.5.1 Set a goal and explain how the goal supports health and well-being. 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. 8.5.4 Demonstrate how to advocate for health and well-being.	● I can advocate for healthy eating in school or community.
Supporting Standards: 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. 5.5.4 Choose a health-promoting option when making a decision. 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal.	

Unit: Risk Prevention & Safety Leadership	**Duration**: 10 days
Unit Objective (overarching objectives): Students will develop responsible decision-making and leadership skills by analyzing the impact of risk-taking and peer influence on personal safety, demonstrating personal responsibility in various situations, creating advocacy projects such as safety posters or campaigns, and setting and monitoring goals that promote safe choices for themselves and others. *<u>Essential Questions</u>:* What are risky behaviors, and how can I avoid them? How can my choices influence the safety of others? How can I be a leader or advocate for safety in my school or community?	
Priority Standards 8.5.4 Demonstrate how to advocate for health and well-being. 1.5.3 Explain ways to prevent or reduce risks	**Learning Targets:** ● I can identify risky behaviors and describe safer alternatives. ● I can make decisions that prevent

for illnesses and injuries. 6.5.3 Develop a plan that includes actions, resources, and progress tracking toward attaining a health-related goal.	injuries. ● I can set goals to improve my personal safety habits. ● I can plan and advocate for safety improvements in my community.
Supporting Standards: 8.5.2 Explain how collaboration and communication support advocacy. 8.5.3 Identify advocacy skills and strategies to support health and well-being. 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal.	

Unit: Understanding Puberty, Personal Health, and Healthy Relationships	**Duration**: 10 days
Unit Objective (overarching objectives): Students will understand the physical, emotional, and social changes of puberty, learn basic reproductive system information, and apply decision-making and communication skills to maintain personal health, set boundaries, and build healthy relationships. *Essential Questions:* What major changes happen to the body and emotions during puberty? How does understanding these changes help me take care of myself? How can I make respectful and responsible choices as I grow? How do I communicate needs, set boundaries, and build healthy relationships? Where can I find reliable health information and who can I talk to with questions?	
Priority Standards 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.	**Learning Targets:** ● I can explain physical, emotional, and social changes that occur during puberty. ● I can explain the purpose of puberty and how it prepares the body for adulthood. ● I can identify the basic parts and functions of the male and female reproductive systems. ● I can describe how to manage new responsibilities, including specific reproductive hygiene needs. ● I can advocate for my health and the

3.5.3 Determine the validity and reliability of health information, products, services, and other resources. 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. 8.5.4 Demonstrate how to advocate for health and well-being.	health of others by practicing empathy, respect, and responsible behavior. ● I can describe personal boundaries and how to communicate them clearly and assertively. ● I can identify situations that feel unsafe or uncomfortable and explain what to do. ● I can communicate with trusted adults about questions or concerns related to my health or feelings. ● I can use a decision-making process to make healthy and safe choices. ● I can evaluate whether health information is reliable.
Supporting Standards: 1.5.5 Examine how health literacy supports health and well-being. 3.5.2 Locate home, school, and community resources to support health and well-being.	

Middle School Health Curriculum

Grade 6

Unit: Dimensions	**Duration**: 4 days
Unit Objective (overarching objectives): Introduce 6 dimensions (physical, social, emotional, intellectual, environmental, and spiritual) and healthy versus unhealthy examples	
Priority Standards 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity.	**Learning Targets:** I can name the dimensions of health. I can define the 6 dimensions of health. I can differentiate between healthy and unhealthy examples I do. I can explain the impact dimensions have on different areas of health.
Supporting Standards: *done in other units	

Unit: Personal Hygiene	**Duration**: 4 days
Unit Objective (overarching objectives): Students will learn ways to keep their body healthy and clean specifically during puberty.	
Priority Standards 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries.	**Learning Targets:** HBO 5. Be sexually abstinent. HBO 6. Engage in behaviors that prevent or reduce sexually transmitted infections (STIs), including HIV.

1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions 6.8.1 Assess personal health and well-being to identify focus areas for goal-setting. 6.8.3 Develop a goal and explain how it supports health and well-being. 6.8.4 Develop a plan that addresses supports and barriers to attaining a health-related goal. 6.8.6 Examine the goal-setting process and outcomes on health and well-being.	I can create a SMART goal to improve my personal hygiene practices. I can explain how personal hygiene can impact different dimensions of health.
Supporting Standards:	

Unit: Sexual Health	**Duration**: 6 days
Unit Objective (overarching objectives): Students will learn about male and female reproductive systems, common problems associated with them, and how to protect the systems.	
Priority Standards 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions	**Learning Targets:** I can explain what shaken baby syndrome is and the harm that comes with it. I can explain HIV/AIDS and how it can be transferred. I can identify parts of the male and female reproductive system. I can identify how to protect the male and female reproductive system. I can explain how puberty can impact different dimensions of health.
Supporting Standards:	

Unit: Healthy Eating	**Duration**: 8-10 days
Unit Objective (overarching objectives): Students will expand on knowledge of food groups using good, better, best and reading nutrition labels to understand what healthy food choices are.	
Priority Standards 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 3.8.2 Identify supports and barriers to accessing valid and reliable health information, products, services, and other resources. 3.8.3 Access valid and reliable sources of health information, products, services, and other resources. 3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources.	**Learning Targets:** I can read and analyze a nutrition label. I can differentiate the difference between good, better, and best choice. I can identify the nutrients that changes between good, better, and best choice for each of the 5 food groups.
Supporting Standards: 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions.	

Unit: Social Health/Violence Prevention	**Duration**: 12 days
Unit Objective (overarching objectives): Students will learn the conflict resolution process to analyze online safety and violence education.	
Priority Standards 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness.	**Learning Targets:** I can explain how styles of communication can impact different dimensions of health.

2.8.1 Analyze the interrelationships between various influences on health and well-being. 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity. 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways. 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. 4.8.6 Use skills and strategies to prevent, manage, or resolve conflict. 4.8.8 Use negotiation skills in a variety of situations. 4.8.9 Demonstrate strategies to communicate with others with different perspectives and values.	I can use the conflict resolution process. I can explain styles of communication. I can keep myself safe online. I can identify healthy and unhealthy situations online.
Supporting Standards: 3.8.2 Identify supports and barriers to accessing valid and reliable health information, products, services, and other resources. 3.8.3 Access valid and reliable sources of health information, products, services, and other resources. 3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources. 3.8.5 Use strategies to manage misinformation and disinformation.	

Unit: Violence Prevention (Online Safety)	**Duration**: 8-10 days
Unit Objective (overarching objectives): Students will learn different violence prevention practices and behaviors to improve oneself and others overall health and wellness behaviors.	
Priority Standards	**Learning Targets:**

1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. 7.8.1 Examine supports and barriers to health-related practices and behaviors. 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being.	I can explain how violence prevention can impact different dimensions of health. I can explain the importance of being responsible for practicing violence prevention behaviors I can analyze personal practices and behaviors that reduce or prevent violence I can identify violence prevention practices and behaviors to improve the health of oneself and others.
Supporting Standards: 2.8.1 Analyze the interrelationships between various influences on health and well-being. 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity. 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways. 2.8.4 Apply strategies and resources to manage influences that impact health and well-being.	

Grade 7

Unit: Dimensions	**Duration**: 7 days
Unit Objective (overarching objectives): Students will be able to analyze influences that impact their dimensions of health.	
Priority Standards 2.8.1 Analyze the interrelationships between various influences on health and well-being.	**Learning Targets:** I can identify healthy and unhealthy examples in my life for each dimension.

2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity. 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways. 7.8.1 Examine supports and barriers to health-related practices and behaviors.	I can identify outside influences for the healthy and unhealthy choices. I can identify and explain ways that I influence others dimensions of health.
Supporting Standards: 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels.	

Unit: Sexual Health	**Duration**: 16 days
Unit Objective (overarching objectives): Students will identify values and their impact on healthy and unhealthy relationships.	
Priority Standards 7.8.1 Examine supports and barriers to health-related practices and behaviors. 5.8.1 Explain how the use of a decision-making process affects health and well-being. 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process. 5.8.3 Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.	**Learning Targets:** I can identify my values. I can explain the impact of values on relationships. I can differentiate the different types of love. I can identify healthy steps of relationships. I can identify unhealthy types of relationships. I can identify how to avoid unhealthy Relationships. I can identify the impacts of sexual activity. I can apply the value-decision making process to analyze healthy and unhealthy relationships.

5.8.6 Evaluate the results of a health-related decision on self and others.	
Supporting Standards: 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 4.8.4 Demonstrate ways to communicate boundaries and consent for a variety of situations. 4.8.5 Use refusal skills and strategies in a variety of situations. 4.8.9 Demonstrate strategies to communicate with others with different perspectives and values.	

Unit: Personal Health & Wellness (Goal Setting)	**Duration**: 5 Days
Unit Objective (overarching objectives): Students will use the goal setting process to set goals based on their Dimensions of health.	
Priority Standards 6.8.1 Assess personal health and wellness-related practices. 6.8.2 Set a realistic goal to improve a personal health and wellness-related practice. 6.8.3 Assess the barriers to achieving a personal health and wellness-related goal. 6.8.4 Apply strategies to overcome barriers to achieving a personal health and wellness-related goal. 6.8.5 Use strategies and skills to achieve a personal health and wellness-related goal.	**Learning Targets:** I can identify areas of growth in my personal health-wellness. I can write a SMART goal about my personal health and wellness. I can identify setbacks and barriers in the goal setting process. I can apply strategies to improve my goal setting process. I can apply strategies to help achieve growth in my personal health and wellness goal.
Supporting Standards:	

Unit: Safety	**Duration**: 6 Days
Unit Objective (overarching objectives): Students will identify emergency practices and injury prevention to improve their overall health and wellness.	
Priority Standards 7.8.1 Explain the importance of being responsible for promoting safety and avoiding or reducing injury. 7.8.2 Analyze practices and behaviors that reduce or prevent injuries. 7.8.3 Demonstrate healthy practices and behaviors to improve safety and injury prevention of oneself and others.	**Learning Targets:** I can identify first emergency first response procedures. I can identify and explain the benefits to reducing the risk of injuries. I can practice safety and injury prevention strategies. I can demonstrate the proper CPR techniques. I can demonstrate the proper Heimlich technique.
Supporting Standards: 7.8.4 Commit to practicing safety and injury prevention. 1.8.23 Describe first response procedures needed to treat injuries and other emergencies. (HBO 7) 1.8.24 Determine the benefits of reducing the risk of injuries.	

Unit: ATOD (Alcohol)	**Duration**: 6 Days
Unit Objective (overarching objectives):	
Priority Standards 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness.	**Learning Targets:** I can identify how alcohol can impact the Dimensions of health. I can identify Long term and short term effects of alcohol to the oneself. I can analyze different reasons why people

1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions.	misuse alcohol. I can analyze the reasons why people choose to abstain from alcohol. I can determine the relationship between alcohol and other health risks. I can identify positive alternatives (“Natural Highs”) to using alcohol.
Supporting Standards: 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being.	

Grade 8

Unit: Alcohol Tobacco and other Drugs	**Duration**: 12-14 Days
Unit Objective (overarching objectives): Students will be able to analyze influences related to alcohol tobacco and other drugs and their overall health.	
Priority Standards 2.8.1 Analyze the interrelationships between various influences on health and well-being. 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity. 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways. 2.8.4 Apply strategies and resources to manage influences that impact health and well-being.	**Learning Targets:** I can analyze various influences on my health & well-being. I can analyze how various influences can impact my/peoples choices around different drugs. I can apply strategies to manage the various influences on choices with different drugs. I can determine resources available to self and community for drug use.

Supporting Standards:
3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals.

3.8.3 Access valid and reliable sources of health information, products, services, and other resources.

7.8.1 Examine supports and barriers to health-related practices and behaviors.

7.8.2 Analyze practices and behaviors that support personal and community health and well-being.

Unit: Mental & Emotional Health	**Duration**: 12-14 Days
Unit Objective (overarching objectives): Students will be able to access valid and reliable resources for mental and emotional health to advocate for overall health and wellness.	
Priority Standards 8.8.1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities. 8.8.3 Adapt advocacy skills and strategies for a variety of audiences and contexts. 8.8.4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others. 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals. 3.8.3 Access valid and reliable sources of health information, products, services, and other resources. 3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources.	**Learning Targets:** I can identify different mental & emotional challenges commonly faced in our community I can Identify different coping strategies that can be applied to assist with mental & emotional Health I can analyze different mental & emotional situations that may require support from trusted adults and/or health professionals I can identify different sources of help in dealing with mental & emotional health.
Supporting Standards: 1.8.5 Analyze connections between health literacy and health outcomes.	

1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being.3.8.5 Use strategies to manage misinformation and disinformation.

3.8.2 Identify supports and barriers to accessing valid and reliable health information, products, services, and other resources.

7.8.1 Examine supports and barriers to health-related practices and behaviors.

7.8.2 Analyze practices and behaviors that support personal and community health and well-being.

7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being.

Unit: Personal Health & Wellness	**Duration**: 12-14 Days
Unit Objective (overarching objectives): Students will identify different practices and support to help overall health and wellness.	
Priority Standards 7.8.1 Examine supports and barriers to health-related practices and behaviors. 7.8.2 analyze practices and behaviors that support personal and community health and well-being. 7.8.3 Demonstrates practices and behaviors that support personal and community health and well-being.	**Learning Targets:** I can identify important health and wellness related behaviors I can explain the importance of being responsible for my own health and wellness I can analyze practices and behaviors that prevent & reduce health risks I can demonstrate healthy practices and behaviors to improve my health and wellness I can commit to practicing positive personal health and wellness behaviors.
Supporting Standards: PHW2.8.3 Explain how social expectations influence healthy and unhealthy personal health and wellness-related practices and behaviors. PHW2.8.4 Explain how personal values and beliefs influence personal health and wellness-related practices and behaviors. PHW2.8.5 Describe how some personal health risk behaviors, such as using alcohol and	

other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.

PHW2.8.6 Analyze how family and culture influence personal health and wellness-related practices and behaviors.

PHW2.8.7 Analyze how school and community influence personal health and wellness-related practices and behaviors.

HW2.8.8 Analyze how media and technology influence personal health and wellness-related practices and behaviors.

PHW2.8.9 Analyze how peers influence personal health and wellness-related practices and behaviors.

High School Health Curriculum

MISSION STATEMENT

A comprehensive health program includes three components: health services, healthful environment, and health education.

Health education is a combined responsibility of school, community, and home. It helps students become responsible for personal wellness using good practices and decisions for themselves and others. It is a process that fosters positive, skillful decision-making and problem-solving baked upon accurate, ever-changing health information. Students will understand that the decisions made now will affect the quality of their lives and not in the future.

BROAD GOALS

The National Health Education Standards (NHES) are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health. The standards provide a framework for curriculum development and selection, instruction, and student assessment in health education.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3 Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.

Course	**Pre-Req/Notes**	**Credit**	**Grade Level**			
			9	10	11	12
Required Courses						
Health 9		.5	R			
Elective Courses						
Health Careers	Yes	.5		E	E	E
Advanced Health 1	Yes	.5		E	E	E

Health 9

Unit: Wellness/ Decision Making	Duration:
Unit Objectives: 1.) Students will be able to analyze the relationship of the six dimensions of wellness—physical, emotional, social, intellectual, spiritual, and occupational—to improve their current health and prepare them for the future. 2.) Students will learn the 5 step decision making process and be able to apply the decision-making model to evaluate health-related scenarios, analyzing how personal values, peer influence, and long-term consequences shape the outcomes of their choices.	
Priority Standards: 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. 2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being. 2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity. 2.12.4 Formulate strategies to manage influences that impact health and well-being. 2.12.5 Use resources to manage influences that impact health and well-being. 5.12.1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives. 5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process. 5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. 5.12.4 Analyze a variety of options based on	**Learning Targets:** PHW1.12.1 - I can analyze and rate my health, using each dimension of the wellness wheel, as positive, neutral, or needs improvement. I can also provide an example of why I gave myself this rating. SH1.12.12 - I can describe how to build and maintain a healthy relationship, using at least 5 healthy characteristics SH1.12.21 - Given a variety of conflict resolution strategies, I can identify and explain one strategy for dealing with a difficult situation in a relationship. SH1.12.10 - I can evaluate a given situation and I can provide at least 2 healthy and at least 2 unhealthy strategies when dealing with this difficult situation. PHW2.12.2 - I can analyze how our culture either supports or challenges each dimension of the wellness wheel and provide evidence to support my claim. PHW2.12.3 - I can analyze how my peers influence each dimension of wellness and provide an example for at least one dimension. PHW2.12.4 - I can formulate a strategy to manage at least one influence on my

priorities and potential outcomes when making a health-related decision. 5.12.5 Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels. 5.12.8 Evaluate the effectiveness of health-related decisions.	wellness wheel. PHW2.12.8 - I can analyze the effect of media and technology on my health, by reflecting on my screen time averages on the phone. PHW5.12.1 - I can identify one barrier to making a healthy decision related to one dimension of wellness. PHW5.12.2 - I can analyze what has the biggest influence on a wellness related decision. (family, culture, media, peers, personal beliefs). PHW5.12.5 - I can identify at least two options when making a decision related to wellness. PHW5.12.6 - I can predict a short and long term consequences (positive or negative) to at least two options when making a decision related to wellness.
Supporting Standards: 7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors. 7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being.	**Supporting Targets:** PHW7.12.1 - I can analyze a wellness situation and identify what factors the person has control over.

Unit: Mental/ Emotional Health	**Duration**:
Unit Objectives: Students will be able to identify healthy vs. unhealthy mental health practices, summarize the harmful effects of distress, while analyzing and assessing their own stress levels, to develop a personalized stress management plan. Students will be able to identify when professional support is needed for themselves or others.	
Priority Standards:	**Learning Targets:**

1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. 1.12.6 Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact health outcomes. 1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors. 3.12.1 Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well-being. 3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources. MEH3.12.5 Determine when professional mental and emotional health services may be required. 5.12.1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives. 5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process. 5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. 5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision. 5.12.5 Analyze the potential impact of a	MEH1.12.1 - I can analyze how stress negatively impacts each dimension of the wellness wheel. I can list at least one negative effect for each dimension. MEH1.12.2 - I can observe and analyze what behaviors indicate a mentally and emotionally healthy or unhealthy person. MEH1.12.3 - I can summarize how the above behaviors could impact other behaviors related to the wellness wheel. MEH1.12.5 - I can summarize at least 5 healthy and 5 unhealthy strategies for coping with loss and grief. MEH1.12.7 - After watching the class video on depression, I can analyze and list at least: - 5 causes of depression. - 5 symptoms of depression. - 5 ways depression effects someone's health. MEH1.12.14 - I can identify at least one personal stressor. MEH1.12.15 - I can list at least 3 short term and long term physical and mental/ emotional effects of stress. MEH1.12.16 - After practicing strategies for dealing with stress, I can evaluate and identify at least one strategy that helps my stress level. 3.12.1 - I can name at least one trusted adult who is a valid mental/ emotional health resource. MEH2.12.2 - 2.12.8 - I can analyze how culture, peers, personal attitudes, school, community, media, &/or technology affects healthy or unhealthy mental & emotional health behaviors. I can give at least MEH3.12.5 - I can determine at least 3 signs

decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels. 5.12.8 Evaluate the effectiveness of health-related decisions. 6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process. 6.12.2 Use an individual, supported, or collaborative goal-setting process as appropriate. 6.12.3 Develop a goal and analyze how it supports health and well-being.	of when a peer or family member may need professional mental &/or emotional health services. MEH3.12.6 - I can identify at least one valid mental &/or emotional health service. MEH5.12.1 - I can identify at least 3 barriers to managing my stress, using the 5-step decision making process. MEH5.14.5 - I can analyze and identify at least 3 influences, which affect my stress management, using the 5-step decision making process. MEH5.12.5 - I can identify at least one healthy alternative, when given a situation which affects a teenagers mental/ emotional health, using the 5-step decision making process. MEH6.12.1 - I can find and complete a personal mental/ emotional health assessment, and reflect on what I'm doing well and what needs improvement. MEH6.12.3 - After completing a personal mental/ emotional health assessment, I can write a personal goal related to stress management. I can identify any barriers to successfully completing this goal.
Supporting Standards: 7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors. 7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being.	**Supporting Targets:** MEH7.12.2 - After my stress management goal timeline, I can evaluate this practice and reflect on the effectiveness of the goal-setting and/or stress management process.

Unit: Healthy Eating	**Duration**:
Unit Objective: Students will be able to evaluate the nutritional value of a variety of food sources using food groups, standardized labeling (Nutrition Facts), dietary guidelines, and the processed foods continumn to develop a nutritional plan, which supports improvements to their health.	
Priority Standards 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. 1.12.6 Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact health outcomes. 1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors. 2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity. 2.12.4 Formulate strategies to manage influences that impact health and well-being. 2.12.5 Use resources to manage influences that impact health and well-being. 3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources. 5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process. 5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.	**Learning Targets:** HE1.12.1 - I can identify all the food groups identify examples for each group. HE1.12.5 - I can describe the 7 essential nutrients and healthy food sources of each. HE1.12.14 - I can summarize the options to purchase food in my local community by using the "Good, Better, Best Philosophy". I will give a specific example for each category and explain how it could impact my health. HE1.12.8 - I can identify approximately how many calories my body currently needs in a day. I can list the 7 essential nutrients and identify why it is important to get different types of calories. HE1.12.20 - I can analyze and explain how healthy eating benefits at least three dimensions of the wellness wheel. HE2.12.3 - I can analyze one societal trend when it comes to food choices, and describe how this influences my eating behaviors. HE2.12.8 - I can analyze one form of media/ technology and explain how it affects personal, family, or community eating behaviors. HE2.12.9 - I can identify one public health policy related to nutrition and explain how this influences eating behaviors. HE3.12.7 - I can read a food label and assess it's nutritional value. I can describe the level

5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision. 5.12.5 Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels. 6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process. 6.12.2 Use an individual, supported, or collaborative goal-setting process as appropriate. 6.12.3 Develop a goal and analyze how it supports health and well-being.	of processing of a food based off reading the food label and the ingredients. HE5.12.1 - I can write out a situation where completing my healthy eating goal might be difficult and explain the barrier. HE5.12.3 - I can analyze how family, culture, media, and peers affect my eating behaviors by providing a realistic example for each. HE5.12.4 - I can apply the "Good, Better, Best" strategy within the decision making process regarding my personal SMART goal. HE5.12.5 - I can brainstorm at least one potential consequence for each alternative in the decision making process. HE6.12.1 - I can complete a personal eating habits assessment and compare them to nutritional guidelines. HE6.12.2 - I can set a personal SMART goal to improve my eating behaviors, based on the results from the eating habits assessment. HE6.12.3 - I can brainstorm at least 2 barriers to achieving my goal.
Supporting Standards: 7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors.	**Supporting Targets:** HE7.12.1 - By listing at least 2 potential barriers, I can show responsibility by brainstorming at least one support for each of the barriers.

Unit: Addiction & ATOD	**Duration**:
Unit Objective: Students will be able to evaluate the physical, emotional, and social consequences of substance use (alcohol, nicotine/vaping, marijuana) and addictive behaviors (technology, gambling) on the developing adolescent brain. Students will be able to analyze what influences addictive behaviors and substance use, while demonstrating the ability to use healthy decision making, including effective refusal skills.	

Priority Standards	Learning Targets:
1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. 1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors. 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. 2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being. 2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity. 2.12.4 Formulate strategies to manage influences that impact health and well-being. 2.12.5 Use resources to manage influences that impact health and well-being. 4.12.5 Apply refusal skills and strategies in a variety of situations. 5.12.1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives. 5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process. 5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. 5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision. 5.12.8 Evaluate the effectiveness of	AOD1.12.6 -I can identify the most common types of drugs used by today's youth (alcohol, nicotine products, marijuana, THC, prescription drugs), and describe the general short and long term effects of using this substance. AOD1.12.12 - I can identify signs and symptoms of addiction. I can identify the common types of behavioral addictions (gaming, technology, gambling, etc.). I can analyze short-term and long-term benefits of remaining substance and addiction free. AOD1.12.15 - I can identify at least 3 refusal skills, which are relatable to my life. AOD2.12.2 - I can analyze my culture by researching one community event and explain how it supports alcohol or other drug use. AOD2.12.2 - I can analyze my culture by researching a different community event and explain how it challenges alcohol or other drug use. AOD2.12.3 - I can analyze how my peers influence my behaviors regarding alcohol and other drugs by filling out a self-reflection worksheet. AOD2.12.3 - I can analyze how my personal attitudes, values, and beliefs influence my behaviors regarding alcohol and other drugs by completing the parent/adult interview assignment. AOD2.12.7 - I can analyze how my school affects behaviors related to alcohol and other drug use by giving one example of a school policy or procedure.

health-related decisions.	AOD2.12.8 - I can analyze the effect of media/ technology on behaviors related to alcohol or drug-use by researching one type of media, and explain how it supports alcohol or other drug use. AOD4.12.4 - When given a situation, I can demonstrate at least one refusal skill/strategy, through an in-person video presentation. AOD5.14.4 - I can explain a realistic high school situation where using the 5 step decision-making process is needed in order to make a healthy decision regarding substances or types of behavioral addictions. AOD5.14.4 - In the 5 step decision-making process, I can identify at least 2 influences (family, culture, media, peers, personal beliefs) and explain how they would affect my decision-making. AOD5.12.5 - In the 5 step decision-making process, I can generate at least 2 alternatives when making a decision related to substances or types of behavioral addictions. AOD5.12.7 -When given a situation, I can use the 5 step decision-making process to evaluate whether it was a healthy or unhealthy decision.
Supporting Standards: 3.12.1 Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well-being.	**Supporting Targets:** AOD3.12.6 - I can locate at least one service within my community for support with addiction.

Unit: Sexual Health	**Duration**:
Unit Objective: Students will be able to evaluate the components of sexual health—including reproductive anatomy, healthy relationships, contraceptive options, and STI prevention—while	

demonstrating the communication skills necessary to establish consent, maintain personal boundaries, and access reliable reproductive healthcare.	
Priority Standards 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. 1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors. 2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being. 2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity. 2.12.4 Formulate strategies to manage influences that impact health and well-being. 3.12.1 Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well-being. 3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources. 5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision. 5.12.5 Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels.	**Learning Targets:** SH1.12.12 - I can describe how to build and maintain a healthy (dating, romantic, sexual) relationship, using at least 5 healthy characteristics. SH1.12.21 - I can evaluate a given situation which includes a dating or sexual partner. Based on my evaluation, I can provide at least 2 healthy and at least 2 unhealthy strategies when dealing with this difficult situation. SH1.12.10 - I can evaluate a given situation which includes a dating or sexual partner. Based on my evaluation, I can provide at least 2 healthy and at least 2 unhealthy strategies when dealing with this difficult situation. SH1.12.12 - I can name a relationship (friend, boy friend/ girl friend, spouse, etc.) and explain how to start and build that relationship, using at least 5 healthy characteristics with examples. Additionally, once the relationship has started, I can explain how to maintain a healthy relationship, using at least 5 healthy characteristics with examples. SH1.12.16 - I can analyze a given situation dating and/or sexual relationship and identify when an imbalance of power occurs, and identify at least 2 ways this could impact a healthy relationship. SH1.12.21 - Given a variety of conflict resolution strategies, I can identify and explain one strategy for dealing with a difficult situation in a dating and/or sexual relationship. Within the explanation, I can correctly use the following terms: abstinence and consent.

	SH1.12.25 - I can identify at least 2 examples of disrespectful behavior regarding someone's gender or sexuality. Additionally, I can identify one specific action step to take if this behavior is observed. SH1.12.27 - I can define the word consent and explain the 5 rules of consent, using the acronym FRIES. SH1.12.34 - I can analyze a given situation and explain how alcohol or other drugs could influence the likelihood of risky sexual behaviors. SH1.12.60 - I can describe my right to confidential services regarding my sexual health, and identify at least one professional service, which would ensure my confidentiality. SH1.12.47 - I can describe the 3 types of birth control methods (hormonal, barrier, and behavioral) and give an example for each. For each of the 3 examples, I can identify the effectiveness (clinical & user percentage), briefly describe how to properly use the method, and identify at least one possible side effect. SH2.12.5 - I can analyze a given situation and explain how at least one risky behavior could influence the likelihood of risky sexual behaviors. SH2.12.6 - I can summarize the laws regarding sexual consent and explain how this should influence healthy sexual behaviors. SH2.12.10 - Using the 5 step decision making process, I can identify at least 3 factors that influence the opportunity to obtain healthy products and/or services that support sexual/ reproductive health.

	SH3.8.7 / SH3.8.8 - I can locate a business in La Crosse County, which provides valid sexual/ reproductive healthcare products and services when needed or appropriate. SH5.12.6 - Using the 5 step decision making process, I can predict at least 2 potential short and long term consequences of being sexually active in high school.
Supporting Standards: 1.12.6 Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact health outcomes.	**Supporting Targets:** SH1.12.2 - I can identify the basic parts of both types of reproductive body systems. SH1.12.2 - I can describe the functions of the basic parts of both types of reproductive body systems. SH1.12.4 - I can describe the 4 parts of the human sexual response cycle, including the following terms: puberty, primary and secondary sex characteristics, and hormones. SH1.12.5 - I can describe gender identity as a range using the following terms: cisgender, transgender, and nonbinary. SH1.12.7 - I can describe biological sex using the following terms: female, intersex, and male. SH1.12.8 - I can describe sexual orientation using the following terms: heterosexual, homosexual, and bisexual.

Health Careers

Unit: Health Career Exploration	**Duration**:
Unit Objective: Students will explore the impact of healthcare roles and pathways required to enter them through research and communication with healthcare workers.	
Priority Standards PHW4.12.1 Demonstrate effective communication skills to enhance personal health and wellness. PHW5.12.5 Generate alternatives when making a decision related to personal health and wellness. PHW6.12.3 Assess the barriers to achieving a personal health and wellness-related goal. PHW6.12.4 Develop a plan to attain a personal health and wellness-related goal.	**Learning Targets:** PHW4.12.1 I can use effective communication to make contact with a professional person to arrange a job shadow or guest speaker. PHW5.12.5 I can identify alternative careers as potential options to the one I explored. PHE6.12.3 I can acknowledge the challenges of going outside my comfort zone for potential growth and learning. PHW6.12.4 I can create and follow a plan to arrange a personal exploration of a career of interest in the community.
Supporting Standards:	

Unit: Mental Illness / Addiction	**Duration**:
Unit Objective: Students will learn how addiction is a mental illness through analysis of brain functions (dopamine), and the impacts on the brain (genetics, environment, chronic stress, trauma). They will study the impact of stigma, and be able to determine when professional health is needed.	
Priority Standards PHW1.12.9 Analyze the behavioral and environmental factors that contribute to the major chronic diseases.	**Learning Targets:** PHW1.12.9 I can explain how personal factors in a person's life impact the risks of a mental health problem.

PHW2.12.2 Analyze how culture supports and challenges health and wellness-related beliefs, practices, and behaviors. MEH3.12.5 Determine when professional mental and emotional health services may be required. MEH3.12.6 Determine the accessibility of valid and reliable mental and emotional health services. MEH3.12.7 Use resources that provide valid and reliable mental and emotional health information. PHW4.12.1 Demonstrate effective communication skills to enhance personal health and wellness. MEH5.12.1 Examine barriers to making a healthy decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress). MEH8.12.1 Use positive peer and societal norms, based on accurate health information, to formulate mental and emotional health-enhancing messages. MEH8.12.4 Encourage school and community environments to promote the mental and emotional health of others.	PHW2.12.2 I can describe and provide examples on the impact stigma has on people seeking out treatment for mental health problems. MEH3.12.5 I can identify and explain signs and symptoms of when professional health is recommended for a mental health problem. MEH3.12.6 I can identify at least two local providers to contact for help with a mental health problem. MEH3.12.7 I can use accurate data and resources to use and access mental health services for myself and others. MEH4.12.1 I can communicate to my peers, friends and family positive coping skills and use "I" statements to express my feelings and needs. MEH5.12.1 I can identify common stressors of myself and my peers and apply coping skills to reduce the negative effects. MEH8.12.1 I can use data to determine a health concern in a particular population and use that data to form accurate positive health enhancing messages. MEH8.12.4 I can use my knowledge to promote positive coping skills to my peers.
Supporting Standards:	

Unit: CPR Certification	**Duration**:
Unit Objective: Students will learn and become certified in basic human CPR/ 1st Aid. Training will include both written and skills assessments.	
Priority Standards	**Learning Targets:**

S1.12.18 Explain accepted procedures for basic emergency care and lifesaving. S3.12.7 Use resources that provide valid and reliable safety and injury prevention information. S4.12.5 Demonstrate how to effectively offer assistance to improve the safety and injury prevention of others. S6.12.5 Implement strategies, including self monitoring, to achieve a personal goal to avoid or reduce injuries.	S1.12.18 I can complete all the skills required for lay person CPR certification through Protrainings. S3.12.7 I can complete the online training and pass the test for CPR certification through Protrainings. S4.12.5 I can perform on a manikin, the skills to assist an adult and infant choking when conscious and unconscious, CPR and use an AED. S6.12.5 I can complete the online training and pass the test for CPR certification through Protrainings. I can perform the skills to assist a person who is injured and is bleeding.
Supporting Standards:	

Unit: Goal Setting	**Duration**:
Unit Objective: Students will engage in extensive goal setting and writing in this unit. In this unit, students will set multiple personal health goals, track progress, and reflect on their decision making and healthy practices.	
Priority Standards 1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors. 2.12.4 Formulate strategies to manage influences that impact health and well-being. 5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision. 6.12.3 Develop a goal and analyze how it supports health and well-being.	**Learning Targets:** 1.12.7 I can compare the benefits and challenges and set a goal to overcome barriers to maintain or improve my overall health. 2.12.4 I can use strategies to develop healthy habits that have a positive influence my overall health. 5.12.4 I can identify several options and the potential consequences of each when making a decision regarding my goals.

	6.12.3 I can create a SMART goal as a plan to accomplish short and long term goals.
Supporting Standards:	

Unit: Public Health	**Duration**:
Unit Objective: Students will create a public health campaign project through valid research, providing accurate information, creating public messages, and advocating for their health topic.	
Priority Standards PHW8.12.1 Use peer and societal norms, based on accurate health information, to formulate positive personal health and wellness-related messages. PHW8.12.3 Collaborate with others to advocate for improving personal, family and community health and wellness. PHW8.12.5 Adapt personal health and wellness messages and communication techniques for a specific target audience.	**Learning Targets:** 8.12.1 I can research using valid resources on a public 8.12.3 I can identify practical actions to maintain or improve overall health and promote these actions to others improve the health of others. 8.12.5 I can contain accurate information about a health topic I have researched and effectively communicate that information to the people it impacts.
Supporting Standards:	

Advanced Health

Unit: Mental/ Emotional Health	**Duration**:
Unit Objective: Students will be able to identify the components of emotional intelligence (EI), evaluate their EI, and create an action plan to improve their EI. Students will improve their emotional coping skills through the use of effective communication skills and decision-making.	
Priority Standards MEH1.12.17 Summarize impulsive behaviors and strategies for controlling them. MEH1.12.16 Evaluate effective strategies for dealing with stress. MEH2.12.4 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy mental and emotional health behaviors. MEH4.12.4 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict. MEH5.12.1 Examine barriers to making a healthy decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress). PHW6.12.2 Set a realistic goal to improve a personal health and wellness-related practice.	**Learning Targets:** I can explain ways we protect ourselves from unpleasant actions, events or thoughts, including mature and immature defense mechanisms. I can describe at least three coping skills to manage strong emotions and prevent distress. I can explain emotional intelligence including the components of EI and describe the personal impact it has on overall well-being. I can describe assertive communication and provide dialogue as an example for when assertive communication is appropriate. I can describe empathy and how empathy can be used to resolve conflicts. I can explain the relationship between empathy and effective communication. I can make a SMART goal to improve my emotional intelligence.
Supporting Standards:	

Unit: Healthy Relationships	**Duration**:
Unit Objective: This unit explores the multidimensional nature of human relationships through communication	

skills and healthy decision making. Students will analyze the relationship between personal values, social diversity, ethical exercise of power, setting boundaries, giving consent, and conflict resolution.

Priority Standards	**Learning Targets:**
MEH1.12.4 Summarize healthy ways to express affection, love, friendship, and concern. MEH1.12.23 Explain how to build and maintain healthy family and peer relationships. MEH1.12.22 Summarize how intolerance can affect others. MEH1.12.24 Analyze characteristics of healthy relationships. MEH1.12.25 Summarize the qualities of a healthy dating relationship. SH1.12.16 Analyze how power differences (e.g., age, race/ethnicity, sex, gender, socio-economic status) impact relationships. SH4.12.4 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts. V5.12.3 Justify when individual or collaborative decision making regarding a potentially violent situation is appropriate. V5.12.2 Determine the value of applying thoughtful decision making to a potentially violent situation.	MEH1.12.4 I can identify my top values and set boundaries to protect them. MEH1.12.23 I can communicate effectively my boundaries to protect my values and identify ways to respect others boundaries. MEH1.12.22 I can describe two challenges and benefits of diversity and describe how diversity can create an imbalance of power. I can explain two strategies to give every person a sense of belonging in diverse communities MEH1.12.24 I can explain three or more characteristics that need to exist for a relationship to be healthy. MEH1.12.25 I can identify characteristics of a healthy sexual relationship and how to get and give consent. SH1.12.16 I can identify and describe the ways power and control can be out of balance between people in a relationship and strategies to equal out power and control. I can describe basic steps to follow to resolve conflicts effectively. V5.12.3 I can identify red flags in a relationship and identify people and support services to get help for an unhealthy relationship. I can identify three red flags of a relationship and describe what to do when these occur. I can describe strategies to end a relationship respectfully and safely.
Supporting Standards:	

Unit: Reproductive Health	**Duration**:
Unit Objective: Students will review the human reproductive systems, including a deeper understanding of the menstrual cycle and how it relates to conception. Students will summarize preventative reproductive healthcare, minor rights, confidentiality, and will be able to determine when professional services are required.	
Priority Standards	**Learning Targets:**
SH1.12.3 Summarize the relationship between the menstrual cycle and conception.	SH1.12.3 - I can describe a typical monthly menstrual cycle and how it relates to conception.
SH1.12.46 Summarize the short and long-term consequences of the most common STIs.	SH1.12.46 - I can summarize the short and long term consequences of common STI's.
SH1.12.53 Summarize ways to prevent common STIs, including HIV, and unintended pregnancy.	SH1.12.53 - I can summarize three ways to prevent common STI's including HIV and preventing pregnancy.
SH1.12.60 Describe young people's rights to confidential services in Wisconsin.	SH1.12.60 - I can describe minors rights to confidential healthcare services in Wisconsin and how you can get it.
SH1.12.59 Explain the importance of disclosing sexual activity to a healthcare provider.	SH1.12.59 - I can explain two reasons it is important to be honest and disclose all sexual activity to a healthcare provider.
SH1.12.63 Explain the importance of preventative care including examinations, checkups, immunizations, and health screenings (e.g., breast and testicular self-examination, Pap smears) necessary to maintain sexual and reproductive health.	SH1.12.63 - I can explain the importance of preventative care including examinations, checkups, immunizations, and health screenings and how they change over a lifetime.
SH3.8.4 Describe situations that call for professional sexual and reproductive healthcare services.	SH3.8.4 - I can identify situations that call for professional sexual and reproductive healthcare services.
SH5.12.2 Determine the value of applying thoughtful decision making regarding sexual health related situations or experiences.	SH5.12.2 - I can identify and explain possible positive and negative consequences of being sexually active.
SH7.12.1 Analyze the role of individual	SH7.12.1 - I can describe three ways I can be

responsibility for sexual and reproductive health.	responsible for my reproductive health including healthy relationships, protection, consent and healthy pregnancy.
Supporting Standards:	

Unit: Healthy Eating	**Duration**:
Unit Objective: Students will focus on the complex relationship of healthy eating through analyzing nutritional influences accessing valid information. In this unit, students will assess their own eating patterns, engage in goal setting, and implement a new healthy eating practice.	
Priority Standards HE2.12.2 Analyze how culture supports and challenges beliefs, practices, and behaviors related to food and beverage choices. HE3.12.4 Use valid and reliable sources of health information, products, services, and other resources. HE4.12.1 Demonstrate effective communication skills to improve personal food choices and healthy eating behaviors. HE6.12.1 Assess personal eating practices and behaviors. HE6.12.2 Set a realistic personal goal related to improving healthy eating behaviors. HE7.12.1 Analyze the role of individual responsibility in enhancing healthy eating behaviors.	**Learning Targets:** I can provide evidence of factors in my culture, environment and society that impact my eating habits. I can summarize research of a specific nutrition topic and draw a conclusion based off this research and apply it to my eating habits. I can use appropriate writing skills to communicate my learning about healthy eating. I can identify my personal eating patterns and assess the relationship of my mood and activity level with my eating patterns. I can make a SMART goal to eliminate a poor eating habit or to support a new healthy eating habit. I can describe mindful eating and explain the short and long term benefits. I can describe two strategies to develop the habit of mindful eating.
Supporting Standards:	

Unit: Final	**Duration**:
Unit Objective: Students will use the teen wellness compass to evaluate their overall health and well-being. Using these results, they will provide evidence on how to improve their wellness through each of the 8 national health education standards.	
Priority Standards MEH1.12.1 Analyze the interrelationship of physical, mental, emotional, social and spiritual health. 2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being. PHW3.12.5 Determine when professional personal health and wellness services may be required. SH4.12.4 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts. PHW5.12.8 Evaluate the effectiveness of personal health and wellness-related decisions. PHW6.12.4 Develop a plan to attain a personal health and wellness-related goal. PHW7.12.4 Make a commitment to practice positive personal health and wellness-related behaviors. PHW8.12.2 Persuade and support others to make positive choices related to personal health and wellness.	**Learning Targets:** I can describe the dimensions of the teen wellness compass . I can identify my strengths and struggles and how they impact my overall well-being. I can explain the influences on the decisions I make that impact my overall well-being. I can describe the importance of a support system and identify the people in my support system. I can describe situations when professional services would be appropriate. I can use effective communication to resolve a conflict. I can provide a real life example of how it is practiced. I can describe and use a decision making process that supports overall well-being. I can make a SMART goal that supports your overall well-being. I can describe healthy habits I practice and the behaviors that support continuing the healthy habit. I can transfer those behaviors to support committing to new healthy habits. I can explain how my behaviors are a good example to my peers and how I can support the people around me to improve overall well-being.
Supporting Standards:	