

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Health I	Health	9	.5
<b>Course Description:</b>			
<p>This course is designed to equip students with essential knowledge and practical skills to make informed decisions about their health and well-being. Throughout the program, students will engage in interactive lessons and hands-on activities that promote physical, mental/emotional, and social health.</p>			
<p>The health curriculum is grounded in the Connecticut Health and Balanced Living Curriculum Framework, which emphasizes a proactive approach to health education. This course is designed to empower students to critically analyze and evaluate their own lifestyle choices, enabling them to develop and implement strategies to achieve optimal physical, social, mental, and emotional well-being.</p>			
<p>At the high school level, students receive instruction in key areas such as mental and emotional health, nutrition, alcohol and drug prevention, human sexuality, and disease prevention. Central to the curriculum are the content strands of Human Growth and Development and HIV/AIDS education, where students gain a deeper understanding of the human body and are equipped with the tools to make positive, informed health decisions.</p>			
<p>The following outlines the course objectives for the ninth-grade health curriculum.</p>			
<p>The Seven Skills-Based Health Units are designed to equip students with practical skills that support their ability to make informed and responsible decisions related to their health. These units go beyond just teaching health content and focus on building critical thinking and action-oriented abilities that students can apply in various life situations. The seven skills are commonly found in comprehensive health education programs and are often included in frameworks like the Connecticut Health and Balanced Living Curriculum.</p>			
<ol style="list-style-type: none"> <li>1. Accessing Information</li> <li>2. Analyzing Influences</li> <li>3. Interpersonal Communication</li> <li>4. Decision Making</li> <li>5. Goal-Setting</li> <li>6. Self-Management</li> <li>7. Advocacy</li> </ol>			
<b>Aligned Core Resources:</b>		<b>Connection to the <i>BPS Vision of the Graduate</i></b>	
None		<p>Health Literacy</p> <ul style="list-style-type: none"> <li>● Obtain, interpret and understand basic health information and services and use such</li> <li>● information and services in ways that enhance health</li> <li>● Understand preventative physical and mental health measures, including proper diet,</li> <li>● nutrition, exercise, risk avoidance and stress reduction</li> <li>● Understand basic public health and safety issues</li> </ul>	
<b>Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i></b>		Link to <i><a href="#">Completed Equity Audit</a></i>	
N/A		<a href="#">9th Grade health education</a>	

## Standard Matrix

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7:	Standard 8
Use functional health information to support health and well-being of self and others.	2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being	3.12.1 Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well-being.	Use interpersonal communication skills to support health and well-being of self and others.	Use a decision-making process to support health and well-being of self and others.	Use a goal-setting process to support health and wellbeing of self and others.	Demonstrate practices and behaviors to support health and well-being of self and others.	Advocate to promote health and well-being of self and others.
1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being.	2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity.	3.12.2 Analyze supports and barriers to accessing valid and reliable health information, products, services, and other resources.	4.12.1 Apply effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others.	5.12.1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives.	6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process.	7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors	8.12.1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels.
1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes	2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity	3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.	4.12.2 Apply communication skills and strategies within a variety of interpersonal contexts.	5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process.	6.12.2 Use an individual, supported, or collaborative goal-setting process as appropriate.	7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being.	8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being.

1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries.	2.12.4 Formulate strategies to manage influences that impact health and well-being.	3.12.4 Use valid and reliable sources of health information, products, services, and other resources.	4.12.3 Demonstrate how to ask for and offer assistance to support the health of self and others.	5.12.3	6.12.3 Develop a goal and analyze how it supports health and well-being.	7.12.3 Adapt practices and behaviors to support individual and collective health and wellbeing.	8.12.3 Customize advocacy skills and strategies for varying audiences and contexts.
1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions.	2.12.5 Use resources to manage influences that impact health and well-being.	3.12.5 Apply strategies to manage misinformation and disinformation.	4.12.4 Use communication skills related to communicating boundaries, expressing consent, and removing consent in a variety of situations.	5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision.		7.12.4 Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.	8.12.4 Demonstrate self-advocacy skills and strategies to promote health and well-being.
1.12.5 Examine connections between individual health literacy, organizational health literacy, and health outcomes.			4.12.5 Apply refusal skills and strategies in a variety of situations.	5.12.5 Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels.			8.12.5 Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels
1.12.6 Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact			4.12.6 Apply skills and strategies to prevent, manage, or resolve conflict.	5.12.6 Develop a plan of action to implement a health-related decision.			8.12.6 Evaluate the process, outcomes, and impact of advocacy efforts at the

health outcomes.							individual, interpersonal, community, societal, and environmental levels.
1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors.			4.12.7 Demonstrate collaboration skills in a variety of situations.	5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.			8.12.7 Analyze the role of collaboration among different people in a community to prevent and solve community health issues.
1.12.8 Examine how self-efficacy, perceived susceptibility, and perceived severity affect health behaviors			4.12.8 Demonstrate negotiation skills in a variety of situations.	5.12.8 Evaluate the effectiveness of health-related decisions.			
1.12.9 Analyze the relationship between access to health care and overall health and wellbeing.							
			4.12.10 Communicate with empathy and compassion				

			n.				
--	--	--	----	--	--	--	--

## Unit Links

[Unit 1: Self Management in MH](#)

[Unit 2: Analyzing Influences in HEPA/OWDP](#)

[Unit 3: Accessing Information in ANOD](#)

[Unit 4: Decision making in SH/SIP](#)

[Unit 5: Communication in HR/VP](#)

<b>Unit Title:</b>	
Self Management in Mental Health	
<b>Relevant Standards: Bold indicates priority</b>	
<p>MEH 1.1.12 Examine characteristics of a mentally and emotionally healthy person.</p> <p>MEH 1.2.12 Examine how mental and emotional health can affect health-related behaviors.</p> <p>MEH 1.3.12 Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma.</p> <p>MEH 1.4.12 Examine the causes, symptoms, and effects of depression, stress, and anxiety, including physical and psychological response.</p> <p>MEH 1.5.12 Examine strategies for mitigating the effects of chronic stress and trauma on mental health and learning.</p> <p>MEH 1.6.12 Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others (suicide prevention awareness).</p> <p>MEH 1.7.12 Summarize personal stressors at home, in school, and with friends.</p> <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> <p>MEH 1.9.12 Summarize strategies for coping with loss and grief.</p> <p>MEH 1.10.12 Examine the negative, neutral, and positive effects of technology and social media on mental and emotional health.</p> <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> <p>MEH 1.12.12 Differentiate between positive and negative body image.</p> <p>MEH 1.14.12 Identify trusted adults and resources for assistance.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
How can effective self management impact one's mental health and wellbeing?	Being able to have positive self management plays a key role in connecting and building relationships, resolving social conflict, advocating for yourself, and making healthy choices.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: <ul style="list-style-type: none"> <li>● Rubric</li> <li>● Observation</li> <li>● Written Assignment</li> <li>● Exit Slip</li> <li>● Project</li> <li>● Journal Writing</li> </ul>	10

<ul style="list-style-type: none"> <li>• Oral Presentation</li> <li>• Self/Peer Evaluations</li> <li>• Self Reflection</li> <li>• Common Assessment</li> <li>• Personal Conferencing</li> </ul>	
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">Unit 1</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Eustress, distress, chronic stress, acute stress, epinephrine, norepinephrine, stress response, stress management, coping strategy, self-esteem, self-image, body image, peer groups, clicks, peer pressure, anxiety, grief, mental illness, various mental health conditions/illnesses, trusted adult , bullying	N/A
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>• Library Media for research</li> <li>• Guidance</li> <li>• School Resource officer</li> </ul>	<ul style="list-style-type: none"> <li>• No way to stop a person from having suicidal ideation</li> <li>• Dangerous to talk about suicide with an individual</li> <li>• By asking if a person is contemplating suicide that is then putting that idea in their head</li> <li>• “They aren’t serious” if someone talks about it they are not actually serious about it</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<p>The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.</p> <p>Units will also build off of Middle School Health lessons and curriculum regarding analyzing influences will allow students to make informed decisions regarding their self management of their mental health.</p>	<p>The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.</p>
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Checkpoint 7.4 Minimize threats and distractions.</b>	<ul style="list-style-type: none"> <li>• Establish Clear Expectations: Clearly communicate behavioral expectations to students from the beginning of the school year or</li> </ul>

	<p>course. This includes rules regarding respect for others, participation, and minimizing distractions.</p> <ul style="list-style-type: none"> <li>● Create a Safe and Supportive Environment: Foster a classroom climate where students feel safe to express themselves and take academic risks. Address any instances of bullying, harassment, or disrespectful behavior promptly and firmly.</li> <li>● Use Visual Cues: Use visual cues or signals to redirect on-task behavior or remind students of expectations without disrupting the flow of instruction. For example, a quiet signal or a visual reminder of appropriate behavior can be effective.</li> </ul>
--	---

**Supporting Multilingual/English Learners**

<b>Related <i>CELP standards:</i></b>	<b>Learning Targets:</b>
<p>9-12.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>● I can actively listen to others</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>● I can participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary</li> </ul> <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>● I can build on the ideas of others</li> </ul> <p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>● I can ask and answer relevant questions</li> </ul> <p><b>Level 5</b></p> <ul style="list-style-type: none"> <li>● I can summarize the key idea</li> </ul>

<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>
1	<ul style="list-style-type: none"> <li>● I can identify different stressors that people face throughout their lifespan</li> <li>● I can summarize how chemicals in the brain cause changes in mood</li> </ul>	<ul style="list-style-type: none"> <li>● I can apply and describe three personal stress management techniques to my life</li> </ul>
2	<ul style="list-style-type: none"> <li>● I can evaluate what makes up my own self image</li> </ul>	<ul style="list-style-type: none"> <li>● I can implement four new techniques to improve my overall self-image</li> </ul>
3	<ul style="list-style-type: none"> <li>● I can identify the signs and symptoms of when I should seek help regarding my mental health</li> <li>● I can identify resources in which I can reach out to for help regarding my mental health</li> </ul>	<ul style="list-style-type: none"> <li>● I can match signs and symptoms to various mental health conditions</li> <li>● I can create a list of five resources to utilize when in a time of need for my mental health</li> </ul>

4-5	<ul style="list-style-type: none"> <li>I can access information regarding different mental health disorders</li> </ul>	<ul style="list-style-type: none"> <li>I can develop a presentation and meet the requirements that are apart of a rubric</li> </ul>
6	<ul style="list-style-type: none"> <li>I can present material about a mental health condition/disorder</li> </ul>	<ul style="list-style-type: none"> <li>I can teach my peers about a specific mental health condition/disorder.</li> </ul>
7	<ul style="list-style-type: none"> <li>I can define depression and identify signs and symptoms</li> <li>I can identify treatment options for depression</li> </ul>	<ul style="list-style-type: none"> <li>I can list 5 signs/symptoms of depression</li> <li>I can list 3 treatment options to treat depression</li> </ul>
8	<ul style="list-style-type: none"> <li>I can identify risk factors and warning signs of an individual with suicidal ideation</li> <li>I can establish a self management plan for someone going through suicidal ideation</li> </ul>	<ul style="list-style-type: none"> <li>I can create a support plan for an individual who is dealing with suicidal ideation</li> <li>I can provide written support to a friend dealing with suicidal ideation</li> </ul>
9	<ul style="list-style-type: none"> <li>I can describe roles of bullying and the impact it has on my peers</li> </ul>	<ul style="list-style-type: none"> <li>I can create a plan to limit bullying in my school</li> </ul>
10	<ul style="list-style-type: none"> <li>I can show my learning of mental/emotional health</li> </ul>	<ul style="list-style-type: none"> <li>I can obtain a score of 75% of greater on a mental/emotional health assessment</li> </ul>

<b>Unit Title:</b>	
Analyzing influences on Healthy Eating and Physical Activity and Optimal Wellness Disease Prevention(OWDP)	
<b>Relevant Standards: Bold indicates priority</b>	
<p>OWDP 1.3.12 Examine the controllable factors that contribute to optimal wellness and chronic diseases (i.e., heart disease, cancer, diabetes, hypertension, and osteoporosis). Intake (food, air, water, substances) Output (physical activity and movement; elimination of waste) Sleep, Stress Management</p> <p>OWDP 1.5.12 Differentiate between communicable and noncommunicable diseases.</p> <p>HEPA 1.1.12 Describe the recommendations of the U.S. Dietary Guidelines for Americans and explain how they are useful in planning a healthy diet.</p> <p>HEPA 1.2.12 Describe the relationship between nutrition, physical activity, and overall health.</p> <p>HEPA 1.3.12 Describe the relationship between diet, physical activity, and 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> <p>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> <p>HEPA 1.6.12 Distinguish food sources that provide key nutrients.</p> <p>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> <p>HEPA 1.8.12 Summarize the importance of healthy eating and physical activity in maintaining health.</p> <p>HEPA 1.9.12 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.</p> <p>HEPA 1.10.12 Summarize how to make healthy food selections when choices are available.</p> <p>HEPA 1.11.12 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 Explore factors that influence food choices (e.g., food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.).</p> <p>HEPA 1.13.12 Describe the difference between a healthy relationship with food and an unhealthy relationship with food.</p> <p>HEPA 1.14.12 Identify healthy and risky approaches to eating and exercise.</p> <p>HEPA 1.15.12 Identify the physical and psychological effects of food allergies.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
"How can nutrition and physical activity work together to optimize wellness and prevent chronic diseases?"	Personal choices about healthy eating and physical activity are influenced by many factors—such as family, culture, media, peers, and environment—and understanding these influences helps individuals make healthier decisions.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: <ul style="list-style-type: none"> <li>● Rubric</li> <li>● Observation</li> <li>● Written Assignment</li> <li>● Exit Slip</li> <li>● Project</li> <li>● Journal Writing</li> </ul>	8

<ul style="list-style-type: none"> <li>• Oral Presentation</li> <li>• Self/Peer Evaluations</li> <li>• Self Reflection</li> <li>• Common Assessment</li> <li>• Personal Conferencing</li> </ul>	
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">Unit 2</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Nutrient, Caloric intake, Balanced diet, Macronutrients, Micronutrients, Recommended daily allowance (RDA), Metabolism, Energy balance, Endurance, Flexibility, Cardiovascular health, Muscle strength, Heart disease, Cancer, Diabetes, Hypertension, Holistic diet, Whole foods, Processed foods, Nutrient-dense, Clean eating, Artificial additives, Sustainability, Emotional eating Eating disorder, Binge eating, Food insecurity, Restrictive eating, Disordered eating	N/A
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>• Library Media for research</li> <li>• Guidance</li> <li>• School Resource officer</li> </ul>	<ul style="list-style-type: none"> <li>• Access to a variety of food options</li> <li>• Sugar isn't bad for you</li> <li>• Fat is ok to consume</li> <li>• Calories are not bad for health</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units. Units will also build off of Middle School Health lessons and curriculum regarding Goal Setting will allow students to make informed decisions regarding their decision making of their nutrition.	The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Checkpoint 6.2 Anticipate and plan for challenges</b>	<ul style="list-style-type: none"> <li>• Use reflection prompts to anticipate challenges and encourage strategic planning.</li> <li>• Use checklists and project planning templates for understanding the goal and setting up prioritization, sequences, and schedules of steps.</li> <li>• Use guides for breaking long-term goals into</li> </ul>

		reachable short-term objectives.
<b>Supporting Multilingual/English Learners</b>		
<b>Related <i>CELP standards</i>:</b>		<b>Learning Targets:</b>
9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.		<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>conduct short individual or shared research projects to answer a question</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>gather information from provided print and digital sources</li> </ul> <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>paraphrase key information in a short written or oral report</li> </ul> <p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>integrate information into an organized oral or written report</li> </ul> <p><b>Level 5</b></p> <ul style="list-style-type: none"> <li>analyze and integrate information into a clearly organized oral or written text</li> </ul>
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>
1	<ul style="list-style-type: none"> <li>I can explain how the U.S. Dietary Guidelines guidelines help people make healthy food choices.</li> <li>I can distinguish between foods that provide important vitamins, minerals, and other nutrients.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how these recommendations help people choose healthier foods.</li> <li>I can explain why nutrient-dense foods are important for health.</li> </ul>
2	<ul style="list-style-type: none"> <li>I can describe how good nutrition supports overall health.</li> <li>I can explain how physical activity contributes to good health.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the consequences of poor nutrition.</li> <li>I can describe the benefits of regular exercise.</li> </ul>
3	<ul style="list-style-type: none"> <li>I can explain how diet and physical activity influence the risk of chronic diseases.</li> <li>I can identify the role of a healthy lifestyle in preventing chronic diseases.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how poor diet and inactivity increase disease risk.</li> <li>I can describe long-term health benefits and how these habits help prevent disease.</li> </ul>
4	<ul style="list-style-type: none"> <li>I can explain what a holistic diet is.</li> <li>I can describe the health benefits of eating more whole foods and fewer processed foods.</li> </ul>	<ul style="list-style-type: none"> <li>I can define whole foods and processed foods.</li> <li>I can identify examples of each.</li> <li>I can explain how whole foods support better health.</li> </ul>
5	<ul style="list-style-type: none"> <li>I can explain why healthy eating and physical activity are essential for long-term health.</li> <li>I can describe how both factors work together to maintain a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how healthy eating and physical activity together improve overall health.</li> </ul>

6	<ul style="list-style-type: none"> <li>● I can explain why limiting sugary drinks and foods is beneficial for health.</li> <li>● I can identify the negative effects of consuming too much sugar.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify common sources of added sugar.</li> <li>● I can identify conditions linked to high sugar intake.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>● I can describe risky approaches to eating, such as fad diets or extreme calorie restriction.</li> <li>● I can describe the signs of an unhealthy relationship with food, such as overeating or restrictive eating behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify warning signs of unhealthy diet trends and explain the potential health risks.</li> <li>● I can identify behaviors that suggest an unhealthy relationship with food.</li> </ul>

<b>Unit Title:</b>	
Access information regarding ANOD	
<b>Relevant Standards: Bold indicates priority</b>	
<p>ANOD 1.1.12 Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines.</p> <p>ANOD 1.2.12 Examine situations that could lead to the use of alcohol and other drugs.</p> <p>ANOD 1.3.12 Examine the resiliency skills that empower people to remain alcohol- and drug-free.</p> <p>ANOD 1.4.12 Summarize family rules, school rules, and laws about alcohol, nicotine, and other drug-use.</p> <p>ANOD 1.5.12 Compare the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss.</p> <p>ANOD 1.6.12 Examine the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
Overall Question for the Unit	Accessing accurate, reliable information and support about alcohol and other drugs helps individuals make informed decisions and protect their health and well-being
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> <li>● Rubric</li> <li>● Observation</li> <li>● Written Assignment</li> <li>● Exit Slip</li> <li>● Project</li> <li>● Journal Writing</li> <li>● Oral Presentation</li> <li>● Self/Peer Evaluations</li> <li>● Self Reflection</li> <li>● Common Assessment</li> <li>● Personal Conferencing</li> </ul>	8
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">Unit 3</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Over the counter, stimulant, depressant, prescription, drug, hallucinogen, abstain, addiction, abuse, functional alcoholic, alcoholism, addict, vaping, binge drinking, inhalants, narcotics, opioids, cannabis, THC, sativa,	N/A

indica.	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>Library Media for research</li> <li>School Counseling</li> <li>School Resource officer</li> <li>Best4Bristol</li> </ul>	<ul style="list-style-type: none"> <li>THC is safer than alcohol</li> <li>THC isn't unhealthy for you because it is used medically</li> <li>One or two drinks will not affect my abilities to perform daily tasks safely</li> <li>THC is not a gateway dr</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<p>The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.</p> <p>Units will also build off of Middle School Health lessons and curriculum regarding decision making for ANOD to accessing information for alcohol, nicotine, and other drugs. .</p>	<p>The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.</p>
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Checkpoint 4.1 Vary and honor the methods for response, navigation, and movement</b>	<ul style="list-style-type: none"> <li>Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.</li> <li>Offer options for physically responding or indicating selections (e.g., alternatives to marking with pen and pencil, alternatives to mouse control).</li> <li>Offer options for physically interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard.</li> <li>Embed flexibility into the design of the physical space (e.g., flexible seating and positioning, lighting, etc.)</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>I can actively listen to others</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>I can participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary</li> </ul> <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>I can build on the ideas of others</li> </ul> <p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>I can ask and answer relevant questions</li> </ul>

		<b>Level 5</b>	
		<ul style="list-style-type: none"> <li>I can summarize the key idea</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	
1	<ul style="list-style-type: none"> <li>I can explain what alcohol is and how it affects the body.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how alcohol affects the brain and body.</li> <li>I can explain how alcohol can impact decision-making and coordination.               <ul style="list-style-type: none"> <li></li> </ul> </li> </ul>	
2	<ul style="list-style-type: none"> <li>I can identify the short-term and long term effects of alcohol use.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify health problems linked to long-term alcohol use</li> <li>I can describe how alcohol may lead to poor decision-making.</li> </ul>	
3	<ul style="list-style-type: none"> <li>I can identify substances commonly found in vape products and explain their effects.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the effects of these chemicals on our overall health.</li> </ul>	
4	<ul style="list-style-type: none"> <li>I can describe the short-term and long term effects of vaping on the body.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how vaping may affect breathing and lung function</li> <li>Written plea to a friend expressing the dangers of vaping.</li> </ul>	
5	<ul style="list-style-type: none"> <li>I can research the dangers of tobacco use.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the short and long term effects of tobacco use.</li> </ul>	
6	<ul style="list-style-type: none"> <li>I can compare the possible benefits and consequences of consuming caffeine.</li> </ul>	<ul style="list-style-type: none"> <li>I will be able to analyze the amount of caffeine in our everyday foods and drinks.</li> </ul>	
7-8	<ul style="list-style-type: none"> <li>I can access information regarding AOD.</li> </ul>	<ul style="list-style-type: none"> <li>Develop presentations to meet requirements that are a part of the rubric.</li> </ul>	

<b>Unit Title:</b>	
Use a decision-making process to support health and well-being of self and others in regards to sexual health	
Use of decision-making process to support safety and injury prevention.	
<b>Relevant Standards: Bold indicates priority</b>	
<p>SH 1.1.12 Summarize the use of contraceptives and their relationship to the process of fertilization and conception</p> <p>SH 1.4.12 Examine the factors that protect one against engaging in sexual risk behaviors (e.g., values clarification, planning ahead, being prepared, communicating and respecting boundaries).</p> <p>SH 1.5.12 Summarize ways to reduce the risk of pregnancy, HIV, and other STD's (e.g., abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection).</p> <p>SH 1.6.12 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception).</p> <p>SH 1.7.12 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy</p> <p>SH 1.8.12 Examine 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 1.15.12 Describe the emotional, social, physical, and financial effects of being a teen parent.</p> <p>SIP 1.1.12 Demonstrate how to provide basic First Aid and CPR in a variety of emergency situations.</p> <p>SIP 1.11.12 Explain accepted procedures for basic emergency care and lifesaving.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
How is the decision making process connected to my sexual health	<p>Using a thoughtful decision-making process helps individuals make responsible choices about sexual health that protect their well-being and respect the well-being of others</p> <p>Students will be able to demonstrate and explain accepted procedures of CPR and first aid needed for a variety of emergency situations.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> <li>● Rubric</li> <li>● Observation</li> <li>● Written Assignment</li> <li>● Exit Slip</li> <li>● Project</li> <li>● Journal Writing</li> <li>● Oral Presentation</li> <li>● Self/Peer Evaluations</li> <li>● Self Reflection</li> <li>● Common Assessment</li> <li>● Personal Conferencing</li> </ul>	6

<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">Unit 4</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Adolescence, puberty, hormones, reproductive anatomy (penis, testes, vagina, etc.), sexual transmitted infection, contraception, condom. HIV, reproductive health	N/A
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>• Library Media for research</li> <li>• Guidance</li> <li>• School Resource officer</li> <li>• School Health Department (nurse)</li> </ul>	<ul style="list-style-type: none"> <li>• You can't get pregnant the first time you have intercourse</li> <li>• Birth control prevents sexually transmitted infections (STI)</li> <li>• You can tell if someone has an STI just by looking at them</li> <li>• You can't get pregnant during your period</li> <li>• You only need to see a doctor if something's wrong</li> <li>• Puberty looks/feels the same for everyone</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units. Units will also build off of Middle School Health lessons and curriculum regarding their use of healthy decision making for their sexual health.	The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Checkpoint 3.1 Connect prior knowledge to new learning</b>	<ul style="list-style-type: none"> <li>• Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines).</li> <li>• Use advanced organizers (e.g., KWL methods, concept maps).</li> <li>• Pre-teach critical prerequisite concepts through demonstration or models.</li> <li>• Bridge concepts with relevant analogies and metaphors.</li> <li>• Make explicit cross-curricular connections (e.g., teaching literacy strategies in the social studies classroom).</li> </ul>

Supporting Multilingual/English Learners			
Related <i>CELP standards:</i>		Learning Targets:	
9-12.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		<b>Level 1</b> <ul style="list-style-type: none"> <li>I can actively listen to others</li> </ul> <b>Level 2</b> <ul style="list-style-type: none"> <li>I can participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary</li> </ul> <b>Level 3</b> <ul style="list-style-type: none"> <li>I can build on the ideas of others</li> </ul> <b>Level 4</b> <ul style="list-style-type: none"> <li>I can ask and answer relevant questions</li> </ul> <b>Level 5</b> <ul style="list-style-type: none"> <li>I can summarize the key idea</li> </ul>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	
1	<ul style="list-style-type: none"> <li>I can identify the male and female reproductive systems.</li> </ul>	<ul style="list-style-type: none"> <li>I can label major parts of the male reproductive system.</li> <li>I can label major parts of the female reproductive system.</li> <li>I can explain the basic function of each system.</li> </ul>	
2	<ul style="list-style-type: none"> <li>I can describe the physical, emotional and social changes that occur during puberty.</li> <li>I can explain the role of hormones (estrogen and testosterone) in sexual development.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify common physical changes during puberty.</li> <li>I can define hormones and explain their purpose in the body.</li> </ul>	
3	<ul style="list-style-type: none"> <li>I can identify the signs and symptoms related to various STI/STDs.</li> <li>Evaluate influences on sexual decision making.</li> </ul>	<ul style="list-style-type: none"> <li>I can define STIs/STDs.</li> <li>I can identify symptoms that may indicate an infection.</li> <li>I can evaluate how to make responsible choices.</li> </ul>	
4	<ul style="list-style-type: none"> <li>I can summarize the effects teen parenting may have on education.</li> <li>I can hypothesize possible social, emotional, and physical implications of teen parenting</li> <li>I can contemplate how my life may be affected in relationship with my personal goals</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate how to make responsible choices.</li> <li>I can describe how these responsibilities affect daily life.</li> </ul>	

<b>Unit Title:</b>	
Communication in Healthy Relationships and Violence Prevention	
<b>Relevant Standards: Bold indicates priority</b>	
<p>HR 1.1.12 Describe personal characteristics that make people unique and the benefits of living in a diverse society.</p> <p>HR 1.2.12 Identify characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect).</p> <p>HR 1.3.12 Identify how power and control differences in relationships can contribute to aggression and violence.</p> <p>HR 1.9.12 Describe the consequences of prejudice, discrimination, racism, sexism on healthy relationships.</p> <p>VP 1.2.12 Identify the negative consequences of violence to perpetrators, victims, and bystanders.</p> <p>VP 1.3.12 Explain how bystanders can help prevent violence by reporting dangerous situations or actions.</p> <p>VP 1.4.12 Summarize why the presence of weapons increases the likelihood of violent injury.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
How do respect for diversity, healthy relationship skills, and responsible bystander actions help prevent violence and create safer communities?	Effective communication—such as expressing feelings, setting boundaries, listening, and showing respect—helps build healthy relationships and can prevent conflict and violence.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> <li>● Rubric</li> <li>● Observation</li> <li>● Written Assignment</li> <li>● Exit Slip</li> <li>● Project</li> <li>● Journal Writing</li> <li>● Oral Presentation</li> <li>● Self/Peer Evaluations</li> <li>● Self Reflection</li> <li>● Common Assessment</li> <li>● Personal Conferencing</li> </ul>	6 Lessons
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">Unit 5</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Hate Crime, Racism, Hate Crimes Reporting Gap, Abuse, Sexual Abuse, Sexual Assault/Harrassment, Communication, Compromise, Boundaries, Consent	SRO, Sound Cloud, School Psychology, Wheeler Clinician

<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>• Library Media for research</li> <li>• Guidance</li> <li>• School Resource officer</li> <li>• School Health Department (nurse)</li> </ul>	<ul style="list-style-type: none"> <li>• All Hate crimes get reported in our Country.</li> <li>• Frequent check-ins are a sign of healthy relationships.</li> <li>• Its ok to share passwords with my partner.</li> <li>• Jealousy is a sign of a caring partner.</li> <li>• Reporting abuse can get you in trouble.</li> <li>• Abuse happens to only one race of gender.</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<p>The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.</p> <p>Units will also build off of Middle School Health lessons and curriculum regarding self management, this will allow students to communicate decisions regarding healthy relationships and violence prevention.</p>	<p>The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.</p>
<b>Differentiation through <i>Universal Design for Learning</i></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><b>Checkpoint 9.4 Cultivate empathy and restorative practices</b></p>	<ul style="list-style-type: none"> <li>• Use a strategy such as circle practice (a protocol where learners share about their emotions and experiences by passing a talking stick and responding one by one) or an emotions check-in to encourage learners to learn from one another's perspectives.</li> <li>• Facilitate learners sharing coping strategies or coping needs to encourage learners to take care of one another.</li> <li>• Co-create and facilitate classroom agreements. Specifically ask learners to add to the agreements the things they need to feel safe in the classroom.</li> <li>• Create kind and equitable tools, processes, and protocols for learners to hold one another accountable to community agreements in classrooms, workplace settings, and other learning environments.</li> <li>• Use a protocol such as circle practice to make communal decisions about how to restore the community after an agreement has been broken. These protocols can span primary through adult learner settings.</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <i>CELP standards:</i></b>	<b>Learning Targets:</b>

9-12.4 An EL can . . . construct grade appropriate oral and written claims and support them with reasoning and evidence.		<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>give a reason to support the claim</li> </ul> <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>provide sufficient evidence, reasons, or facts to support the claim I can build on the ideas of others</li> </ul> <p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>use academic and domain specific vocabulary</li> </ul> <p><b>Level 5</b></p> <ul style="list-style-type: none"> <li>provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim</li> </ul>
Lesson Sequence	Learning Target	Success Criteria/ Assessment
1	<ul style="list-style-type: none"> <li>I can analyze factors related to racism and hate crimes.</li> </ul>	<ul style="list-style-type: none"> <li>I can define racism and hate crimes.</li> <li>I can explain how prejudice, stereotypes, and discrimination contribute to hate crimes.</li> </ul>
2	<ul style="list-style-type: none"> <li>I can identify characteristics of healthy and unhealthy relationships.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe qualities of healthy relationships such as respect, trust, and communication.</li> <li>I can identify warning signs of unhealthy relationships.</li> <li>I can compare healthy and unhealthy relationship behaviors.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>I can describe the 7 common types of dating abuse.</li> <li>I can list signs of an abusive relationship..</li> </ul>	<ul style="list-style-type: none"> <li>I can list the seven types of dating abuse.</li> <li>I can identify common warning signs of abuse.</li> <li>I can recognize controlling, manipulative, or harmful behaviors.</li> </ul>
5	<ul style="list-style-type: none"> <li>I can develop strategies to identify if I am in an abusive relationship.</li> <li>I can communicate resources for support, assistance, and awareness.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify behaviors that indicate abuse or control.</li> <li>I can describe steps I could take if I recognize signs of abuse.</li> <li>I can describe community or school resources that provide help.</li> </ul>
6	<ul style="list-style-type: none"> <li>I can describe what sexual abuse, sexual assault and sexual harassment are</li> <li>I can describe ways to stay safe from and avoid sexual abuse, assault, and harassment</li> </ul>	<ul style="list-style-type: none"> <li>I can define sexual abuse, sexual assault, and sexual harassment.</li> <li>I can explain how setting boundaries helps protect safety.</li> </ul>

	<ul style="list-style-type: none"><li>• I can list resources of who and how I can report sexual abuse, assault, and harassment</li></ul>	<ul style="list-style-type: none"><li>• I can describe ways to respond or seek help if a situation feels unsafe.</li><li>• I can identify trusted adults or authorities to report to.</li></ul>
--	--	---