Conceptual Curriculum Map (CCM) for Wellness- BHS Health

Content Area: Wellness **Course: Health**
Grade Level: 9

<table>
<tr><td rowspan="2">Unit 1: Mental and Emotional Health</td><td colspan="3">Long-Term Outcomes/Transfer Goals:
Students will be able to engage in personal lifelong wellness through individual goal setting and making healthful choices.
Global Competencies Transfer Goal:
Critical Thinking 1: Students will be able to analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems.</td></tr>
<tr><td>Standards</td><td>Conceptual Overview</td><td>Rationale</td></tr>
<tr><td>Focus & Timeframe:

Mental and Emotional Health (11 Days)</td><td>MEH 1.1.12 Examine characteristics of a mentally and emotionally healthy person.
MEH 1.2.12 Examine how mental and emotional health can affect health-related behaviors.
MEH 1.3.12 Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma.
MEH 1.4.12 Examine the causes, symptoms, and effects of depression, stress, and anxiety, including physical and psychological response.
MEH 1.5.12 Examine strategies for mitigating the effects of chronic stress and trauma on mental health and learning.
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):
MEH 1.7.12 Summarize personal stressors at home, in school, and with friends.
MEH 1.8.12 Evaluate effective strategies for dealing with stress (e.g., avoidance, active problem solving, emotion focused [reframing problem], self-care).
MEH 1.9.12 Summarize strategies for coping with loss and grief.
MEH 1.10.12 Examine the negative, neutral, and positive effects of technology and social media on mental and emotional health.
MEH 1.11.12 Explain the impact of a variety of mental health disorders on behavior (e.g., mood, anxiety, psychotic, and eating disorders).</td><td>Analyzing the effects of optimal mental and emotional health will contribute to lifelong health and wellness.</td><td>Appropriately managing stressors and identifying emotions of self and others will result in effective communication that demonstrates empathy, respect, and conflict resolution.</td></tr>
<tr><td>Unit 2: Alcohol, Nicotine, and Other Drugs</td><td colspan="3">Long-Term Outcomes/Transfer Goals:
Students will be able to engage in personal lifelong wellness through individual goal setting and making healthful choices.
Global Competencies Transfer Goal:
Critical Thinking 2: Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking.</td></tr>
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	Standards	Conceptual Overview	Rationale
Focus & Timeframe: **Alcohol, Nicotine, and Other Drugs (8 Days)**	ANOD 1.1.12 Differentiate between proper use and abuse of over the counter (OTC) and prescription medicines. ANOD 1.2.12 Examine situations that could lead to the use of alcohol and other drugs. ANOD 1.3.12 Examine the resiliency skills that empower people to remain alcohol- and drug-free. ANOD 1.4.12 Summarize family rules, school rules, and laws about alcohol, nicotine, and other drug-use.	Understanding the addictive properties of alcohol, nicotine, and other drugs and choosing to avoid the use of vaping and tobacco products will result in healthy lifestyle choices and the absence of illness and disease.	Choosing not to use alcohol, nicotine, and other drugs will improve student's ability to make life choices that will benefit them physically and emotionally.
Unit 3: Healthy Relationships + Violence Prevention	**Long-Term Outcomes/Transfer Goals:** Students will be able to engage in personal lifelong wellness through individual goal setting and making healthful choices. **Global Competencies Transfer Goal:** Critical Thinking 2:Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking.		
	Standards	**Conceptual Overview**	**Rationale**
Focus & Timeframe **Healthy Relationships + Violence Prevention (6 Days)**	HR 1.1.12 Describe personal characteristics that make people unique and the benefits of living in a diverse society. HR 1.2.12 Identify characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect). HR 1.3.12 Identify how power and control differences in relationships can contribute to aggression and violence. HR 1.5.12 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure. HR 1.6.12 Evaluate effective strategies for handling challenges in relationships (e.g., family members, peers, and significant others). SAAP 1.1.12 Explain why it is wrong to trick, threaten, or coerce another person into having sex. SAAP 1.2.12 Explain why a person who has been sexually mistreated, harassed, abused, assaulted, or exploited is not at fault and should not be blamed. SAAP 1.3.12 Demonstrate strategies for avoiding and dealing with sexual health situations that involve personal risk or danger.	Analyzing characteristics of healthy and unhealthy relationships contribute to a positive sense of self and respecting individual differences in others to promote lifelong wellness.	Understanding the dynamics of a healthy relationship will improve a student's ability to make life choices that benefit them physically and emotionally.

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	SAAP 1.4.12 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent. 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 and violence prevention (e.g., counseling, testing, school-based health centers, pediatrician, reproductive health community centers).		
Unit 4: Sexual Health	**Long-Term Outcomes/Transfer Goals:** Students will be able to engage in personal lifelong wellness through individual goal setting and making healthful choices. **Global Competencies Transfer Goal:** Creativity + Innovation: Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.		
	Standards	**Conceptual Overview**	**Rationale**
Focus & Timeframe **Sexual Health (6 days)**	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. SH 1.3.12 Discuss state and federal laws and guidelines (e.g., CDC) that address sexual healthcare services for minors (e.g., contraception, emergency contraception, prenatal care, adoption, abortion, STD, including HIV, prevention, testing, and treatment. 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). 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). 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. 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	Using appropriate strategies to avoid sexually related illness and disease will enhance personal well-being and encourage healthy interpersonal relationships.	Sexual abstinence and/or using appropriate strategies when engaging in sex, will reduce the risk of illness, disease and a disruption in life choices and increase the ability to make healthful choices.

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	infection by STDs, including HPV (human papillomavirus). SH 1.11.12 Examine the effectiveness of typical use of a variety of contraceptives in preventing pregnancy, HIV and STDs. SH 1.12.12 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. SH 1.13.12 Explain why it is important to know the STD/HIV status of oneself and of a potential sexual partner. SH 1.16.12 Differentiate between sexual orientation, sexual behavior, and sexual identity.		
Unit 5: Safety + Disease Prevention	**Long-Term Outcomes/Transfer Goals:** Students will be able to engage in personal lifelong wellness through individual goal setting and making healthful choices. **Global Competencies Transfer Goal:** Collaboration: Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal.		
	Standards	**Conceptual Overview**	**Rationale**
Focus & Timeframe **Safety + Disease Prevention (3 Days)**	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. OWDP 1.2.12 Examine the wellness continuum (i.e., absence of sickness does not indicate optimal wellness). 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 OWDP 1.4.12 Discuss using family history, gender, and age to make informed health related decisions. OWDP 1.5.12 Differentiate between communicable and noncommunicable diseases. OWDP 1.6.12 Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases. SIP 1.1.12 Demonstrate how to provide basic First Aid and CPR in a variety of emergency situations.	Analyze the controllable factors that contribute to optimal wellness and chronic diseases to optimize individual health and wellness.	Analyze the role of individual responsibility in enhancing personal health.

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	SIP 1.4.12 Unintentional Injury. SIP 1.9.12 Summarize ways to reduce safety hazards in the home, school or in the community. SIP 1.11.12 Explain accepted procedures for basic emergency care and lifesaving.		
Unit 6: Healthy Eating + Physical Activity	**Long-Term Outcomes/Transfer Goals:** Students will be able to engage in personal lifelong wellness through individual goal setting and making healthful choices. **Global Competencies Transfer Goal:** Collaboration: Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal.		
	Standards	**Conceptual Overview**	**Rationale**
Focus & Timeframe **Healthy Eating + Physical Activity (6 Days)**	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. HEPA 1.2.12 Describe the relationship between nutrition, physical activity, and overall health. HEPA 1.6.12 Distinguish food sources that provide key nutrients. 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). HEPA 1.8.12 Summarize the importance of healthy eating and physical activity in maintaining health. HEPA 1.9.12 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity. HEPA 1.10.12 Summarize how to make healthy food selections when choices are available. HEPA 1.11.12 Describe the benefits of limiting the consumption of high sugar, including soft drinks, energy drinks, fruit juices, and sports drinks. HEPA 1.12.12 Explore factors that influence food choices (e.g., food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.). HEPA 1.13.12 Describe the difference between a healthy relationship with food and an unhealthy relationship with food. HEPA 1.15.12 Identify the physical and psychological effects of food allergies.	Describe how healthy eating and physical activity can positively or negatively impact personal health and wellness.	Understanding the relationship between nutrition, physical activity, and overall health.

Additional material covered by Center
INF 2.1.12 Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.

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IC 4.3.12 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict

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