



**Bristol Public Schools**  
**Office of Teaching & Learning**

<b>Department</b>	Health
<b>Department Philosophy</b>	<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>
<b>Course</b>	Grade 11 Health
<b>Course Description for Program of Studies</b>	<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. We encourage you to discuss the topics with your child while the unit is being taught.</p> <p><b>One unit in the Grade 11 Health Education curriculum will include the following topics:</b></p>

	1. Students will explore different outcomes of a unit scenario based on the dimensions of health.
<b>Grade Level</b>	11
<b>Pre-requisites</b>	Grade 9 Health
<b>Credit (if applicable)</b>	.5

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

District Learning Expectations and Standards	Mental/Emotional	Nutrition	AODs	Healthy Relationships & Violence Prevention	Sexual Health and HIV	Safety and Injury Prevention
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	
ANOD 1.3.12 Analyze the resiliency skills that empower people to remain alcohol- and drug-free.	S		P			
ANOD 1.4.12 Summarize family rules, school rules, and laws about alcohol, nicotine, vaping, and other drug-use.			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	

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.						S
HR 1.1.12 Describe personal characteristics that make people unique and the benefits of living in a diverse society..	P					
HR 1.2.12 Analyze characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect)	P					
HR 1.3.12 Analyze how power and control differences in relationships can contribute to aggression and violence					S	
HR 1.4.12 Analyze the effects of viewing pornography, sexting, etc. on healthy relationships	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	

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 <b>social media</b> sites (e.g., chat groups, e-mail, texting, websites, cell phone, tablet applications and use of other <b>social media</b> ).	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				S	
HR 1.9.12 Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes.	P					S
<b>HR 1.10.12 Identify and analyze signs and symptoms of adolescent relationship abuse</b>					P	
<b>HR 1.11.12 Identify and analyze signs and symptoms of intimate partner violence</b>					P	
<b>HR 1.12.12 Identify, summarize and analyze Connecticut consent laws</b>					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 <b>disease prevention</b> 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 <b>life- threatening food allergies.</b>	P	P				
SH 1.1.12 Summarize the use of contraceptives and their relationship to the process of fertilization and conception						
SH 1.2.12 Explain the importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active.						S
SH 1.3.12 Accessing reproductive health resources as it relates to state laws and the rights of minors						S
SH 1.4.12 Explain the effects of alcohol and other drug use during pregnancy.						



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)						
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		
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	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		
SH 1.9.12 Analyze the effectiveness of typical use of a variety of contraceptives in preventing pregnancy, HIV and STD's				P		
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		
SH 1.11.12 Explain why it is important to know the STD/HIV status of oneself and of a potential sexual partner.				P		

SH 1.12.12 Discuss the implication of the <b>Safe Haven Law</b> .				P		S
SH 1.13.12 Analyze the emotional, social, physical and financial effects of being a teen parent.	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"> <li>● ○ Intake (food, air, water, substances)</li> <li>● ○ Output (physical activity and movement; elimination of waste)○ Sleep</li> <li>● ○ Stress Management</li> </ul>		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 <b>Communicable and Non- Communicable diseases</b>				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				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	S				P	P

centers, pediatrician, reproductive health community centers).						
SAAP 1.7.12 Explain why it is an individual's responsibility to verify that all sexual contact is consensual.	S				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.	S				P	S
<b>SAAP 1.9.12 Training in the prevention and identification of, and response to:</b> <b>o Child sexual abuse and assault and Human trafficking</b> <b>o Commercial sexual exploitation, Sexual harassment and assault</b>	S				P	
SAAP 1.10.12 Skills to recognize <b>child sexual abuse and assault;</b> <b>boundary violations and unwanted forms of touching and contact; and</b> demonstrate the ability to advocate for personal, family, and <b>ways offenders groom or desensitize victims</b>	S				P	

<b>SAAP 1.11.12 Strategies to:</b> o promote disclosure; o reduce self-blame; ando mobilize bystanders	S				P	
<b>SAAP 1. 12.12 Training in actions that child victims of sexual abuse and assault may take to obtain assistance</b>	S				P	
<b>SAAP 1.13.12 Consent. Explain why people have the right to refuse sexual contact.</b>	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					
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 ( <b>suicide prevention awareness</b> )	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 <b>first aid and CPR</b> in a variety of emergency situations and emergencies.				P		
SIP 1.12.12 Summarize ways to reduce the risk of <b>Life-threatening food allergies</b>				P		
<b>SIP 1.13.12 Describe digital wellness</b>				P		
<b>SIP 1.14.12 Describe personal actions to take for accident prevention</b>				P		



# UNIT 1: MENTAL AND EMOTIONAL HEALTH

## UNWRAPPED STANDARDS

Standard		Type of Standard		Discipline Specific Vocabulary
ANOD 1.2.12	Analyze situations that could lead to the use of alcohol and other drugs.	X	Content Knowledge	<ul style="list-style-type: none"> <li>● Stress management</li> <li>● Self image</li> <li>● Mental illnesses</li> <li>● Depression</li> <li>● Suicide</li> <li>● Erin's Law</li> <li>● Dating violence</li> <li>● Sexual Orientation/Gender Identity</li> </ul>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HR 1.1.12	Describe personal characteristics that make people unique and the benefits of living in a diverse society..	X	Content Knowledge	
			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	
			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	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HR 1.9.12	Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes.	X	Content Knowledge	
			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	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.13.12	Analyze the difference between consuming food as fuel vs. food as emotional comfort	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

HEPA 1.15.12	Analyze the physical and psychological effects of <b>life-threatening food allergies</b> .	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SH 1.13.12	Analyze the emotional, social, physical and financial effects of being a teen parent.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MEH 1.1.12	Analyze characteristics of a mentally and emotionally healthy person.	X	Content Knowledge	
			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	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

MEH 1.3.12	Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			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	
			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	
			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 ( <b>suicide prevention awareness</b> )	X	Content Knowledge	
			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	
			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	
			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	
			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	
			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 behavior (e.g. mood, anxiety, psychotic, and eating disorders)	X	Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior
MEH 1.12.12	Differentiate between positive and negative body image.	X	Content Knowledge
			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
			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
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior

## UNIT SCENARIO

Someone close to you has expressed feelings that they are suffering from what they believe to be depression. The individual has stated that the depressive feelings have slowly but surely progressed over the past 6 months and is now affecting quality of life. The individual is not sure what is causing these feelings and is not sure how to seek out help or provide self-help.

Dimension of health	Essential Question	Additional Scenario Information	Learning Targets: The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
Physical	How does your physical health fit in with mental health? When is it appropriate to seek out a doctor?	Someone you know has gained weight and has been sedentary.	I can explain the connection between mental and physical health including the benefits of being physically active on mental health	X	Constructed Response	Develop an exercise plan for stress relief for your friend-final product
					Performance	
			I can describe the red flags of when it is time to seek out medical help.		Observation	
Emotional	How does emotion affect our overall health and our ability	Someone you know is having a bad day and is unable to keep their	I can make connections between emotions and overall health.		Selected Response	Describe potential mental health concerns of the

	to function in daily life?	emotions under control.	I can hypothesize the relationship between emotional safety and being healthy.	X	Constructed Response	person in question from the scenario--suggest community resources for each.  Emotional connection activity (emotion to Potential outcomes)
					Performance	
					Observation	
Occupational	What work-related factors are influencing these feelings? How does work stress/emotions affect one's mood over time? How does mood affect functionality while at work?	Someone you know has a job is causing stress/mental health concerns.	I can summarize the side effects of stress in the workplace as it affects my overall well being  I can construct a plan to minimize work stress.  I can create a stress management plan including identifying my work stressors and identify a strategy to address each stressor.		Selected Response	Identifying work and life related stress and other factors that may influence mood. Develop a plan to handle work stresses.  Venn diagram related to stresses at work.  Stress management worksheet  Relations techniques exploration.
				X	Constructed Response	
					Performance	
					Observation	
Intellectual	How do emotions and mood influence one's ability to think with a clear mind? How do mental health issues	Someone you know has suddenly lost motivation to try new things or learn a new hobby. They stop participating in the things	I can draw connections between mental health and life choices.  I can list a variety of red		Selected Response	Scenario based Benn diagram
				X	Constructed Response	Creation of red flag list.



	affect life choices (relationships, safety concerns, functionality at work)? What role does mental health concerns play in academic performance?	they love to do.	<p>flags that tell me it is time to seek help for what I or a friend is feeling.</p> <p>I can analyze which decisions may be affected by mental health concerns.</p>		Performance	Cause and effect activity  Warning signs worksheet  Scenario with follow up discussion (small groups)
					Observation	
Social	How does mental health/depression affect social constructs?	You know someone who is not interested in hanging out with friends any more and has been drinking a lot more.	I can explain how depression affects relationships (friendships, significant others, family, ect.)		Selected Response	Active listening activity Article and questions on linking social and emotional learning in a digital format <a href="http://actforyouth.net/youth_development/professionals/el/social_awareness.cfm">http://actforyouth.net/youth_development/professionals/el/social_awareness.cfm</a>
				X	Constructed Response	
					Performance	
					Observation	
Environmental	How do living situations affect mental health?	You know someone who lives in a run down house and has little income to make changes. They have a roommate to help pay the bills, but they don't get along very well. The roommate is always starting drama.	I can describe how life situations can affect mood and mental well being. I can reflect upon what may be considered unhealthy living situations/lif environments.			15 ways to surround yourself with a positive environment research activity. Safe versus unsafe situations activity.
Cultural	What role does a person's culture play on mental health/mood?	You know someone who comes from a different background than you. In their culture, it is	I can describe how factors such as socio-economic status and cultural beliefs affect choices regarding			Culture exploration activity (students share out their culture and

		considered a disgrace to talk about mental health.	mental health.			experiences).
Financial	How does financial burden play a role in mental health?	Due to depression, someone you know lost their job and is now about to be homeless and living out of their car.	I can create a budget based on typical life expenses. I can explore careers that will support the budget created.			Budget activity Job exploration Guest speaker (finance)  Career Day Activity
Sexual	What role does sexual activity play on mental health and vice versa?	You know someone who has been having sex with random people as a way to cope with depression.	I can analyze the role between sexual activity and mental health.  I can describe how to set intimacy boundaries within a relationship.			Safe choices activity

## UNIT 2: HEALTHY EATING & PHYSICAL ACTIVITY

### UNWRAPPED STANDARDS

Standard		Type of Standard		Discipline Specific Vocabulary
HEPA 1.1.12	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	<ul style="list-style-type: none"> <li>● Food Groups</li> <li>● Food Label Reading</li> <li>● Saturated v. Unsaturated fats</li> <li>● Nutritional Diseases</li> <li>● Metabolism</li> <li>● Healthy Eating Habits and Moderation</li> <li>● Nutrition review</li> <li>● Marketing and advertising/big business and food choices</li> <li>● Eating Disorders</li> <li>● Body mass management (Muscle hypertrophy/Body fat Percentage and safe loss)</li> <li>● Fad Diets</li> </ul>
			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	
			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 <b>disease prevention</b> or chronic diseases such as heart disease, cancer,	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	

	diabetes, hypertension, and osteoporosis.		Product Development	
			Learning Behavior	
HEPA 1.4.12	Describe the effects of hydration and dehydration on physical performance and health.	X	Content Knowledge	
			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	
			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	
			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 nutrient requirements that align with individual needs (caloric output)	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			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	
			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	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.10.12	Summarize how to make healthy food selections when choices are available.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.11.12	Describe the benefits of limiting the consumption of high sugar including soft drinks, energy drinks, fruit juices, and sports drinks.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.12.12	Analyze factors that influence food choices (e.g. food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.)	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.13.12	Analyze the difference between consuming food as fuel vs. food as emotional comfort	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

HEPA 1.14.12	Analyze healthy and risky approaches to weight management.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.15.12	Analyze the physical and psychological effects of <b>life-threatening food allergies.</b>	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

## UNIT SCENARIO

Someone close to you thinks they eat a healthy diet, but recently has found out that there is a history of heart disease in their family. After examining their diet they find that their diet is not as healthy as they once thought. How can they apply the skills they have learned to make lifestyle changes to help improve their overall health.

Dimension of Health	Essential Question	Additional Scenario Information	Learning Targets: The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
Physical	How does your physical health fit in with nutrition? When is it appropriate to seek a doctor?	Create a food diary logging the foods consumed on a daily basis over the course of a couple months to help create lifestyle changes.	I can describe the connection between nutrition and my physical health.		Selected Response	Food Diary/Exercise Journal Nutritional Questionnaire
				X	Constructed Response	
					Performance	
					Observation	
Emotional	How does emotion affect our nutritional habits on a daily basis?	Describe potential mental health concerns of the person in question from the scenario to examine eating disorders.	I can describe the potential connection from my nutrition to my mental health.		Selected Response	Sugar Lab Eating Disorder Project
				X	Constructed Response	
					Performance	
					Observation	
Occupational	How does someone's occupation/job affect our nutritional habits on a daily basis?	You know someone who works a third shift job which means their sleep schedule and eating habits are altered.	I can describe the connection between nutritional habits within different jobs and work schedules.		Selected Response	Game of Life (Health Edition) How sleep affects Weight loss/gain.
				X	Constructed Response	
					Performance	
					Observation	



Intellectual	How does proper nutrition play a role in my academic performance?	You know someone who is struggling to find the energy to do well in their first period class. They report that they always feel like they just can't get going.	I can analyze the influence that proper nutrition can have on my overall academic performance.		Selected Response	"Start your day with a band!" Activity designed to teach students what foods to eat for breakfast to help provide them with energy throughout the day.
				X	Constructed Response	
					Performance	
					Observation	

Social	How can someone's social life affect their nutrition?	You know someone who is trying to eat healthier, but his/her friends always eat at restaurants that do not provide the best food options for a healthy diet.	I can identify healthy alternatives and choices for eating out at restaurants.		Selected Response	"Restaurant challenge" Use menus from local restaurants to create your own menu of healthy food choices.
				X	Constructed Response	
					Performance	
					Observation	

Environmental	How can someone's living situation impact their nutrition?	You know someone who is living with a lot of people and sometimes they leave meals feeling hungry, so they snack on junk food.	I can identify foods that I can eat to help curb my appetite and healthy food options as oppose to junk food		Selected Response	Ways to curb you appetite lesson
				X	Constructed Response	
					Performance	
					Observation	

Cultural	How do cultural influences affect your nutrition?	You know someone who lives in a household where culture influences the style of cooking and what is served for food.	I can describe alternative methods of cooking to help make the meals that are prepared more healthy.		Selected Response	Cooking styles lesson Healthy Alternatives
				X	Constructed Response	
					Performance	
					Observation	

Financial	How do financial constraints play a role in one's nutrition?	You know someone who lives in a household where income directly impacts the foods that are bought and they may not always be the healthiest options.	I can identify what part of the grocery store to shop from to help ensure I am getting the best nutrition for the cost..		Selected Response	Budget Activity
				X	Constructed Response	
					Performance	
					Observation	

### UNIT 3: ALCOHOL AND OTHER DRUGS

#### UNWRAPPED STANDARDS

Standard		Type of Standard		Discipline Specific Vocabulary
ANOD 1.1.12	Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines.	X	Content Knowledge	<ul style="list-style-type: none"> <li>● Alcohol Pretest (facts and myths) Drinking age debate</li> <li>● Marijuana Debate</li> <li>● Overview of illicit drugs</li> <li>● Drug Research project</li> <li>● Decision making/Refusal skills</li> </ul>
			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	
			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	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	

			Product Development	
			Learning Behavior	
ANOD 1.4.12	Summarize family rules, school rules, and laws about alcohol, nicotine, vaping, and other drug-use.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			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	
			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	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
ANOD 1.7.12	Identify treatments for addiction to ANOD		Learning Behavior	
		X	Content Knowledge	

			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	

**UNIT SCENARIO**

At first someone that you are close to, brother would only drink on weekends but now they notice it's almost every night and it's more than just a couple of beers.

Dimension of Health	Essential Question	Additional Scenario Information	Learning Targets: The students will be able to:	Summative Assessment Strategy	Common Learning Experiences
Physical	How does your physical health fit in with drug addiction? When is it appropriate to seek a doctor?	You know someone whose brother was supposed to go to college on a scholarship for baseball, but he is now drinking too much, putting his scholarship in jeopardy.	<p>I can describe the effects of alcohol on the liver.</p> <p>I can explain the short term and long term consequences of alcohol/drug abuse on your physical health.</p> <p>I can identify risk factors in my life and work to overcome them.</p>	Selected Response	Develop a presentation for incoming freshmen on the short and long term effects of drug abuse on your physical health.
				X Constructed Response	
				Performance	Risky business activity
				Observation	
Emotional	How does your mental health fit in with drug addiction? When is it appropriate to seek help?	The person you know has a brother who seems to have a short temper lately.	<p>I can explain the short term and long term consequences of alcohol/drug abuse on your physical health.</p> <p>I can identify risk factors in my life and work to overcome them.</p>	Selected Response	Develop a presentation for incoming freshmen on the short and long term effects of drug abuse on your mental health.
X Constructed Response	Risky business activity				
Occupation	Which work-related factors	You know someone	I can explain how	Selected	Fatal vision goggle work

al	influence addiction? How does addiction affect functionality while at work?	whose brother is trying to save money in preparation for college so he just started a job at a local grocery store.	drug/alcohol abuse will affect your ability to work.  I can explain the ramifications of a drug or alcohol violation on my current employment status and/or potential.		Response	simulation  Reflection on the work simulation listing the consequences of being under the influence at work.
				X	Constructed Response	
					Performance	
					Observation	
Intellectual	How does addiction affect one's ability to think with a clear mind? How does addiction affect life choices (relationships, safety concerns, functionality at work)? What role does addiction play in academic performance?	You know someone whose brother finally got his own car and is driving himself to work and school.	I can explore how alcohol affects one's ability to make decisions?  I can explain the effects of alcohol on operating a motor vehicle.		Selected Response	Students will complete different motor and visual tasks using the fatal vision goggles.  Fatal vision pedal car activity
				X	Constructed Response	
					Performance	
					Observation	
Social	How does one's social awareness play a role in the concept of addiction and treatment	You know someone whose brother goes to parties where everyone brings different pills and medications.	What are the dangers of pharm parties?  How can misuse of prescription drugs lead to permanent damage to the user?		Selected Response	Discuss proper disposal of unused prescriptions.  Create a public service announcement to promote a safe prescription disposal drive at the Bristol Police Station.
				X	Constructed Response	
					Performance	
					Observation	
Environmental	How do living situations affect addiction?	Someone you know has a brother who is the oldest child and your parents have placed a good amount of responsibility on him.	How can past traumatic events affect drug abuse/misuse?		Selected Response	Discuss and List positive coping strategies for students who may struggle with PTSD and stress related to traumatic events.
				X	Constructed Response	

		They told you that he feels pressured by their parents.		Performance	
				Observation	
Cultural	What role does a person's culture play on addiction?	Someone you know has a brother who has been retweeting a lot of content from a musician who just suffered his 3rd overdose.	How can the media influence one's drug use/abuse?	Selected Response	Analysis of music and how using drugs/alcohol is portrayed.
				X Constructed Response	
				Performance	
				Observation	
Financial	What role does addiction play in one's financial stability?	Someone you know has a brother who has been asking your parents for money to fill up his car with gas in order to get to school and work	I can explain the economic impact of drug/alcohol abuse on oneself and society.	Selected Response	Drug Court Activity.  Students will be able to list the financial ramifications to being involved in drug use.
				X Constructed Response	
				Performance	
				Observation	



**UNIT 4: HEALTHY RELATIONSHIPS & VIOLENCE PREVENTION**

**UNWRAPPED STANDARDS**

<b>Standard</b>		<b>Type of Standard</b>		<b>Discipline Specific Vocabulary</b>
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	<ul style="list-style-type: none"> <li>• Erin’s law</li> <li>• Dating violence</li> <li>• Sexual assault laws and regulations (Federal and CT)</li> <li>• Basics of a healthy relationship</li> <li>• Communication and advocacy skills</li> <li>• Different forms of abuse</li> <li>• Signs and symptoms of abuse</li> </ul>
			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	
			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 <b>disease prevention</b> or chronic diseases such as heart disease, cancer,	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	

	diabetes, hypertension, and osteoporosis.		Product Development	
			Learning Behavior	
HEPA 1.11.12	Describe the benefits of limiting the consumption of high sugar including soft drinks, energy drinks, fruit juices, and sports drinks.	X	Content Knowledge	
			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	
			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	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

SIP 1.1.12	Safe Driving (Texting, seat belt)	X	Content Knowledge
			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
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			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
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior
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.)	X	Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)

			Physical Skill	
			Product Development	
			Learning Behavior	
SIP 1.5.12	Prioritize actions to take to prevent injuries during severe weather.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SIP 1.6.12	Summarize ways to reduce the risk of injuries from firearms	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SIP 1.7.12	Summarize ways to reduce safety hazards in the home, school or in the community.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

SIP 1.8.12	Describe actions to take in case of mass trauma.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SIP 1.9.12	Explain accepted procedures for basic emergency care and lifesaving.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SIP 1.10.12	Summarize personal strategies for reducing hearing damage due to exposure to loud sounds.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SIP 1.11.12	Demonstrate how to provide basic <b>first aid and CPR</b> in a variety of emergency situations and emergencies.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

			Physical Skill	
			Product Development	
			Learning Behavior	
SIP 1.12.12	Summarize ways to reduce the risk of <b>Life-threatening food allergies</b>	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>SIP 1.13.12</b>	<b>Describe digital wellness</b>	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>SIP 1.14.12</b>	<b>Describe personal actions to take for accident prevention</b>	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

**UNIT SCENARIO**

Someone that you are close with is married to an individual with a history of having anger issues. This person loves them, but sometimes will yell at them. One time, this person struck them in a fit of anger. They also have two children to think about.

<b>Dimension of Health</b>	<b>Essential Questions</b>	<b>Additional Scenario Information</b>	<b>Learning Targets:</b> The students will be able to:	<b>Summative Assessment Strategy</b>	<b>Common Learning Experiences</b>								
Physical	How does physical abuse affect a relationship? What resources are available to you if you need help?	Someone you know has a partner who has physically abused his/her partner multiple times, even after they have threatened to leave.	I can create an escape plan if I or my family need to leave  I can research sources of local support and shelters in the area	<table border="1"> <tr> <td data-bbox="1251 477 1283 581"></td> <td data-bbox="1283 477 1495 581">Selected Response</td> </tr> <tr> <td data-bbox="1251 581 1283 685">X</td> <td data-bbox="1283 581 1495 685">Constructed Response</td> </tr> <tr> <td data-bbox="1251 685 1283 748"></td> <td data-bbox="1283 685 1495 748">Performance</td> </tr> <tr> <td data-bbox="1251 748 1283 829"></td> <td data-bbox="1283 748 1495 829">Observation</td> </tr> </table>		Selected Response	X	Constructed Response		Performance		Observation	<p>Develop an escape plan</p> <p>Research sources for support locally</p>
	Selected Response												
X	Constructed Response												
	Performance												
	Observation												
Emotional	What are the emotional side effects of an unhealthy relationship? How can someone's mood dictate decision making?	Someone you know has a partner who apologizes to their significant other for the mistreatment and promises it will never happen again. Yet, they continue the cycle of abuse	I can describe the qualities of a healthy relationship  I can advocate for my emotional safety	<table border="1"> <tr> <td data-bbox="1251 829 1283 933"></td> <td data-bbox="1283 829 1495 933">Selected Response</td> </tr> <tr> <td data-bbox="1251 933 1283 1037">X</td> <td data-bbox="1283 933 1495 1037">Constructed Response</td> </tr> <tr> <td data-bbox="1251 1037 1283 1101"></td> <td data-bbox="1283 1037 1495 1101">Performance</td> </tr> <tr> <td data-bbox="1251 1101 1283 1182"></td> <td data-bbox="1283 1101 1495 1182">Observation</td> </tr> </table>		Selected Response	X	Constructed Response		Performance		Observation	<p>Scenarios</p> <p>Speak up activity</p>
	Selected Response												
X	Constructed Response												
	Performance												
	Observation												
Occupational	What support resources are available through the workplace?	Someone you know' has a partner who keeps calling to check up on their significant other at work, harassing them. They are at risk of losing their job	I can hypothesize how a dangerous relationship can affect one's ability to work	<table border="1"> <tr> <td data-bbox="1251 1182 1283 1286"></td> <td data-bbox="1283 1182 1495 1286">Selected Response</td> </tr> <tr> <td data-bbox="1251 1286 1283 1390">X</td> <td data-bbox="1283 1286 1495 1390">Constructed Response</td> </tr> <tr> <td data-bbox="1251 1390 1283 1453"></td> <td data-bbox="1283 1390 1495 1453">Performance</td> </tr> <tr> <td data-bbox="1251 1453 1283 1515"></td> <td data-bbox="1283 1453 1495 1515">Observation</td> </tr> </table>		Selected Response	X	Constructed Response		Performance		Observation	<p>Online research and collect onto a google doc</p>
	Selected Response												
X	Constructed Response												
	Performance												
	Observation												

Intellectual	How might a positive or negative relationship affect life choices and openness to new things?	Someone you know has a partner who doesn't let their significant other see friends or do things without permission	I can explore the relationship between health relationships and positive decisions		Selected Response	Discuss the aspects of social isolation and control Discuss assertiveness within a relationship
				X	Constructed Response	
					Performance	
					Observation	
Social	What would socializing look like in a healthy relationship? How does social interaction with friends and family change in an abusive relationship?	Someone you know has a partner who doesn't let their significant other see his/her friends. When they text, the partner always has to read what they wrote and constantly makes negative comments about them.	I can describe the effects of abuse and negative relationships have on social experiences		Selected Response	Venn diagram that describes the negative relationships.
				X	Constructed Response	
					Performance	
					Observation	
Environmental	What are some red flags that my home, work or school is dangerous?	Someone tells their partner that they are not allowed to leave the house without their significant other. They lock up possessions as well as the refrigerator to limit access when they are gone.	I can evaluate my living situation to determine its safety		Selected Response	Video Self-assessment
				X	Constructed Response	
					Performance	
					Observation	
Cultural	How could someone's beliefs affect a person's mind frame within a relationship?	You know someone whose culture seems to allow the mistreatment of the other partner as a way of life. Their family members	I can explore a variety of cultural norms within a relationship		Selected Response	Reading Online research and collect findings on a google document
				X	Constructed Response	
					Performance	



		agree and do the same thing to their partners, limiting support from family		Observation	
Financial	What is financial abuse? How can someone use financial abuse to control a partner within a relationship?	Someone you know has a partner who won't give access to the money they make and limits the hours they are allowed to work so that they can't make more. They have to ask their partner for money whenever they need something and oftentimes are denied access to funds. Each paycheck must be turned over to the partner before they can cash it. The partner also keeps his/her pay stubs to make sure all of the money is in the paycheck	<p>I can describe the ways in which an abuser will use finances to control the victim</p> <p>I can create strategies to avoid financial abuse</p>	Selected Response	<p>Finance basics</p> <p>Dos and don'ts of finances in a relationship</p> <p>Learn how to set up an account free of anyone else and create an accessible emergency fund</p>
				X Constructed Response	
				Performance	
				Observation	
Sexual	How can physical intimacy affect relationships? How might the choice to be or not be physically intimate cause stress within a relationship?	You know someone whose partner is physically intimate with them, even though they are not interested. They are too scared to deny them and have a fear of being assaulted or	<p>I can analyze the role intimacy plays within a relationship</p> <p>I can recite the current laws as they relate to sexual abuse and sexual assault</p>	Selected Response	<p>Reading an article and answering questions</p> <p>Erin's Law presentation</p>
				X Constructed Response	
				Performance	
				Observation	

		raped if intimacy is rejected.	I can describe how to set intimacy boundaries within a relationship		
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## UNIT 5: SEXUAL HEALTH AND HIV

### UNWRAPPED STANDARDS

Standard		Type of Standard		Discipline Specific Vocabulary
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	<ul style="list-style-type: none"> <li>● STIs</li> <li>● Reproductive anatomy</li> <li>● Contraception</li> <li>● Condom demonstration</li> </ul>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HR 1.4.12	Analyze the effects of viewing pornography, sexting, etc. on healthy relationships	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HR 1.5.12	Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	

			Product Development	
			Learning Behavior	
<b>HR 1.10.12</b>	<b>Identify and analyze signs and symptoms of adolescent relationship abuse</b>	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>HR 1.11.12</b>	<b>Identify and analyze signs and symptoms of intimate partner violence</b>	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>HR 1.12.12</b>	<b>Identify, summarize and analyze Connecticut consent laws</b>	X	Content Knowledge	
			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	
			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	
			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	
			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	
			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	
			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	
			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	
			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	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>SAAP 1.9.12</b>	<b>Training in the prevention and identification of, and response to:</b>  <b>o Child sexual abuse and assault and Human trafficking</b>  <b>o Commercial sexual exploitation, Sexual harassment and assault</b>	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SAAP 1.10.12	Skills to recognize <b>child sexual abuse and assault; boundary violations and unwanted forms of touching and contact; and</b>  demonstrate the ability to advocate for	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

	personal, family, and <b>ways offenders groom or desensitize victims</b>			
<b>SAAP 1.11.12</b>	<b>Strategies to:</b>  o <b>promote disclosure;</b>  o <b>reduce self-blame; and</b> <b>mobilize bystanders</b>	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>SAAP 1.12.12</b>	<b>Training in actions that child victims of sexual abuse and assault may take to obtain assistance</b>	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>SAAP 1.13.12</b>	<b>Consent. Explain why people have the right to refuse sexual contact.</b>	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	



**UNIT SCENARIO**

Someone that you are close with is in a relationship where there is pressure to have intercourse. They are worried about pregnancy and STDs and are not sure how to protect themselves and their partner if that choice is made. They are also not sure if they are ready to be sexually active and don't really know what the other non-intercourse intimacy activities they can do if they are yet ready for actual intercourse.

Dimension of health	Essential Question	Additional Scenario Information	Learning Targets:: The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
Physical	What is the difference between a viral and bacterial STD? What impact can contracting an STD have on my overall health?	You know someone who made the decision to be intimate with their partner and later find out that they have a STD.	I can describe the physical side effects and health consequences of a sexually transmitted disease.		Selected Response	STD Learning Activity, understanding the difference between a bacterial STD and a Viral STD
				X	Constructed Response	
					Performance	
					Observation	
Emotional	What impact does sexual activity have on a relationship? What effect can sexual activity in a relationship have on someone's mental health?	You know someone whose significant other is pressuring him/her into sexual activity or they may break up with you.	I can describe the effects sexual health can have on my mental health.		Selected Response	Examine the emotions that go into a relationship and how being sexually active may change the emotions you are having
				X	Constructed Response	
					Performance	
					Observation	
Occupational	What challenges are presented when a parent can not work to	You and your partner decide to have a baby and now you must figure out what	I can identify the different occupational paths and their challenges that may		Selected Response	Job comparison with HS diploma v. trade v. college degree v. no degree at all
				X	Constructed Response	

	care for a child? What occupational outcomes may occur from teen pregnancy?	is best for you and your baby's future.	arise with teen pregnancy.		Performance	
					Observation	
Intellectual	What are effective forms of contraceptives? What can happen if contraceptives are not used correctly?	You and your partner are comfortable and ready to move into a more intimate relationship and you both have different ideas of protection or contraceptives you should be using.	I can describe different forms of protection/ contraceptives to help keep myself safe.		Selected Response	Protection and Contraceptive comparison chart.
				X	Constructed Response	
					Performance	
					Observation	
Social	How can peer pressure influence your decisions? What are ways you can say no or stand up to peer pressure?	You know someone whose friends claim that they are sexually active and are pressuring them to do the same with their significant other.	I can analyze the pressures of being in a relationship and the pressure of physical intimacy.		Selected Response	Battling peer pressure activity, examining ways to say no and stay safe. How to stand up to the pressure.
				X	Constructed Response	
					Performance	
					Observation	
Environmental	How can someone's living situation affect their decisions related to physical intimacy?	You know someone who wants to be physically intimate with their partner, but neither of them have a safe, clean place to spend time.	I can analyze how a person's living situation and surrounding may affect decisions related to physical intimacy		Selected Response	Game of life activity
				X	Constructed Response	
					Performance	
					Observation	
Cultural	How can cultural influence impact	Someone you know feels that sex is a	I can analyze different cultural		Selected Response	Video on different cultures and their relationship beliefs

	your decision when choosing whether to be sexually active or not?	natural right within the relationship rather than a choice.	traditions when it comes to intimate relationships, health, and sexuality	X	Constructed Response	Summary Statement
					Performance	
					Observation	
Financial	What are the potential costs of having children? How can you balance your budget to now include a child?	You know someone who is pregnant and now has to figure out how to provide for a child.	I can analyze the financial costs of teen pregnancy.		Selected Response	Cost/Budget Activity on the essential costs of pregnancy and children Insurance discussion
				X	Constructed Response	
					Performance	
					Observation	

**UNIT 6: SAFETY AND INJURY PREVENTION**

**UNWRAPPED STANDARDS**

<b>Standard</b>		<b>Type of Standard</b>		<b>Discipline Specific Vocabulary</b>
ANOD 1.4.12	Summarize family rules, school rules, and laws about alcohol, nicotine, vaping, and other drug-use.	X	Content Knowledge	<ul style="list-style-type: none"> <li>● Workplace safety</li> <li>● Personal safety</li> <li>● Safety equipment</li> <li>● Resources for safety</li> <li>● CPR</li> </ul>
			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	Content Knowledge	
			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	
			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	
			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	
			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	
			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	X	Content Knowledge	
			Skill (Problem-Solving,	

	supervision of a parent or guardian.		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	
			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	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
OWDP 1.2.12	Analyze the wellness continuum (i.e. absence of sickness does not indicate optimal wellness)	X	Content Knowledge	
			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	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

**UNIT SCENARIO**

Someone that you are close with is working as a landscaper and does odd jobs / handyman work for their summer job. There are many risks to your job and your environment is often full of hazards. At times, the work can be very stressful and at others, very satisfying and calming.

Dimension of Health	Essential Questions	Additional scenario Information	Learning Targets: The students will be able to:	Summative Assessment Strategy	Common Learning Experiences								
Physical	How does your physical health fit in with safety and injury prevention? When is it appropriate to seek a doctor?	At work, a friend was on a ladder that was not supported correctly and fell. Their shoulders really hurt and you also hit your head on the ground and feel a little dizzy.	I can identify risky behaviors/risky situations.  I can rationalize when it is appropriate to seek medical attention	<table border="1"> <tr> <td data-bbox="1213 472 1247 574"></td> <td data-bbox="1247 472 1455 574">Selected Response</td> </tr> <tr> <td data-bbox="1213 574 1247 677">X</td> <td data-bbox="1247 574 1455 677">Constructed Response</td> </tr> <tr> <td data-bbox="1213 677 1247 740"></td> <td data-bbox="1247 677 1455 740">Performance</td> </tr> <tr> <td data-bbox="1213 740 1247 862"></td> <td data-bbox="1247 740 1455 862">Observation</td> </tr> </table>		Selected Response	X	Constructed Response		Performance		Observation	<p>OSHA training videos. Students will be able to complete the post video quiz.</p> <p>MARCHE lay responder training for emergencies.</p> <p>Discussion of common injuries and the need to seek medical treatment</p>
	Selected Response												
X	Constructed Response												
	Performance												
	Observation												
Emotional	How does your mental health fit in with safety and injury prevention? When is it appropriate to seek help?	Work has someone you know stressed out. They start drinking on the job.	I can identify what mental health resources 211 can provide.	<table border="1"> <tr> <td data-bbox="1213 862 1247 964"></td> <td data-bbox="1247 862 1455 964">Selected Response</td> </tr> <tr> <td data-bbox="1213 964 1247 1066">X</td> <td data-bbox="1247 964 1455 1066">Constructed Response</td> </tr> <tr> <td data-bbox="1213 1066 1247 1130"></td> <td data-bbox="1247 1066 1455 1130">Performance</td> </tr> <tr> <td data-bbox="1213 1130 1247 1195"></td> <td data-bbox="1247 1130 1455 1195">Observation</td> </tr> </table>		Selected Response	X	Constructed Response		Performance		Observation	<p>Create a resource list for future landscapers including strategies to relieve stress and manage time</p>
	Selected Response												
X	Constructed Response												
	Performance												
	Observation												
Occupational	What work-related factors influence safety and injury prevention ?	Someone you know has a boss who wants you to review work safety protocols while working on the job.	I can explain the importance of OSHA regulations in the workplace.	<table border="1"> <tr> <td data-bbox="1213 1195 1247 1297"></td> <td data-bbox="1247 1195 1455 1297">Selected Response</td> </tr> <tr> <td data-bbox="1213 1297 1247 1399">X</td> <td data-bbox="1247 1297 1455 1399">Constructed Response</td> </tr> <tr> <td data-bbox="1213 1399 1247 1461"></td> <td data-bbox="1247 1399 1455 1461">Performance</td> </tr> </table>		Selected Response	X	Constructed Response		Performance	<p>Develop a presentation on workplace safety protocols for your assigned job</p>		
	Selected Response												
X	Constructed Response												
	Performance												



				Observation	
Intellectual	How does safety and injury prevention affect one's ability to think with a clear mind? How does safety and injury prevention affect life choices (relationships, safety concerns, functionality at work)? What role does injury play in academic performance?	You know someone whose job wants them to fill out an accident risk form which has information on organ donation.	I can explain the organ donation process.  I can analyze how culture influences one's decision making process on organ donation.	Selected Response	Create a defense for a debate. Why or Why not someone should donate organs.  Video related to organ donation in different cultures/countries with reflection
				X Constructed Response	
				Performance	
				Observation	
Social	How does one's social awareness play a role in the concept of safety and injury prevention?	You know someone who has been contacted by the Bristol Parks and Recreation department to volunteer to clean up Page Park playground.	I can explain how community service can positively affect others.	Selected Response	Create an action plan that will have you serve a different program or initiative in your community.
				X Constructed Response	
				Performance	
				Observation	
Environmental	How do living situations affect safety and injury prevention?	You know someone whose household income has decreased since their mother lost her job. Because of this, their nutrition	I can evaluate the usefulness and benefits of knowing your medical history.  Explain the importance of	Selected Response	Create a health-based family tree. Include health concerns.  Identify what foods will provide sustainable energy throughout the day.
				X Constructed Response	
				Performance	

		has taken a hit.	discussing family members' past health with parents.		Observation	
Cultural	What role does a person's culture play in safety and injury prevention?	You know someone whose parents feel like they should not be working and focusing on school. The parents want them to be the first one to graduate from college.	I can explain how cultural family expectations may differ among other cultures.		Selected Response	Create a Venn diagram comparing and contrasting cultures' views on youth working
				X	Constructed Response	
					Performance	
					Observation	
Financial	What role does safety and injury prevention play in one's financial stability?	You know someone whose uncle lost his job due to an injury.	I can explain key components of health insurance.  I can list and describe forms of community support for those who become unable to work due to injury or illness.		Selected Response	Use a venn diagram to compare and contrast different health insurance policies.  Community resources research project
				X	Constructed Response	
					Performance	
					Observation	