



Bristol Public Schools
Office of Teaching & Learning

Department	Health
Department Philosophy	<p>The goal of our comprehensive Health Education program is to develop within our students the characteristics of a literate individual within the context of health related topics. We strive for them to become critical thinkers, problem solvers, responsible and productive citizens, self-directed learners, and effective communicators. Through health related topics, students will learn how to make informed decisions about their personal health and well being. Through the skills of self-management, communication, goal setting and decision making our students will be able to advocate for and demonstrate ways to live a healthy lifestyle.</p>
Course	9th Grade Health Education
Course Description for Program of Studies	<p>The health curriculum is based on the Connecticut Health and Balanced Living Curriculum Framework. This course utilizes a proactive approach that serves as a catalyst for young people to analyze and evaluate their own lifestyle habits and then synthesize and apply strategies towards achieving an optimal level of physical, social, mental and emotional health.</p> <p>Students receive instruction in mental and emotional health, nutrition, alcohol and other drug prevention, human sexuality and disease prevention as part of a Health Education program at the high school level. Two components of the health curriculum are the content strands of Human Growth and Development and HIV/AIDS education. In these lessons, the teacher helps students develop an understanding of the human body and positive health decision making. An outline of the objectives to be covered in ninth grade is printed below. We encourage you to discuss the topics with your child while the unit is being taught.</p> <p>One unit in the Grade 9 Health Education curriculum will include the following topics:</p> <ol style="list-style-type: none"> 1. Choice and its effect on the ensuing responsibilities and consequences regarding behaviors relating to sexuality

	<ol style="list-style-type: none"> 2. How to distinguish between reliable and unreliable sources pertaining to human sexuality 3. Effects of abstinence, birth control and abortion as it relates to the functioning of the reproductive system 4. High risk behaviors/consequences and health lifestyles 5. Identifying, locating, assessing and evaluating medically appropriate resources for information and/or treatment of sexually transmitted diseases including HIV/AIDS <p>In accordance with the Connecticut General Statutes, parents may choose to exempt their children from family life and AIDS education. If you are interested in pursuing this option, complete the waiver form that will be mailed to you prior to the unit. Return the completed form to the school labeled to your child's teacher.</p> <p>In accordance with district policy, parents may choose to exempt their children from Erin's Law education. If you are interested in pursuing this option, please complete the waiver form that will be mailed to you prior to the lesson. Return the completed form to the school labeled to your child's teacher.</p>
Grade Level	9th
Pre-requisites	N/A
Credit (if applicable)	½ Credit

P indicates standard will be a priority for the unit; S indicates a supporting standard

District Learning Expectations and Standards	Mental/Emotional	Nutrition	AODs	Tobacco/Nicotine	Injury/Disease prevention	Family Life and Sexuality	Sexual Abuse and Awareness	Community/Environmental Health
ANOD 1.1.12 Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines.			P					S
ANOD 1.2.12 Analyze situations that could lead to the use of alcohol and other drugs.	P		P			S	S	
ANOD 1.3.12 Analyze the resiliency skills that empower people to remain alcohol- and drug-free.	S		P	P				
ANOD 1.4.12 Summarize family rules, school rules, and laws about alcohol, nicotine, vaping, and other drug-use.			P	P		P		P
ANOD 1.5.12 Analyze the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss			P	P	P		P	
ANOD 1.6.12 Analyze the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs.			P		P			S

ANOD 1.7.12 Identify treatments for addiction to ANOD	S		P					
ANOD 1.8.12 Evaluate the financial costs of nicotine use to the individual and society.				P				S
HR 1.1.12 Describe personal characteristics that make people unique and the benefits of living in a diverse society..	P					S		
HR 1.2.12 Analyze characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect)	P					S		
HR 1.3.12 Analyze how power and control differences in relationships can contribute to aggression and violence						P	S	
HR 1.4.12 Analyze the effects of viewing pornography, sexting, etc. on healthy relationships	S					S	P	S
HR 1.5.12 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent.					S		P	
HR 1.6.12 Evaluate effective strategies for handling challenges in relationships (e.g. family members, peers, and significant others).	P					S	S	
HR 1.7.12 Evaluate the legal and social consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, cell phone, tablet applications and use of other social media).	S						S	
HR 1.8.12 Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.	S					P	S	

HR 1.9.12 Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes.	P							S
HR 1.10.12 Identify and analyze signs and symptoms of adolescent relationship abuse						S	P	
HR 1.11.12 Identify and analyze signs and symptoms of intimate partner violence						S	P	
HR 1.12.12 Identify, summarize and analyze Connecticut consent laws						S	P	
VP 1.1.12 Analyze why prosocial behaviors can help prevent violence.	S							P
VP 1.2.12 Analyze the negative consequences of violence to perpetrators, victims, and bystanders.	S	S	S					P
VP 1.3.12 Explain how bystanders can help prevent violence by reporting dangerous situations or actions.	S							P
VP 1.4.12 Summarize why the presence of weapons increases the likelihood of violent injury.								P
VP 1.5.12 Analyze how gang involvement can contribute to violence.								P
VP 1.6.12 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.								P

VP 1.7.12 Describe federal, state, and local laws intended to prevent violence.								P
HEPA 1.1.12 Describe the recommendations of the U.S. Dietary Guidelines for Americans and explain how they are useful in planning a healthy diet.		P			S			
HEPA 1.2.12 Describe the relationship between nutrition, physical activity and overall health.		P			S			
HEPA 1.3.12 Describe the relationship between diet, physical activity and disease prevention or chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.		P			P			
HEPA 1.4.12 Describe the effects of hydration and dehydration on physical performance and health.		P			S			
HEPA 1.5.12 Define and describe the benefits of a holistic diet (increasing the amount of whole foods that one eats and decreasing the amount of processed foods)		P			S			
HEPA 1.6.12 Distinguish food sources that provide key nutrients.		P			S			
HEPA 1.7.12 Describe the importance of eating a variety of appropriate foods to meet nutrient requirements that align with individual needs (caloric output)		P			S			
HEPA 1.8.12 Summarize the importance of healthy eating and physical activity in maintaining a healthy weight.		P			S			

HEPA 1.9.12 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.	P	P						
HEPA 1.10.12 Summarize how to make healthy food selections when choices are available.		P			S			
HEPA 1.11.12 Describe the benefits of limiting the consumption of high sugar including soft drinks, energy drinks, fruit juices, and sports drinks.		P			P			
HEPA 1.12.12 Analyze factors that influence food choices (e.g. food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.)		P						
HEPA 1.13.12 Analyze the difference between consuming food as fuel vs. food as emotional comfort	P	P			S			
HEPA 1.14.12 Analyze healthy and risky approaches to weight management.		P			S			
HEPA 1.15.12 Analyze the physical and psychological effects of life-threatening food allergies .	P	P						
SH 1.1.12 Summarize the use of contraceptives and their relationship to the process of fertilization and conception						P		
SH 1.2.12 Explain the importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active.						P		S

SH 1.3.12 Accessing reproductive health resources as it relates to state laws and the rights of minors						P		S
SH 1.4.12 Explain the effects of alcohol and other drug use during pregnancy.						P		
SH 1.5.12 Analyze the factors that protect one against engaging in sexual risk behaviors (e.g. values clarification, planning ahead, being prepared, communicating and respecting boundaries)						P		
SH 1.6.12 Summarize ways to reduce the risk of pregnancy, HIV and other STD's (e.g. abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection)			S	S	S	P		
SH 1.7.12 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy.			S	S	P	P		
SH 1.8.12 Analyze the effectiveness of typical use of condoms and other barrier methods in reducing the risk of pregnancy, HIV, and other infection by STDs, including HPV (Human Papillomavirus).					P	P		
SH 1.9.12 Analyze the effectiveness of typical use of a variety of contraceptives in preventing pregnancy, HIV and STD's					P	S		
SH 1.10.12 Summarize the short- and long-term consequences, including symptoms and treatment costs, of common STDs and HIV and the problems associated with asymptomatic STDs and HIV.					P	S		
SH 1.11.12 Explain why it important to know the STD/HIV status of oneself and of a potential sexual partner.					P	S		

SH 1.12.12 Discuss the implication of the Safe Haven Law .					P	P		S
SH 1.13.12 Analyze the emotional, social, physical and financial effects of being a teen parent.	P					P		
OWDP 1.1.12 Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self- exams					P			P
OWDP 1.2.12 Analyze the wellness continuum (i.e. absence of sickness does not indicate optimal wellness)					P			P
OWDP 1.3.12 Analyze the controllable factors that contribute to optimal wellness and chronic diseases (i.e. heart disease, cancer,diabetes, hypertension and osteoporosis). <ul style="list-style-type: none"> ● ○ Intake (food, air, water, substances) ● ○ Output (physical activity and movement; elimination of waste) ● ○ Sleep ● ○ Stress Management 		S			P			S
OWDP 1.4.12 Discuss using family history gender, and age to make informed health related decisions		S			P			
OWDP 1.5.12 Differentiate between Communicable and Non-Communicable diseases					P			

OWDP 1.6.12 Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases.					P			
SAAP 1.1.12 Explain why it is wrong to trick, threaten, or coerce another person into having sex.	S					S	P	
SAAP 1.2.12 Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted or exploited is not at fault and should not be blamed.	S						P	
SAAP 1.3.12 Demonstrate strategies for avoiding and dealing with sexual health situations that involve personal risk or danger (e.g. sexual mistreatment, grooming, harassment, abuse, assault, exploitation or trafficking)	S						P	
SAAP 1.4.12 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent.	S						P	
SAAP 1.5.12 Explain why rape and sexual assault should be reported to a trusted adult.	S						P	
SAAP 1.6.12 Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health & violence prevention (e.g. counseling, testing, school based health centers, pediatrician, reproductive health community centers).	S						P	P
SAAP 1.7.12 Explain why it is an individual's responsibility to verify that all sexual contact is consensual.	S					S	P	

<p>SAAP 1.8.12 Analyze laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking which are designed to protect young people.</p>	S					S	P	S
<p>SAAP 1.9.12 Training in the prevention and identification of, and response to:</p> <ul style="list-style-type: none"> o Child sexual abuse and assault and Human trafficking o Commercial sexual exploitation, Sexual harassment and assault 	S					S	P	
<p>SAAP 1.10.12 Skills to recognize</p> <p>child sexual abuse and assault;</p> <p>boundary violations and unwanted forms of touching and contact; and</p> <p>demonstrate the ability</p> <p>to advocate for</p> <p>personal, family, and ways offenders groom or desensitize victims</p>	S					S	P	
<p>SAAP 1.11.12 Strategies to:</p> <ul style="list-style-type: none"> o promote disclosure; o reduce self-blame; and o mobilize bystanders 	S					S	P	
<p>SAAP 1. 12.12 Training in actions that child victims of sexual abuse and assault may take to obtain assistance</p>	S						P	

SAAP 1.13.12 Consent. Explain why people have the right to refuse sexual contact.	S						P	
MEH 1.1.12 Analyze characteristics of a mentally and emotionally healthy person.	P							
MEH 1.2.12 Analyze how mental and emotional health can affect health-related behaviors.	P							
MEH 1.3.12 Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma.	P					S		
MEH 1.4.12 Analyze the causes, symptoms, and effects of depression, stress and anxiety, including physical and psychological response	P							
MEH 1.5.12 Analyze strategies for mitigating the effects of chronic stress and trauma on mental health and learning	P							
MEH 1.6.12 Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others (suicide prevention awareness)	P							
MEH 1.7.12 Summarize personal stressors at home, in school, and with friends.	P							
MEH 1.8.12 Evaluate effective strategies for dealing with stress. (e.g. avoidance, active problem solving, emotion focused (reframing problem), self-care)	P							
MEH 1.9.12 Summarize strategies for coping with loss and grief.	P							

MEH 1.10.12 Analyze the negative, neutral, and positive effects of technology and social media on mental and emotional health.	P							
MEH 1.11.12 Explain the impact of a variety of mental health disorders on behavior (e.g. mood, anxiety, psychotic, and eating disorders)	P							
MEH 1.12.12 Differentiate between positive and negative body image.	P							
MEH 1.13.12 Summarize impulsive behaviors that can lead to violence and strategies for controlling them.	P				S			
MEH 1.14.12 Identify trusted adults and resources for assistance.	P							
SIP 1.1.12 Safe Driving (Texting, seat belt)					P			
SIP 1.2.12 Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.					P			
SIP 1.3.12 Summarize the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding.					P			
SIP 1.4.12 Explain ways to reduce the risk of injuries (e.g. at work, using tools or machinery, playing sports, around water, poisoning, etc.)					P			
SIP 1.5.12 Prioritize actions to take to prevent injuries during severe weather.					P			
SIP 1.6.12 Summarize ways to reduce the risk of injuries from firearms.					P			

SIP 1.7.12 Summarize ways to reduce safety hazards in the home, school or in the community. .					P			
SIP 1.8.12 Describe actions to take in case of mass trauma.					P			
SIP 1.9.12 Explain accepted procedures for basic emergency care and lifesaving.					P			
SIP 1.10.12 Summarize personal strategies for reducing hearing damage due to exposure to loud sounds.					P			
SIP 1.11.12 Demonstrate how to provide basic first aid and CPR in a variety of emergency situations and emergencies.					P			
SIP 1.12.12 Summarize ways to reduce the risk of Life-threatening food allergies					P			
SIP 1.13.12 Describe digital wellness					P			
SIP 1.14.12 Describe personal actions to take for accident prevention					P			

UNIT 1: Mental Health

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
MEH 1.1.12	Analyze characteristics of a mentally and emotionally healthy person.	X	Content Knowledge	Positive Self Image Positive Body Image Difference between social health, Emotional Health and Mental Health	Positive Self- Image Negative Self- Image Emotions Self-doubt Self-Image Positive Outlook Negative Outlook Sign Symptom
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
MEH 1.2.12	Analyze how mental and emotional health can affect health-related behaviors	X	Content Knowledge	Effects of mental and emotional health on behaviors and lifestyle	Personality Empathy Self-Concept Self-Esteem Self-Image Body-Image Mood Swings Depression Suicide Sign Symptom
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
		X	Learning Behavior		
MEH 1.3.12	Determine when to seek help for mental and emotional health problems and the	X	Content Knowledge	Self-Image Body-Image	School resources Communication barriers
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		

	barriers to doing so, including stigma.		Physical Skill		
			Product Development		
			Learning Behavior		
MEH 1.4.12.	Analyze the causes, symptoms, and effects of depression, stress and anxiety, including physical and psychological response	X	Content Knowledge	Factors influencing depression Effects of Depression on Daily activities Effects of Depression Physiologically Treatment and prevention of Depression Stressors Stress Response (physiology of stress) Short and long term effects of stress Signs and Symptoms of Post Traumatic Stress Disorder (PTSD) Effects of PTSD	Depression Risk Factors Bi-polar Disorder Stress Management Stress Response Epinephrine (Adrenaline) Nor-epinephrine(nor-adrenaline) Alarm Resistance (Fight or Flight) Recovery (Rest and Digest) Exhaustion Relaxation Response Anxiety Chronic stress Acute Stress Eustress Distress Post Traumatic Stress Disorder (PTSD)
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
MEH.1.5.12.	Analyze strategies for mitigating the effects of chronic stress and trauma on mental health and learning	X	Content Knowledge	Relationship between Stress and learning and Activities of Daily Living (ADL) Stress Management Relaxation techniques	Post Traumatic Stress Disorder (PTSD)
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
MEH 1.6.12.	Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others (suicide prevention awareness)	X	Content Knowledge	Suicide Prevention Warning Signs Risk Factors Resources for Suicide Prevention Facts versus Myths related to Suicide	Communication strategies F.A.C.T.S.(Feelings, Actions, Changes, Threats, Situations) 2-1-1
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		

			Learning Behavior		
MEH 1.7.12	Summarize personal stressors at home, in school, and with friends.	X	Content Knowledge	Stressor Identification Interpersonal Communication Perception	Stressor
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
MEH 1.8.12	Evaluate effective strategies for dealing with stress. (e.g. avoidance, active problem solving, emotion focused (reframing problem), self-care)	X	Content Knowledge	Guided Imagery Meditation Progressive Muscle Relaxation Perception	Eliminate, Change or Accept Coping Strategies Defense Mechanisms Relaxation Techniques Time Management Organizational Skills Physical Activity
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
MEH 1.9.12	Summarize strategies for coping with loss and grief.	X	Content Knowledge	Loss Cycle (5 Stages of grief) Strategies to cope with loss and grief	5 Stages of grief Denial Anger Bargaining Depression Acceptance Therapy Counseling Support Groups
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
MEH 1.10.12	Analyze the negative, neutral, and positive effects of technology and social media on mental and emotional health.	X	Content Knowledge	Effects of social media on Self, Relationships, Conflict Resolution Relationship between access to social media and Cyber-Bullying Legal Implications	Depression Jealousy Anxiety Digital Footprint Cyber-bullying Conflict Resolution
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
MEH 1.11.12	Explain the impact of a variety of mental health disorders on	X	Content Knowledge	Signs and symptoms of common mental health disorders	Depression Bipolar Disorder

	behavior (e.g. mood, anxiety, psychotic, and eating disorders)		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Effects on a healthy lifestyle	Social Anxiety Disorder Obsessive Compulsive Disorder (OCD) Post Traumatic Stress Disorder (PTSD) Panic Disorder Schizophrenia Multiple Personality Disorder Anorexia Nervosa Bulimia Binge Eating Disorder
			Physical Skill		
			Product Development		
			Learning Behavior		
MEH1.12.12	Differentiate between positive and negative body image.	X	Content Knowledge	Body Image and connection to self image Effects from Social media	Positive Body Image Negative Body Image Self Esteem Social Media
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
MEH 1.13.12	Summarize impulsive behaviors that can lead to violence and strategies for controlling them.	X	Content Knowledge	Stress Response Signs and Symptoms of Mental Disorders Conflict Resolution Relationship between impulsivity and violence Anger Management	Conflict Resolution Self Reflection Self Help / Deescalation Skills
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
MEH 1.14.12	Identify trusted adults and resources for assistance.	X	Content Knowledge	Resources at school, home, community	Administration Teachers Coaches Family Members School Counselors Student Resource Officer Community Resources Help Lines
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

Mental Health

UNIT ESSENTIAL QUESTIONS

What is good mental and emotional health?
 How does stress affect mental, physical, and social health?
 What are mental health disorders?
 What are warning signs for depression and suicide?
 What are common treatments and possible prevention strategies for mental health disorders?

Standard	Learning Targets: The students will be able to:	Summative Assessment Strategy		Common Learning Experience
MEH 1.1.12	I can describe the difference between mental and emotional health in a person I can categorize mental and emotional health signs and symptoms as healthy and unhealthy I can identify a variety of factors that influence mental and emotional health I can self reflect on my own mental health by evaluating my own mental and emotional health signs and symptoms	X	Selected Response	Class discussion
		X	Constructed Response	
			Performance	
			Observation	
MEH 1.2.12	I can distinguish between healthy and unhealthy behaviors I can differentiate between healthy and unhealthy mental and emotional signs and symptoms I can analyze the cause and effect relationship between positive mental health and positive behaviors I can investigate my own positive and negative mental and emotional behaviors and their outcome in my choices	X	Selected Response	Self reflection worksheet Bio Poem
		X	Constructed Response	
			Performance	
			Observation	
MEH 1.3.12	I can summarize what social stigma is as it relates to seeking help for mental or emotional illness I can self reflect on my need to seek help for what I am	X	Selected Response	Lecture Google Slideshow
		X	Constructed Response	

	feeling or thinking I can create a plan of how to seek help including a list of resources and support		Performance	
			Observation	
MEH 1.4.12	I can list the different stressors people face throughout the lifespan I can categorize a stressor as social, mental, physical or emotional in nature I can summarize how chemicals in the brain cause changes in mood I can describe the cause/effect relationship between Stress, anxiety and depression I can list common signs of depression I can evaluate if I have or have had any symptoms of depression I can Analyze the causes, symptoms, and effects of depression, stress and anxiety, including physical and psychological response	X	Selected Response	Small group breakout Video on brain chemistry Blind Q and A
		X	Constructed Response	
			Performance	
			Observation	
MEH 1.5.12	I can identify and describe the dangers of chronic stress I can evaluate my own level of chronic stress I can explore a variety of stress management techniques including time management, organizational charting, and relaxation techniques I can formulate a personal stress management plan	X	Selected Response	Stress self assessment tool Relaxation techniques exploration Relaxation Techniques Assignment Stress management template
		X	Constructed Response	
			Performance	
			Observation	
MEH 1.6.12	I can assess factors influencing a person's thoughts when they are feeling bad I can explain the connection between a person having unclear thoughts or feelings and the need to seek help for them I can summarize why it is important to tell a trusted adult and not just a friend		Selected Response	Paired discussion
		X	Constructed Response	
			Performance	
			Observation	
MEH 1.7.12	I can create a venn diagram of my stressors I can evaluate which relationships and situations cause me the most stress I can hypothesize why my personal stressors are stressful to me		Selected Response	Stressor Venn diagram template
		X	Constructed Response	
			Performance	

			Observation	
MEH 1.8.12	I can describe how active problem solving can decrease my overall stress I can explain how avoidance of stressors can both help and hurt me and give an example of each I can critique the effectiveness of stress management strategies in my life I can create a plan for improved self care to decrease my stress	X	Selected Response	Stressor Venn diagram template Stress management worksheet
		X	Constructed Response	
			Performance	
			Observation	
MEH 1.9.12	I can identify the five stages of the loss cycle I can explore how loss may look different to different people including severity of loss and cause I can construct a list of resources to cope with loss and grief		Selected Response	Class discussion
		X	Constructed Response	
			Performance	
			Observation	
MEH 1.10.12	I can draw conclusions as to the positive and negative effects of technology access and social media I can compare and contrast a day with technology versus a day without technology I can analyze the effects of technology and social media on self and body image I can hypothesize the connection between social media and bullying I can create a strategy to overcome negative social media I can design a guide to responsible technology use		Selected Response	MInd vs. Media Video Dove Project Cyberbullying lesson SRO guest speaker
		X	Constructed Response	
			Performance	
			Observation	

MEH 1.11.12	I can investigate a variety of mental health disorders including signs and symptoms I can classify a variety of mental health disorders by type I can draw connections between the effects of mental health disorders and daily lifestyle I can research one of the mental disorders and present my findings to the class		Selected Response	Google slideshow Mental disorder video clips A day in the life activity
		X	Constructed Response	
			Performance	
			Observation	

MEH 1.12.12	<p>I can describe the characteristics of both positive and negative body image</p> <p>I can evaluate the roles social media and technology play on how we see ourselves</p> <p>I can explain how businesses utilize negative self image to market products</p> <p>I can evaluate my self definition of body image</p> <p>I can develop a personalized strategy to improve my self image</p>	X	Selected Response	Self reflection activity Mind vs. Media video
		X	Constructed Response	
			Performance	
			Observation	
MEH 1.13.12	<p>I can explore the cause of impulsive behavior</p> <p>I can identify my anger and impulse triggers</p> <p>I can employ strategies to decrease my triggers though the anger awareness tracker</p> <p>I can investigate the dangers of hidden anger during the water pitcher experiment</p>		Selected Response	Water pitcher experiment Anger awareness tracker
		X	Constructed Response	
			Performance	
			Observation	
MEH 1.14.12	<p>I can determine who the trusted adults are in my life</p> <p>I can evaluate the benefits of referring to a trusted adult versus a friend</p> <p>I can create a working list of active resources for help using through online research</p>		Selected Response	Class discussion
		X	Constructed Response	
			Performance	
			Observation	

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
<ol style="list-style-type: none"> 1. Young people do not suffer from mental illnesses 2. Mental illness is a sign of personal weakness 3. Kids with mental illness grow up to be violent and unpredictable adults 4. Treatment paths are ineffective for kids to struggle with mental illness 5. Suicidal threats and implications are only a cry for attention and should not be addressed. 	Introduction to Mental Health

UNIT 2: Healthy Eating and Physical Activity

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
HEPA 1.1.12	Describe the recommendations of the U.S. Dietary Guidelines for Americans and explain how they are useful in planning a healthy diet.	x	Content Knowledge	Nutrition Label Reading How to create a balanced meal Sugar Lab Comparison between US and Different Countries Diets	Physical Activity Calories in/out Proteins Carbohydrates Fats Sugar Simple carbohydrate Complex Carbohydrate Fiber Vitamins Minerals
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HEPA 1.2.12	Describe the relationship between nutrition, physical activity and overall health.	x	Content Knowledge	Connection between eating healthy and mental health and well being. Calories in versus calories out Types of foods and how they affect caloric balance	Caloric Balance Empty Calorie Digestion Rate Glycemic Index Calorie intake Calorie expenditure Pancreas Blood sugar Insulin Amino Acids
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HEPA 1.3.12	Describe the relationship between diet, physical activity and disease prevention or chronic diseases such as heart	x	Content Knowledge	Sugar Lab Understanding the health benefits of your diet Saturated vs. Unsaturated Fats	Dietary Diseases Heart Attack Ischemic Stroke Hemorrhagic Stroke
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		

	disease, cancer, diabetes, hypertension, and osteoporosis.		Physical Skill	Nutritional Diseases Project	Cholesterol Atherosclerosis Plaque Diabetes Insulin Pancreas Blood Pressure High Blood Pressure
			Product Development		
			Learning Behavior		
HEPA 1.4.12	Describe the effects of hydration and dehydration on physical performance and health.	x	Content Knowledge	Physiology of hydration Hydration Test	Electrolytes Hydration Dehydration Heat Illness Heat Cramps Heat Exhaustion Heat Stroke
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HEPA 1.5.12	Define and describe the benefits of a holistic diet (increasing the amount of whole foods that one eats and decreasing the amount of processed foods)	x	Content Knowledge	Understanding a Nutrition Label How it is made videos (processed food)	Parts of a Nutrition Label Processed Foods Whole Foods Vitamins Minerals Fiber
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HEPA 1.6.12	Distinguish food sources that provide key nutrients.	x	Content Knowledge	Understanding a Nutritional label Decision Making Skills	Key Nutrients
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HEPA 1.7.12	Describe the importance of eating a variety of appropriate foods to meet	x	Content Knowledge	Food Log My Plate Activity	MyPlate Food Groups Fruits Vegetables Grains
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		

	nutrient requirements that align with individual needs (caloric output)		Physical Skill		Proteins Dairy Fats Sugars Caloric Balance
			Product Development		
			Learning Behavior		

HEPA 1.8.12	Summarize the importance of healthy eating and physical activity in maintaining a healthy weight.	x	Content Knowledge	Calories taken in vs. Calories burned Metabolism	Physical Activity Calories in/out Metabolism
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HEPA 1.9.12	Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.	X	Content Knowledge	Understanding the impact of certain food on your body's chemistry. How physical activity can impact better performance academically.	Physical Fitness Physical Health Mental Health Social Health Emotional Health
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HEPA 1.10.1 2	Summarize how to make healthy food selections when choices are available.	x	Content Knowledge	My Plate Activity	Proper food choices at a restaurant Portion Control Food Analysis
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HEPA 1.11.1 2	Describe the benefits of limiting the consumption of high sugar including soft drinks, energy drinks, fruit juices, and sports drinks.	x	Content Knowledge	Sugar Lab	Diabetes Insulin Simple Carbohydrates Pancreas
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		

			Learning Behavior		
HEPA 1.12.1 2	Analyze factors that influence food choices (e.g. food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.)	x	Content Knowledge	Discount Grocery Shopping Project \$1.40 Project Big Business Strategy	Quality Versus Quantity Theory Business Marketing/ Advertising Fat Salt Sugar
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HEPA 1.13.1 2	Analyze the difference between consuming food as fuel vs. food as emotional comfort	x	Content Knowledge	Examining the nutritional value of food for health benefits. Using food as a coping device.	Emotional Eating Self Medication Eating Disorder Binge Eating
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HEPA 1.14.1 2	Analyze healthy and risky approaches to weight management.	x	Content Knowledge	Body Image Self Image Eating Disorders	Eating Disorders Anorexia Nervosa Bulimia Nervosa Anorexia Athletica Orthorexia Nervosa
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HEPA 1.15.1 2	Analyze the physical and psychological effects of life- threatening food allergies.	X	Content Knowledge Skill (Problem Solving, Writing, Speaking, Listening, Reasoning) Physical Skill Product Development Learning Behavior	Food Label Activity Raising Awareness for Nutritional Allergies	

Healthy Eating and Physical Activity

UNIT ESSENTIAL QUESTIONS

How does eating and physical activity affect weight?

Standard	Learning Targets: The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
HEPA 1.1.12	I can explain why the serving size and serving sizes per container are the first items to look at on a nutrition label I can hypothesize why big businesses would alter serving size to make foods look healthier I can describe the different parts of a nutrition label I can examine a nutrition label and determine how a food is healthy and unhealthy by each component		Selected Response	Label reading activity Kids' cereal discussion Name that cereal activity
		X	Constructed Response	
			Performance	
			Observation	
HEPA 1.2.12	I can describe the the correlation between caffeine and dehydration, stress and anxiety I can differentiate between foods that will help my mental health and those that may hinder my mental health I can critique a diet based on it's food value versus food hindrances I can create a diet of food that will improve my mental and overall health and wellbeing		Selected Response	Effects of caffeine discussion Effects of caffeine video animation Diet rating challenge Balanced healthy diet research project
		X	Constructed Response	
			Performance	

			Observation	
HEPA 1.3.12	<p>I can list a variety of nutritional diseases and describe how each disease affects the body</p> <p>I can explain the correlation between poor diet and nutrition diseases including heart attack, stroke, diabetes, high blood pressure, osteoporosis and liver cirrhosis.</p> <p>I can hypothesize the correlation between a physically active lifestyle and decreased risk of nutritional disease</p> <p>I can list foods that are linked to inflammation and potential for cancer</p> <p>I can create a balanced diet that will deter the onset of a variety of nutritional diseases</p>		Selected Response	Nutritional illnesses webinar and animation presentation with worksheet Dangerous foods fact finding activity
		X	Constructed Response	
			Performance	
			Observation	
HEPA 1.4.12	<p>I can illustrate what happens inside the body to cause dehydration</p> <p>I can list the key electrolytes within the body</p> <p>I can explain how the body takes in and expends fluids</p> <p>I can create a hydration plan which describes how much fluids I should ingest to maintain hydration</p>		Selected Response	Gatorade hydration literature Hydration versus dehydration animation Written response
		X	Constructed Response	
			Performance	
			Observation	
HEPA 1.5.12	<p>I can identify the the difference between whole foods and processed foods</p> <p>I can hypothesize about the hidden ingredients in processed foods</p> <p>I can compare the nutritional benefits of eating whole foods versus processed foods</p> <p>I can draw conclusions as to why companies use fat, salt and sugar in processed foods</p>	X	Selected Response	Picture matching/labeling activity Discussion
		X	Constructed Response	
			Performance	
			Observation	

HEPA 1.6.12	I can define what a key nutrient is I can provide examples of key nutrients and how they help the body I can create a meal which includes a balance of key nutrients	x	Selected Response	Google slides Computer-based research and meal creation
		x	Constructed Response	
			Performance	
			Observation	
HEPA 1.7.12	I can explore the nutrients and calories in the food I eat I can compare my caloric intake versus caloric expenditure I can design a nutrition and physical activity that supports my caloric balance		Selected Response	Myfitnesspal activity
		x	Constructed Response	
			Performance	
			Observation	
HEPA 1.8.12	I can differentiate between healthy, overweight and obese categories of percent body fat. I can explain the benefits of maintaining a healthy body fat percentage I can identify two types of body fat measurement systems.		Selected Response	Body fat analyzer activity Google slideshow
		x	Constructed Response	
			Performance	
			Observation	
HEPA 1.9.12	I can hypothesize the connection between eating habits and academic performance I can identify foods that will enhance my ability to focus I can make connections between physical activity and mental and physical relaxation I can create a wellness Venn diagram to illustrate how eating healthy and physical activity balances my life I can summarize the physical, mental, social and academic benefits of healthful eating habits and physical activity		Selected Response	Google slides Venn diagram
		x	Constructed Response	
			Performance	
			Observation	
HEPA 1.10.12	I can identify which foods are healthy for me I can distinguish between healthy and unhealthy foods in a real-life setting		Selected Response	Restaurant activity Grocery store activity

		X	Constructed Response	
			Performance	
			Observation	

HEPA 1.11.12	I can explore ingredients in commonly consumed beverages I can identify the ingredients that could be harmful to me and explain why I can create a list of healthy beverage options.		Selected Response	This or that activity Beverage label reading activity
		X	Constructed Response	
			Performance	
			Observation	
HEPA 1.12.12	I can hypothesize about what is in processed foods I can map out the big business cycle I can explore the concept of competition and portioning I can evaluate how events and availability of food affect food choice and portions	X	Selected Response	Clips from the movie "Food, Inc." Cartoon cereal discussion Big business cycle chart Class discussion and scenarios
		X	Constructed Response	
			Performance	
			Observation	
HEPA 1.13.12	I can describe the difference between hunger and appetite I can research the effects food has on emotion and food addiction I can explain the cycle of binge eating	X	Selected Response	Class discussion Online research
		X	Constructed Response	
			Performance	
			Observation	
HEPA 1.14.12	I can decipher the differences in habits between anorexia nervosa, anorexia athletica and bulimia nervosa I can make connections between a focus on healthy eating	X	Selected Response	Google slideshow Are they eating healthy activity Fad and regular diets activity

	and the onset of orthorexia I can evaluate and categorize by level of healthiness the different approaches to weight loss	x	Constructed Response	
			Performance	
			Observation	
HEPA 1.15.12	I can illustrate the physiological response of anaphylaxis I can list common treatments and emergency medications for anaphylaxis I can create a list of common signs and symptoms of food allergies and anaphylaxis I can explore the psychological and social effects of food allergies	x	Selected Response	Guest speak Video simulation of anaphylaxis Online research
		x	Constructed Response	
			Performance	
			Observation	

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
<ol style="list-style-type: none"> 1. To lose weight, you need to give up all your favorite foods. 2. Choosing foods that are gluten-free will help you eat healthier. 3. You should avoid all fats if you're trying to be healthy or lose weight. 4. Dairy products are fattening and unhealthy. 5. "Going vegetarian" will help you ;lose weight and be healthier. 	Successful completion of middle school nutrition concepts

UNIT 3: Alcohol and Other Drugs

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
ANOD 1.1.12	Differentiate between proper use and abuse of over-the counter (OTC) and prescription medicines.	X	Content Knowledge	Commonly abused OTCs Cycle of abuse Addiction Substance Abuse	Over-the-counter drugs (OTC) Signs of addiction Tolerance Withdrawal
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
ANOD 1.2.12	Analyze situations that could lead to the use of alcohol and other drugs.	X	Content Knowledge	Peer influences Family History Environmental pressure	Peer pressure Heredity Family history of use Stress Self Medication
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
ANOD 1.3.12	Analyze the resiliency skills that empower people to remain alcohol- and drug-free.	X	Content Knowledge	Peer pressure Avoidance skills Motivation	Personal goals Potential outcomes
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
ANOD	Summarize family rules, school rules,	X	Content Knowledge	Legality/CT Laws	Decriminalized

1.4.12	and laws about alcohol, nicotine, vaping, and other drug-use.		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Family expectations School expectations	Medical Use Prescription Social use
			Physical Skill		
			Product Development		
			Learning Behavior		
ANOD 1.5.12	Analyze the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss	X	Content Knowledge	Cause and effect of ANOD use Correlation between ANOD and negative outcomes	Judgement Memory Choices
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

ANOD 1.6.12	Analyze the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs.	X	Content Knowledge	Factors influencing Blood Alcohol Level Time to Sobriety Factors affecting Tolerance Safe Party Plan	Blood Alcohol Level (BAL) Blood Alcohol Content (BAC) Breathalyzer Tolerance Legal Limit (.08 - CT) Driving Under the Influence(DUI) Operating Under the Influence (OUI) Impairment Intoxication Designated Driver Sober Social Drinking Binge Drinking
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
ANOD 1.7.12	Identify treatments for addiction to ANOD	X	Content Knowledge	Five Stages of Use Addiction Treatments for Addiction	Experimentation Regular Use Risky Use Dependence Addiction Counseling
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		

			Physical Skill		Medications Detox Inpatient Rehabilitation Alcoholics Anonymous (AA) Narcotics Anonymous (NA)
			Product Development		
			Learning Behavior		
ANOD 1.8.12	Evaluate the financial costs of nicotine use to the individual and society.	X	Content Knowledge	Cost Throughout Lifespan Health Care Costs	Pricing Taxes Health Care Costs Insurance
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

Alcohol and Other Drugs

UNIT ESSENTIAL QUESTIONS

**What are the differences between drugs and street drugs?
Which drugs are most likely to be misused or abused?
What is the chain of addiction?**

Standard	Learning Targets: The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
ANOD 1.1.12	I can differentiate between prescription and over-the-counter (OTC) medications I can define what a prescription and proper use instructions for medications are I can define in my own words what it means to abuse medication I can explain the risks associated with misusing prescription and OTC medications I can design a plan to avoid misuse and abuse of medication		Selected Response	Prescription/OTC label reading activity
		X	Constructed Response	
			Performance	
			Observation	
ANOD 1.2.12	I can identify risk factors that may lead a person to use alcohol and other drugs (AODs) I can discuss situations that may lead to AOD use I can evaluate AOD scenarios and discuss the dangers in each I can create a personal plan to abstain from AODs		Selected Response	AOD scenarios Guest speaker
		X	Constructed Response	
			Performance	
			Observation	
ANOD 1.3.12	I can identify risk factors that may lead a person to use alcohol and other drugs (AODs) I can evaluate my life and identify stressors that may pressure me to use AODs I can create alternative ways to avoid self-medication I can compare strategies with other students to increase my options		Selected Response	
		X	Constructed Response	
			Performance	
			Observation	

ANOD 1.4.12	I can recall the local laws related to vaping, nicotine, alcohol and other drugs I can explain how the school rules are similar and/or different to the local laws I can compare my family rules to the current local laws I can hypothesize reasons why each set of rules may look different and/or similar		Selected Response	What's the law research activity Think-pair-share
		X	Constructed Response	
			Performance	
			Observation	
ANOD 1.5.12	I can analyze the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss		Selected Response	
		X	Constructed Response	
			Performance	
			Observation	

ANOD 1.6.12	I can summarize the effects of AODs on the body I can summarize the effects of AODs a person's abilities I can describe ways to seek help if an impaired driver won't let me out I can create a plan to obtain a safe ride when the driver is impaired		Selected Response	Fatalvision activity
		X	Constructed Response	
			Performance	
			Observation	
ANOD 1.7.12	I can research different treatment options for addiction to ANOD I can create a list of resources from my research I can create an addiction treatment flyer/poster I can advocate for treatment by circulating and posting my list		Selected Response	Research Flyer creation
		X	Constructed Response	
			Performance	
			Observation	
ANOD 1.8.12	I can investigate the cost of various nicotine products I can calculate the overall cost of nicotine use over a person's lifetime I can illustrate the correlation between nicotine and health problems using a flow chart		Selected Response	Research Articles Flow chart
		X	Constructed Response	

	I can summarize the overall cost of healthcare due to nicotine use		Performance	
			Observation	

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
<ol style="list-style-type: none"> 1. I can drink and still be in control. 2. Marijuana isn't addictive. 3. Drinking isn't all that dangerous. 4. I can sober up quickly if I have to. 5. Smokeless tobacco does not cause cancer. 6. Prescription pills are safe because they came from a doctor. 7. I can manage to drive well enough after a few drinks. 	<p>Parts of a cigarette Alcohol and Drug Terminology</p>

UNIT 4: Healthy Relationships/Violence Prevention

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
HR 1.1.12	Describe personal characteristics that make people unique and the benefits of living in a diverse society..	X	Content Knowledge	Diversity Background	Equality Equity Diversity
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HR 1.2.12	Analyze characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect)	X	Content Knowledge	Healthy versus unhealthy relationships Qualities of a healthy relationship Qualities of an unhealthy relationship Cooperation versus competition in conversations	Effective communication Compromise Trust Boundaries Cooperation Personal space Respect
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HR 1.3.12	Analyze how power and control differences in relationships can contribute to aggression and violence	X	Content Knowledge	Assertiveness Scale Controlling relationships	Assertiveness Scale Passive Assertive Aggressive Possessiveness Objectification
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HR	Analyze the effects of viewing	X	Content Knowledge	Effects on body image	Sexting

1.4.12	pornography, sexting, etc. on healthy relationships		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Objectification Risk of personal information being released Intimacy pressure Underage pornography laws Erin's Law	Pornography Body image
			Physical Skill		
			Product Development		
			Learning Behavior		
HR 1.5.12	Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent	X	Content Knowledge	Active consent Assertiveness scale Controlling relationships	Passive Assertive Aggressive
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HR 1.6.12	Evaluate effective strategies for handling challenges in relationships (e.g. family members, peers, and significant others).	X	Content Knowledge	Effective communication Compromise concepts Healthy qualities of a relationship	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HR 1.7.12	Evaluate the legal and social consequences of sending sexually explicit pictures or messages by email or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, cell phone, tablet applications and use of other social media)	X	Content Knowledge	Child pornography Laws Social media laws/guidelines Effects on social Life Risk of bullying/suicide Erin's Law	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HR 1.8.12	Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth	X	Content Knowledge	Personal choice Erin's Law / date rape Laws Identity Equality awareness	Sexuality LGBTQ+ Gender identity Gender expression Sexual orientation
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		

	and development, and physical appearance.		Physical Skill		Sexual Abstinence
			Product Development		
			Learning Behavior		
HR 1.9.12	Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes.	X	Content Knowledge	Equality Prejudice Discrimination Racism Sexism Hate Crimes	Equality Prejudice Discrimination Racism Sexism Hate Crimes Equal opportunity Equal treatment Gender equality
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HR 1.10.1 2	Identify and analyze signs and symptoms of adolescent relationship abuse	X	Content Knowledge	Signs and symptoms of abuse Support for abuse	Physical abuse Emotional abuse Social abuse Economic abuse Cultural abuse Mental/verbal abuse Sexual abuse
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

HR 1.11.1 2	Identify and analyze signs and symptoms of intimate partner violence	X	Content Knowledge	Signs and symptoms of intimate partner violence Support for abuse	Physical abuse
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
HR 1.12.1 2	Identify, summarize and analyze Connecticut consent laws	X	Content Knowledge	Consent Consent laws	Consent CT consent laws CT statutory rape laws
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		

			Learning Behavior		
VP 1.1.12	Analyze why prosocial behaviors can help prevent violence.	x X	Content Knowledge	Effective communication Effects from social media Proactive versus reactive communication	Proactive Reactive
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
VP 1.2.12	Analyze the negative consequences of violence to perpetrators, victims, and bystanders.	x	Content Knowledge	Roles of perpetrator, victim and bystander Short and long-term effects of violence Effects of violence on relationships	Perpetrator Victim Bystander
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
VP 1.3.12	Explain how bystanders can help prevent violence by reporting dangerous situations or actions.	x	Content Knowledge	Roles of perpetrator, victim and bystander Psychology of social loafing See something, say something	Social loafing
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
VP 1.4.12	Summarize why the presence of weapons increases the likelihood of violent injury.	x	Content Knowledge	Correlation between weapons and provocation of violence	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

VP 1.5.12	Analyze how gang involvement can contribute to violence	x	Content Knowledge	Gang Mentality Peer pressure Decision making	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

VP 1.6.12	Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.	x	Content Knowledge	See something, say something Chain for reporting of a weapon Initial response and safety involving a weapon	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

VP 1.7.12	Describe federal, state, and local laws intended to prevent violence.	x	Content Knowledge	Connecticut domestic violence laws Erin's law	CT coalition against domestic violence (CCADV)
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

Healthy Relationships/Violence Prevention

UNIT ESSENTIAL QUESTIONS

**What are the different types of relationships and pressure associated with them?
How do you develop a healthy relationship between family, friends, and sexual partners?
How do you respond to conflict within relationships?**

Standard	Learning Targets: The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
HR 1.1.12	I can identify which characteristics make me unique I can make observations of what makes others unique I can hypothesize why people stereotype others and cultures I can create a plan to diminish stereotypes and judgement of others I can critique my surroundings for diversity I can summarize why it is important to surround myself with diversity	X	Selected Response	Diversity Bingo How Diverse Is your Universe bead activity
		X	Constructed Response	
			Performance	
			Observation	
HR 1.2.12	I can identify the characteristics of a healthy relationship I can identify the characteristics of an unhealthy relationship I can critique a relationship scenario and identify which traits are unhealthy I can give reasons as to why boundaries should be set early in a relationship	X	Selected Response	Relationship scenarios Video
		X	Constructed Response	
			Performance	
			Observation	
HR 1.3.12	I can recall the three roles within the assertiveness scale I can explain why it is important for both individuals in a relationship to be assertive I can list signs of an abusive relationship I can diagram the cycle of abuse	X	Selected Response	Cycle of abuse diagram Types of abuse reading Online research Clips from Dating violence: Bree's Story

	<p>I can describe the 7 common types of dating abuse</p> <p>I can analyze how power and control are used to keep a person in a relationship</p> <p>I can summarize the theory of “trauma bonding”</p> <p>I can develop strategies to identify if I am in an abusive relationship</p> <p>I can investigate resources for support, assistance and awareness of relationship abuse</p> <p>I can create a personal escape plan to get out of a controlling relationship</p>	X	Constructed Response	
			Performance	
			Observation	
HR 1.4.12	<p>I can summarize the connection between pornography, sexting and objectification within a relationship</p> <p>I can examine the negative effect objectification has on relationships</p> <p>I can assess the relationship between pornography/sexting and setting expectations/unwanted boundaries</p> <p>I can describe how sexting chats can be used to control a relationship</p> <p>I can identify ways in which sexting can be used to bully and harass after a relationship ends</p>	X	Selected Response	<p>SRO guest speaker</p> <p>Online research</p> <p>New articles</p>
		X	Constructed Response	
			Performance	
			Observation	
HR 1.5.12	<p>I can list common qualities of respectful and disrespectful relationships</p> <p>I can critique relationship scenarios to determine whether they are respectful or disrespectful</p> <p>I can describe the concept of active consent and recite laws pertaining to consent, legal age of consent and statutory rape</p>	X	Selected Response	<p>SRO guest speaker</p> <p>Online research</p> <p>Relationship scenarios</p>
		X	Constructed Response	
			Performance	
			Observation	

HR 1.6.12	<p>I can list and explain the roles within communication</p> <p>I can create relationship scripts that depict both effective and ineffective communication</p> <p>I can identify traits of healthy communication within a relationship</p> <p>I can summarize the components of effective compromise</p>	X	Selected Response	<p>Silent communication activity</p> <p>Relationship scenarios</p> <p>Discussion</p>
		X	Constructed Response	

	I can explore problem solving and conflict resolution tactics I can design solutions to challenging relationship scenarios		Performance	
			Observation	
HR 1.7.12	I can summarize the connection between sexting and objectification I can summarize the dangers of sexting as it relates to social media I can interpret current local and federal laws pertaining to the sharing of explicit media or messages, child pornography and media ownership rights I can develop a logical argument against sharing explicit media or messages in any form	X	Selected Response	SRO guest speaker Online research Video clips from “The sextortion of Amanda Todd” - CBS news
		X	Constructed Response	
			Performance	
			Observation	
HR 1.8.12	I can define the following terms: Sexual abstinence, sexual orientation, gender expression, gender identity I can summarize the benefits of getting to know a variety of different types of people I can identify similarities and differences between myself and others I can investigate reasons why people judge others I can argue against the notion of biases and pre-judgement I can create ways to embrace differences among us I can create a plan to celebrate similarities and differences within the school community	X	Selected Response	School climate activity Similarities and differences activity
		X	Constructed Response	
			Performance	
			Observation	
HR 1.9.12	I can explain in my own words the notion of prejudice I can explore why people may have preconceived notions about others I can analyze and describe the connection between social media and racism I can explore the concepts of tolerance and acceptance I can develop ways to reduce racism in my community I can define in my own words the term glass ceiling I can define sexism and provide an example I can hypothesize why sexism has existed including a brief history of women’s rights and changes in family dynamics over the years	X	Selected Response	
		X	Constructed Response	
			Performance	
			Observation	

	<p>I can research the laws in place to protect individuals from sexism including sexism in the workplace</p> <p>I can correlate the relationship between prejudice, racism and hate crimes</p> <p>I can research an event in history related to racism and hate crimes in the United states</p>			
HR 1.10.12	<p>I can identify the 7 types of abuse</p> <p>I can diagram the cycle of abuse</p> <p>I can hypothesize what that would look like in a teen relationship</p> <p>I can derive a list of signs and symptoms of abuse in a teen relationship</p> <p>I describe the relationship between control/power and abuse</p> <p>I can explain the effects of abusive teen relationships on self-esteem and self-worth</p> <p>I can describe ways in which the abusive partner maintains control in the relationship and why</p> <p>I can draw conclusions as to why the victim defends or minimizes negative actions of the abuser</p> <p>I can analyze relationship scenarios for signs and symptoms of abuse</p>	X	Selected Response	Relationship Scenarios Guest speaker
		X	Constructed Response	
			Performance	
			Observation	

HR 1.11.12	<p>Based on the cycle of abuse, I can describe why victims stay in a violent relationship</p> <p>I can identify physical signs of intimate partner violence</p> <p>I can analyze psychological factors related to intimate partner violence</p> <p>I can research and create a list of resources for immediate help, support and treatment</p>	X	Selected Response	Research Relationship scenarios Clips from "Behind Closed Doors"
		X	Constructed Response	
			Performance	
		X	Observation	
HR 1.12.12	<p>I can define what active consent is</p> <p>I can research and explore the CT statutes pertaining to consent</p>	X	Selected Response	Research Intimacy scenarios
		X	Constructed Response	

	I can recite the CT consent laws I can critique intimacy scenarios to determine if consent was given		Performance	
			Observation	

VP 1.1.12	I can define in my own words what prosocial behaviors are I can hypothesize the benefits of helping others I can make connections between helping others and violence prevention/reduction I can design a community outreach project to prevent violence	X	Selected Response	Community outreach project
		X	Constructed Response	
			Performance	
			Observation	
VP 1.2.12	I can list and describe the three roles within bullying I can explore the psychological consequences for perpetrators, victims and bystanders (audience) including PTSD, remorse, etc. I can explain why recording a violent act negatively affects the victim I can identify possible legal ramifications one might receive as the perpetrator I can explore possible physical and life changes a victim may face I can describe the impact violence may have on relationships	X	Selected Response	
		X	Constructed Response	Impact Venn diagram Impact statement Reading
			Performance	
			Observation	
VP 1.3.12	I can explain the role of the bystander I can list ways bystanders can support the victim I can investigate the criminal court process I can draw conclusions pertaining to repeat offenders I can analyze the importance and outcomes of reporting dangerous situations		Selected Response	Review of criminal Justice process
		X	Constructed Response	
			Performance	
			Observation	
VP 1.4.12	I can hypothesize how weapons escalates angered situations I can describe the correlation between the presence of weapons and decision making I can theorize potential outcomes when dangerous weapons are involved	X	Selected Response	Class discussion
		X	Constructed Response	

			Performance	
			Observation	
VP 1.5.12	I can identify factors influencing teens to join gangs I can make observations of how gangs use peer pressure to control behavior and choices I can analyze gang mentality I can make connections between gang involvement and violence I can create ways to avoid gang activity on a personal and community level	X	Selected Response	National Gang Center - Strategic planning tool
		X	Constructed Response	
			Performance	
			Observation	

VP 1.6.12	I can describe the dangers of having a weapon without parental supervision I can create an action plan to address the presence of a weapon including my personal safety and who to report it to	X	Selected Response	SRO guest speaker
		X	Constructed Response	
			Performance	
			Observation	
VP 1.7.12	I can recite in my own words state, federal and local laws pertaining to possession of a weapon including a handgun I can describe what a restraining order is and situations when it should be filed for I can distinguish between domestic violence and non-domestic violence	X	Selected Response	Online research
		X	Constructed Response	
			Performance	
			Observation	

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
<ol style="list-style-type: none"> 1. Teen dating violence isn't that common. 2. Teens and adults always recognize when abuse is occurring 3. It's easy to intervene when a teen is being abused. 4. If a teen needs help, they will ask for it. 	Successful completion of Middle School healthy relationship concepts.

UNIT 5: Sexual Health and HIV

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
SH 1.1.12	Summarize the use of contraceptives and their relationship to the process of fertilization and conception	X	Content Knowledge	Reproductive Anatomy Conception Contraceptive Use Condom Demonstration Abstinence	<u>Female Anatomy:</u> Vagina Cervix Uterus Fallopian Tube Ovary Clitoris G-Spot Labia Minora (Inner Vaginal Fold) Labia Majora (Outer Vaginal Fold) Urethra Bladder Anus Pubic Hair <u>Male Anatomy:</u> Penis Scrotum Glans Penis Foreskin Urethra Testis (Testicle) Epididymis Vas Deferens (Ductus Deferens) Ejaculatory Duct Prostate Gland Bladder Anus
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
		X	Learning Behavior		

				<p><u>General Vocabulary:</u> Intercourse Conception Ovulation Fertilization Implantation Nutrient Lining Menstrual Cycle Premenstrual Syndrome (PMS) Male Condom Female condom Abstinence Withdrawal Method Fertility Awareness (Rhythm Method)</p> <p><u>Hormonal Birth Control:</u> Vaginal Ring Hormone Shot (Depoprovera) Hormone Implant Hormone Pill Hormone Patch Hormone Intrauterine Device (IUD) Copper intraUterine Device (IUD) Progesterone</p> <p><u>Physical Barriers:</u> Cervical Sponge Cervical Cap Cervical Diaphragm</p> <p><u>Chemical Birth Control:</u> Spermicide (Nonoxynol 9)</p> <p><u>Sterilization:</u> Vasectomy Fallopian Tube Closure or Blockage (Tubes Tied)</p> <p><u>Emergency Contraception (EC):</u> Copper-T intraUterine Device (IUD) Plan B/Next Choice Ella Yuzpe Method</p>
--	--	--	--	--

SH 1.2.12	Explain the importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active.	X	Content Knowledge	Contraceptive Use Availability of Contraception Laws related to Emergency Contraception Available resources for education, counseling, examination and treatment	Planned Parenthood Gynecologist Pediatrician Sexually Transmitted Disease (STD) Human Immunodeficiency Virus (HIV) Acquired Immunodeficiency Syndrome (AIDS) Human Papillomavirus (HPV)(aka Genital Warts) Candidiasis Oral Herpes Genital Herpes Gonorrhea Syphilis Pubic Lice Scabies Chlamydia Trichomoniasis Pelvic Inflammatory Disease Urethritis Hepatitis B
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
SH 1.3.12	Access reproductive health resources as it relates to state laws and the rights of minors		Content Knowledge	Availability of Contraception Laws related to Emergency Contraception Available resources for education, counseling, examination and treatment Affordable Care Act (Pill Bill) Age of Consent Age of Minority	Gynecologist Pediatrician Sexually Transmitted Disease (STD) Human Immunodeficiency Virus (HIV) Acquired Immunodeficiency Syndrome (AIDS) Human Papillomavirus (HPV)(aka Genital Warts) Candidiasis Oral Herpes Genital Herpes Gonorrhea Syphilis Pubic Lice Scabies Chlamydia Trichomoniasis Pelvic Inflammatory Disease Urethritis Hepatitis B
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

SH 1.4.12	Explain the effects of alcohol and other drug use during pregnancy.	X	Content Knowledge	Fetal Alcohol Syndrome Prenatal Addiction Birth Defects Developmental Delays	Fetal Alcohol Syndrome Birth Defects Developmental Delays Prenatal Addiction
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
SH 1.5.12	Analyze the factors that protect one against engaging in sexual risk behaviors (e.g. values clarification, planning ahead, being prepared, communicating and respecting boundaries)	X	Content Knowledge	Effective Communication Healthy Relationships Family Planning Values Clarification	Assertiveness Respecting boundaries Cooperation Mutual Respect Consent
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

SH 1.6.12	Summarize ways to reduce the risk of pregnancy, HIV and other STD's (e.g. abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection)	X	Content Knowledge	Abstinence Correlation between Alcohol and Other Drug Use and Pregnancy Limiting Sexual Partners Avoidance Skills	Abstinence Contraception Avoidance Skills Sexual Partner
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
SH 1.7.12	Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy.	X	Content Knowledge	Abstinence Chain of transmission relating to Sexually Transmitted Diseases (STDs) Correlation between Alcohol and Other Drug Use and Pregnancy	Abstinence Transmission
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
SH	Analyze the effectiveness of typical use	X	Content Knowledge	Sexually Transmitted Diseases (STDs)	Male Condom

1.8.12	of condoms and other barrier methods in reducing the risk of pregnancy, HIV, and other infection by STDs, including HPV (Human Papillomavirus).		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Correlation between Alcohol and Other Drug Use and Pregnancy	Female Condom Physical Barrier (Dental Dam)		
			Physical Skill				
			Product Development				
			Learning Behavior				
SH 1.9.12	Analyze the effectiveness of typical use of a variety of contraceptives in preventing pregnancy, HIV and STD's	X	Content Knowledge	Contraceptive Prevention Effectiveness Pregnancy versus Sexually Transmitted Disease (STD) Prevention Effectiveness	Contraceptives Birth Control IUD Male Condom Female Condom Effectiveness		
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)				
			Physical Skill				
			Product Development				
			Learning Behavior				
SH 1.10.1 2	Summarize the short- and long-term consequences, including symptoms and treatment costs, of common STDs and HIV and the problems associated with asymptomatic STDs and HIV	X	Content Knowledge	Asymptomatic Treatment costs of STDs	STD Syphilis Gonorrhea Chlamydia Trichomoniasis HPV Hepatitis B Pubic Lice HIV Short/Long Term consequences		
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)				
			Physical Skill				
			Product Development				
			Learning Behavior				

SH 1.11.1 2	Explain why it is important to know the STD/HIV status of oneself and of a potential sexual partner.	X	Content Knowledge	Sexual Partner	STD HIV
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
SH 1.12.1 2	Discuss the implication of the Safe Haven Law	X	Content Knowledge	Safe Haven Law	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
SH 1.13.1 2	Analyze the emotional, social, physical and financial effects of being a teen parent.	X	Content Knowledge	Financial Effects Teen Parent	Physical Social Emotional
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

OWDP 1.1.12	Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self exams	X	Content Knowledge	Health Screenings Breast self examination Testicular self examination	Immunizations Checkups Examinations
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
OWDP	Analyze the wellness continuum (i.e.	X	Content Knowledge	Wellness Continuum	

1.2.12	absence of sickness does not indicate optimal wellness)		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
OWDP 1.3.12	Analyze the controllable factors that contribute to optimal wellness and chronic diseases (i.e. heart disease, cancer, diabetes, hypertension and osteoporosis). Intake (food, air, water, substances) Output (physical activity and movement; elimination of waste) Sleep, Stress Management	X	Content Knowledge	Controllable Factors Uncontrollable Factors Chronic Disease	Intake Output
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
OWDP 1.4.12	Discuss using family history, gender, and age to make informed health related decisions	X	Content Knowledge	Family health history	Gender
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
OWDP 1.5.12	Differentiate between Communicable and NonCommunicable diseases	X	Content Knowledge		Communicable Diseases Non Communicable disease
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
OWDP 1.6.12	Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases.	X	Content Knowledge	Chronic Disease Infectious Diseases	Treatment
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		

			Physical Skill		
			Product Development		
			Learning Behavior		
SAAP 1.1.12	Explain why it is wrong to trick, threaten, or coerce another person into having sex.	X	Content Knowledge	Consent Rape Sexual Assault	Pressure
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
SAAP 1.2.12	Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted or exploited is not at fault and should not be blamed	X	Content Knowledge	Grooming Harassment Abuse Assault Exploitation Trafficking	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
SAAP 1.3.12	Demonstrate strategies for avoiding and dealing with sexual health situations that involve personal risk or danger (e.g. sexual mistreatment, grooming, harassment, abuse, assault, exploitation or trafficking)	X	Content Knowledge	Erins Law	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
SAAP 1.4.12	Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent	X	Content Knowledge	Active Consent	Healthy vs. Unhealthy Relationships Communication Trust Boundaries Mutual Respect
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		

			Learning Behavior		
SAAP 1.5.12	Explain why rape and sexual assault should be reported to a trusted adult.	X	Content Knowledge	Rape Sexual Assault	Trusted Adult
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
SAAP 1.6.12	Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health & violence prevention (e.g. counseling, testing, school based health centers, pediatrician, reproductive health community centers).	X	Content Knowledge	Reproductive Health Community Centers	2-1-1- Counselor Trusted Adult Wheeler Clinic
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

SAAP 1.7.12	Explain why it is an individual's responsibility to verify that all sexual contact is consensual.	X	Content Knowledge	Consensual Sexual Contact	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

SAAP 1.8.12	Analyze laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking which are designed to protect young people	X	Content Knowledge	Sexual Mistreatment Grooming Harassment Abuse Assault Exploitation Trafficking	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

SAAP 1.9.12	Training in the prevention and identification of, and response to: Child sexual abuse and assault Human trafficking, commercial sexual exploitation Sexual harassment and assault	X	Content Knowledge	Child sexual abuse and assault Human trafficking Commercial Sexual exploitation Sexual harassment and assault	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
SAAP 1.10.1 2	Skills to recognize: child sexual abuse and assault; boundary violations and unwanted forms of touching and contact; and ways offenders groom or desensitize victims	X	Content Knowledge	Child sexual Abuse Child sexual assault Unwanted forms of touching and contact Grooming Desensitizing victims	Boundaries
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
SAAP 1.11.1 2	Strategies to: promote disclosure; reduce self-blame; and mobilize bystanders		Content Knowledge	Promote Disclosure Reduce Self-blame Mobilize Bystanders	Self-esteem
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
SAAP 1.12.1 2	Training in actions that child victims of sexual abuse and assault may take to obtain assistance	x	Content Knowledge	Sexual Abuse Sexual Assault Child Victims	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

SAAP 1.13.1 2	Consent. Explain why people have the right to refuse sexual contact	x	Content Knowledge	Consent	How to Say No
			Skill (Problem-Solving, Writing, Speaking,		

		Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		

Sexual Health and HIV

UNIT ESSENTIAL QUESTIONS

**What are the differences between the male and female anatomy?
What are the risks of becoming sexually active or choosing abstinence?**

Standard	Learning Targets): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
SH 1.1.12	I can list and describe the different categories of contraception I can illustrate how each method prevents pregnancy I can describe how to use a condom effectively	X	Selected Response	Bedsider.org Condom demonstration Online reproduction animation (i.e. atom interactive)
		X	Constructed Response	
			Performance	
			Observation	
SH 1.2.12	I can research STD/contraceptive counseling centers near me I can explore the services offered including types of counseling I can describe why it is important to know which services and counseling are available	X	Selected Response	Online Research
		X	Constructed Response	
			Performance	
			Observation	
SH 1.3.12	I can research current laws pertaining to a woman's right to choose including age and parental consent I can identify local resources for contraception, medical care and pregnancy planning/ counseling I can research options and programs for adoption	X	Selected Response	Online research ProchoiceCT.org Plannedparethood.org
		X	Constructed Response	

			Performance	
			Observation	
SH 1.4.12	I can explain how alcohol and other drugs are harmful I can hypothesize on how a fetus can be affected by AODs in the womb and in post-birth development I can develop strategies to make choices that will prevent use of AODs during pregnancy		Selected Response	Video Discussion
		X	Constructed Response	
			Performance	
			Observation	
SH 1.5.12	I can explain why it is important to set boundaries early in a relationship I can identify risky situations that could affect my decision making I can summarize why it is important to have contraception even if I do not plan on engaging in sexual activity	X	Selected Response	Scenarios Class discussion
		X	Constructed Response	
			Performance	
			Observation	

SH 1.6.12	I can summarize why abstinence is the only 100% way to protect myself from STDs, HIV and pregnancy I can list the STDs that condoms can protect against and the STDs that it cannot I can investigate the relationship between AOD use and the risk of STDs and HIV transmission I can summarize the effects of decision making under the influence and risk of pregnancy I can describe why knowing your partner and limited partners can reduce my risk associated with STDs, HIV and pregnancy		Selected Response	CDC: Be Safe, Be Well videos M&M experiment
		X	Constructed Response	
			Performance	
			Observation	
SH 1.7.12	I can make an argument that supports abstinence as the only way to %100 avoid STDs, HIV and pregnancy I can hypothesize why other methods of protection are not %100 effective		Selected Response	M&M experiment Class discussion
		X	Constructed Response	
			Performance	

			Observation	
SH 1.8.12	I can research the effectiveness of condoms and other barrier methods in reducing the risk of STDs, HIV and pregnancy	X	Selected Response	Bedsider.org Online Research
		X	Constructed Response	
			Performance	
			Observation	
SH 1.9.12	I can list the different types of contraceptives and explain how each prevent pregnancy I can research rates of effectiveness for a variety of contraceptive methods	X	Selected Response	Bedsider.org Online research Class discussion
		X	Constructed Response	
			Performance	
			Observation	
SH 1.10.12	I can create a chart of a variety of STDs including their rate of transmission, method of transmission and possible methods of protection I can identify which STDs have delayed or no symptoms I can note symptoms and incubation periods of a variety of STDs I can research common treatments and costs for a variety of STDs	X	Selected Response	M&M activity Online research Charting activity
		X	Constructed Response	
			Performance	
			Observation	

SH 1.11.12	I can explain what HIV is and how it can harm you I can summarize the benefits of having honest conversations about HIV with potential partners	X	Selected Response	CDC: Be smart, Be well videos
		X	Constructed Response	
			Performance	
			Observation	
SH 1.12.12	I can Describe what the safe haven law is in CT	X	Selected Response	

	I can hypothesize why a person may want to give up their child I can hypothesize why a person may be hesitant to give up their child	X	Constructed Response	Class discussion NBC CT video clip
			Performance	
			Observation	
SH 1.13.10	I can research the costs associated with caring for a child I can summarize the effects teen parenting may have on education I can hypothesize possible social, emotional and physical implications of teen parenting I can contemplate how my life may be affected in relationship with my personal goals	X	Selected Response	Online research "A letter to my parents" writing assignment
		X	Constructed Response	
			Performance	
			Observation	

OWDP 1.1.12	I can explain why it is important to have annual physicals and bi-annual oral exams I can describe in words how to perform testicular and breast self checks I can hypothesize the effects of not attending regular health screenings and/or participating in self checks I can summarize the importance of seeing a health care provider when something is wrong		Selected Response	Clips from cancer documentary
		X	Constructed Response	
			Performance	
			xObservation	
OWDP 1.2.12	I can illustrate the wellness continuum I can explain why absence of sickness does not indicate optimal wellness	X	Selected Response	Wellness continuum diagram
		X	Constructed Response	
			Performance	
		X	Observation	
OWDP 1.3.12	I can list and describe a variety of common diseases I can summarize how eating healthy and avoiding AODs can help avoid disease while increasing wellness I can investigate the relationship between fitness/diet and the onset of chronic disease	X	Selected Response	Nutritional and lifestyle disease webinar activity Online research
		X	Constructed Response	

	I can compare and critique different lifestyles for overall health I can summarize neglect laws for minors in CT I can identify programs that can assist me to be AOD free and help with my wellness goals		Performance	
			Observation	
OWDP 1.4.12	I can identify the role heredity plays on wellness and chronic disease I can discuss how gender may predispose me to certain health issues I can create a continuum that depicts when diseases and health issues are commonly identified	X	Selected Response	Health issues/diseases continuum
		X	Constructed Response	
			Performance	
			Observation	
OWDP 1.5.12	I can define the term communicable I can investigate a variety of diseases for their communicability	X	Selected Response	Online research
		X	Constructed Response	
			Performance	
			Observation	

OWDP 1.6.12	I can summarize the benefits of early evaluation and treatment of disease I can illustrate the rate of spread for a disease I can describe the signs and symptoms of a variety of common diseases I can hypothesize on how my life may be affected by delaying care for diseases		Selected Response	Class discussion
		X	Constructed Response	
			Performance	
			Observation	
SAAP 1.1.12	I can evaluate core values and characteristics of a healthy relationship I can summarize the importance of setting boundaries and respecting boundaries within a relationship I can analyze the negative impact of pushing past established boundaries		Selected Response	Scenarios
		X	Constructed Response	
			Performance	
			Observation	
SAAP	I can draw conclusions as to why a person may blame		Selected Response	Discussion

1.2.12	<p>themselves for being sexually mistreated or provoked into sexual activity</p> <p>I can summarize how the role of the aggressor negatively impacts the victim</p> <p>I can identify resources for support and assistance for victims of sexual exploitation</p>			Online research
		X	Constructed Response	
			Performance	
			Observation	
SAAP 1.3.12	<p>I can establish boundaries with my partner</p> <p>I can list signs and situations that are red flags of potential sexual danger</p> <p>I can evaluate potentially dangerous scenarios and identify the areas/situations that pose a threat</p> <p>I can plan an escape from a dangerous situation given a dangerous scenario.</p>		Selected Response	
			Constructed Response	
		X	Performance	
			Observation	

SAAP 1.4.12	<p>I can list and describe qualities of both healthy and unhealthy relationships</p> <p>I can reflect on how I want to be treated in a relationship</p> <p>I can define and describe what active consent means and identify the laws pertaining to active consent</p> <p>I can differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent.</p>	X	Selected Response	Small group work Online research Scenarios
		X	Constructed Response	
			Performance	
			Observation	
SAAP 1.5.12	<p>I can differentiate between rape and sexual assault</p> <p>I can draw conclusions as to the impact of not reporting could have on myself and others</p> <p>I can identify factors that play a role in a person's decision not to report a rape or sexual assault</p> <p>I can investigate how to report a rape and identify how authorities will collect evidence and create a case</p> <p>I can explain the importance of timeliness in reporting a rape or sexual assault</p> <p>I can identify who I can report a rape or sexual</p>		Selected Response	Guest speaker Online research Class discussion
		X	Constructed Response	
		X	Performance	
			Observation	

	<p>assault to</p> <p>I can list resources for support and healthcare after a rape or sexual assault has taken place</p>		
SAAP 1.6.10	<p>I can create a list of school resources that I can turn to for support</p> <p>I can identify when I should make the choice to seek help for sexual health and violence prevention</p> <p>I can research community resources for sexual health and violence prevention</p> <p>I can explain why honesty with my doctor plays an important role in my overall sexual health</p> <p>I can create a plan to obtain support related to my sexual health and violence prevention</p> <p>I can demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health & violence prevention (e.g. counseling, testing, school based health centers, pediatrician, reproductive health community centers).</p>		<p>Selected Response</p> <p>Online research</p> <p>Class discussion</p> <p>SRO guest speaker</p>
		X	<p>Constructed Response</p>
		X	<p>Performance</p>
			<p>Observation</p>

SAAP 1.7.12	<p>I can explain why it is important to establish boundaries in a relationship</p> <p>I can identify current laws pertaining to consent</p> <p>I can hypothesize the negative impact mistaking consent in a sexual situation may have on my life</p> <p>I can critique scenarios related to sexual contact to determine if consent was present</p>		<p>Selected Response</p> <p>Scenarios</p>
		X	<p>Constructed Response</p>
			<p>Performance</p>
			<p>Observation</p>
SAAP 1.8.12	<p>I can differentiate between and describe the following terms: sexual mistreatment, grooming, sexual harassment, sexual abuse, sexual assault, sexual exploitation, sex trafficking</p> <p>I can research laws and policies related to sex-related violations</p>	X	<p>Selected Response</p> <p>Online Research</p>
		X	<p>Constructed Response</p>
			<p>Performance</p>
			<p>Observation</p>

	I can hypothesize how breaking the law can negatively affect my life I can explain how the sex offender registry works and how it protect young people			
SAAP 1.9.12	I can list signs of child abuse and/or assault I can describe a variety of prevention strategies related to human trafficking I can analyze the concept of commercial sexual exploitation I can identify risk factors and warning signs of commercial sexual exploitation and human trafficking I can identify who I can report to if I feel I am being sexually exploited, abused or assaulted. I can explain what sexual harassment is and describe situations where sexual harassment may take place	X	Selected Response	Videos Online research
		X	Constructed Response	
			Performance	
			Observation	

SAAP 1.10.12	I can describe what constitutes sexual abuse and assault I can summarize what boundaries are and differentiate between what is appropriate and inappropriate forms of touching and contact I can explain the concepts of grooming and desensitizing as they apply to sexual abuse and assault I can critique scenarios to determine if boundaries were crossed and if grooming/desensitizing occurred	X	Selected Response	
		X	Constructed Response	
			Performance	
			Observation	
SAAP 1.11.12	I can promote disclosure; reduce self-blame; and mobilize bystanders		Selected Response	
		X	Constructed Response	
		X	Performance	
			Observation	
SAAP 1.12.12	I can identify signs that a victim of sexual abuse or assault may display to reach out I can create a list of resources for support and reporting of sexual abuse and/or assault	X	Selected Response	
		X	Constructed Response	
			Performance	

			Observation	
--	--	--	-------------	--

SAAP 1.13.12	<p>I can identify that only I can choose to accept or refuse sexual contact</p> <p>I can summarize the connection between controlling/abusive relationships and a person's right to refuse sexual contact</p> <p>I can explain how objectification within a relationship relates to a person's right to refuse sexual contact</p> <p>I can explain why people have the right to refuse sexual contact</p>	x	Selected Response	
		x	Constructed Response	
			Performance	
			Observation	

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
<ol style="list-style-type: none"> 1. I won't get pregnant because I use condoms most of the time. 2. Everyone is "doing it." 3. Only same sex couples and intravenous drug users contract HIV. 4. I can get HIV by being around people who are HIV positive 	

UNIT 6: Safety and Injury Prevention

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
SIP 1.1.12	Safe Driving (Texting, seat belt)	X	Content Knowledge		Seat belt Texting
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
SIP 1.2.12	Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.	X	Content Knowledge	Drivers Education	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
		X	Learning Behavior		
SIP 1.3.12	Summarize the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding.	X	Content Knowledge		Helmet Elbow Pads Knee Pads
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
		X	Learning Behavior		
SIP	Explain ways to reduce the risk of	X	Content Knowledge	Guards on machinery	

1.4.12	injuries (e.g. at work, using tools or machinery, playing sports, around water, poisoning, etc.)		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Poison Control	
			Physical Skill		
			Product Development		
		X	Learning Behavior		
SIP 1.5.12	Prioritize actions to take to prevent injuries during severe weather.	X	Content Knowledge	Storm Watch vs. Storm Warning	Basement
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
		X	Learning Behavior		

SIP 1.6.12	Summarize ways to reduce the risk of injuries from firearms	X	Content Knowledge	Treat them as if they are always loaded Always keep muzzle pointed in a safe direction Finger off trigger	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
		X	Learning Behavior		
SIP 1.7.12	Summarize ways to reduce safety hazards in the home, school or in the community.	X	Content Knowledge		Clean up when done
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
		X	Learning Behavior		
SIP 1.8.12	Describe actions to take in case of mass trauma.	X	Content Knowledge	First Aid/Safety	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		

			Physical Skill		
			Product Development		
		X	Learning Behavior		
SIP 1.9.12	Explain accepted procedures for basic emergency care and lifesaving.	X	Content Knowledge	CPR/First Aid Compressions	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
		X	Learning Behavior		
SIP 1.10.1 2	Summarize personal strategies for reducing hearing damage due to exposure to loud sounds.	X	Content Knowledge	Ear protection(PPE)	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
		X	Learning Behavior		

SIP 1.11.1 2	Demonstrate how to provide basic first aid and CPR in a variety of emergency situations and emergencies	X	Content Knowledge	Compressions CPR/First Aid	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
		X	Learning Behavior		
SIP 1.12.1 2	Summarize ways to reduce the risk of Life-threatening food allergies	X	Content Knowledge	Anaphylactic Shock	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		

		X	Learning Behavior		
SIP 1.13.1 2	Describe digital wellness	X	Content Knowledge		Wellness
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
		X	Learning Behavior		
SIP 1.14.1 2	Describe personal actions to take for accident prevention	X	Content Knowledge	Identify Hazards Assess Risks Control Risk	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
		X	Learning Behavior		

Safety and Injury Prevention

UNIT ESSENTIAL QUESTIONS

What are some situations at home where unintentional injuries or safety threats might happen?
What are some behaviors that could lead to accidents or dangerous situations at school or in the community?
If you become injured, what is the process for seeking help?

Standard	Learning Targets): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
SIP 1.1.12	I can investigate why it is dangerous to drive while distracted and provide examples of distracted driving I can research local and state statistics on teen car accidents I can evaluate the effects of AODs on driving I can report on the benefits of using a seat belt even when in the back seat I can summarize the importance of following all rules of the road including the speed limit		Selected Response	Fatal Vision Program Online research SRO guest speaker Save A Life Tour
		X	Constructed Response	
			Performance	
			Observation	
SIP 1.2.12	I can analyze driving situations to determine their safety I can summarize the importance of seatbelts and airbags I can describe the importance of avoiding AODs while driving I can hypothesize the potential outcomes of riding with an impaired driver I can create a plan to avoid driving or riding with someone who is impaired I can summarize why both the driver and passengers should avoid distractions I can investigate current requirements to obtaining a license and explain why teens have driving restrictions		Selected Response	Fatal Vision Program Online research SRO guest speaker Save A Life Tour
		X	Constructed Response	
			Performance	
			Observation	
SIP 1.3.12	I can summarize the importance of wearing a helmet I can investigate a variety of activities and identify the recommended safety equipment for each I can investigate common injuries in a variety of recreational activities		Selected Response	Online Research Safety video
		X	Constructed Response	

			Performance	
			Observation	
SIP 1.4.12	I can summarize the importance of reading directions and manuals prior to using machinery and tools I can identify what OSHA is and why they oversee workplace safety guidelines I can explain the importance of using safety equipment during both work and recreational activities I can identify the inherent risk associated with swimming and water activities and summarize safety strategies I can identify common household poisons including chemicals and medications I can create a plan of action to help someone who has been poisoned		Selected Response	OSHA website
		X	Constructed Response	
			Performance	
			Observation	
SIP 1.5.12	I can summarize the dangers of lightning and identify ways to reduce risk of injury from lightning strikes I can create a emergency action plan for a variety of severe weather events which includes appropriate sheltering I can create a list of supplies that will help me in the event of severe weather and power outages	X	Selected Response	Fema Website
		X	Constructed Response	
			Performance	
			Observation	

SIP 1.6.12	I can analyze the risk firearms pose I can affirm why firearms should always be assumed loaded I can discuss how to properly secure a firearm within a household I can summarize why I should never handle a firearm without adult supervision and proper safety instruction		Selected Response	SRO guest speaker Firearms prevention/safetyVideo
		X	Constructed Response	
			Performance	
			Observation	
SIP 1.7.12	I can identify common hazards at home, at school and in the community I can explain ways to remain safe at home, at school and in the community		Selected Response	Escape plan activity EAP template
		X	Constructed Response	

	I can devise an emergency escape route I can create an emergency action plan (EAP) in the event of a natural disaster		Performance	
			Observation	
SIP 1.8.12	I can explain what check, call, care means in my own words I can identify different types of PPE I can summarize universal precautions I can describe the steps to stop bleeding I can demonstrate how to use an epipen and inhaler and explain what each is used for I can recite the steps to treat hypothermia and frostbite I can identify how to treat first degree and second/third degree burns I can create a splint out of household items and explain safety tips associated with splinting		Selected Response	First aid training
		X	Constructed Response	
			Performance	
			Observation	
SIP 1.9.12	I can explain how to perform the heimlich maneuver I can explain what check, call, care means in my own words I can identify different types of PPE I can summarize universal precautions I can describe the steps to stop bleeding I can perform compressions only CPR I can demonstrate how to use an epipen and inhaler and explain what each is used for I can recite the steps to treat hypothermia and frostbite I can identify how to treat first degree and second/third degree burns.		Selected Response	Compressions only CPR First aid training
		X	Constructed Response	
			Performance	
			Observation	
SIP 1.10.12	I can contemplate situations and environments that may pose potential threat to hearing I can define the term decibel and identify safe decibel levels to protect hearing I can identify a variety of noise hazards in everyday life and in the workplace I can investigate ways to protect my hearing from loud noises, music, power equipment, ect.		Selected Response	National Safety Resource Center video on hearing safety
		X	Constructed Response	
			Performance	
			Observation	

SIP	I can explain how to perform the heimlich maneuver		Selected Response	Compressions only CPR
-----	--	--	-------------------	-----------------------

1.11.12	<p>I can explain what check, call, care means in my own words</p> <p>I can identify different types of PPE</p> <p>I can summarize universal precautions</p> <p>I can describe the steps to stop bleeding</p> <p>I can perform compressions only CPR</p> <p>I can demonstrate how to use an epipen and inhaler and explain what each is used for</p> <p>I can recite the steps to treat hypothermia and frostbite</p> <p>I can identify how to treat first degree and second/third degree burns.</p>			First aid training
			Constructed Response	
		X	Performance	
			Observation	
SIP 1.12.12	<p>I can explain what occurs in the body during anaphylaxis</p> <p>I can list a variety of common food allergies</p> <p>I can identify common treatments and medications for allergies/anaphylaxis</p> <p>I can demonstrate how to use an epipen</p> <p>I can describe what to do if someone is in anaphylaxis</p> <p>I can devise strategies to reduce the risk of anaphylaxis</p>		Selected Response	Epipen training
		X	Constructed Response	
			Performance	
			Observation	
SIP 1.13.12	<p>I can identify the dangers of too much screen time</p> <p>I can summarize the mental, social and emotional effects of a digital lifestyle</p> <p>I can analyze the risks and benefits of technology use when out in public</p> <p>I can evaluate my lifestyle for digital wellness</p>		Selected Response	Screen time challenge
		X	Constructed Response	
			Performance	
			Observation	
SIP 1.14.12	<p>I can analyze how and why accidents occur</p> <p>I can list the three steps of accident prevention and describe each</p> <p>I can list a variety of common distractions that lead to accidents</p> <p>I can evaluate a physical setting for possible hazards in the home, at school and in public settings</p>		Selected Response	Environmental scenarios
		X	Constructed Response	
			Performance	
			Observation	

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

1. I will always pay perfect attention when driving.
2. I can not stand the sight of blood, so I can not do anything to help in first aid situations.
3. Someone can only have an allergic reaction if they eat the food they are allergic to.

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT