

Health Education (Health 1/A)

Course Overview: Health 1, is a semester-long course that is the first part of the mandated Health Education class set by the State of Connecticut in the [Healthy and Balanced Living Curriculum Framework](#). In this class, topics related to mental and physical health are covered. Students walk away from Health 1 with a basic understanding of nutrition, emotional health, fitness, and other aspects of the human experience that will help them be successful long after graduation. The class incorporates the State SEL standards along with content-specific studies. Please note that while state law requires students to take health, parents/guardians may choose to “opt out” of the Sex Education Units after completing the appropriate paperwork sent out before they begin.

COURSE OUTLINE

Unit 1	<i>EMOTIONAL HEALTH</i>	<i>7-8 TOTAL CLASSES</i>
Unit 2	<i>NUTRITION</i>	<i>7-8 TOTAL CLASSES</i>
Unit 3	<i>MENTAL HEALTH</i>	<i>7-8 TOTAL CLASSES</i>
Unit 3.5	<i>Signs of Suicide (****S.O.S****)</i>	<i>1-2 TOTAL CLASSES</i>
Unit 4	<i>SUBSTANCE ABUSE(Alcohol, Tobacco, Illicit Drugs)</i>	<i>7-8 TOTAL CLASSES</i>
Unit 5	<i>HEALTHY RELATIONSHIPS</i>	<i>1-2 TOTAL CLASSES</i>
Unit 6	<i>Sex Ed.(STI/STDs/HIV/AIDS))</i>	<i>5-6 TOTAL CLASSES</i>
Unit 6.5	<i>Sex Ed.(HUMAN Growth/development)</i>	

School- wide Academic Expectations Taught in this Course

- **Communication**
- Collaboration
- Analysis
- Literacy

School- wide Social Civic Expectations Taught in this Course

- Demonstrate Responsibility
- Demonstrate Resiliency
- Demonstrate Respect

CT Content Standards Taught in this Course

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

Alcohol, Nicotine and Other Drugs (ANOD)

- 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.
- 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.
- ANOD 1.6.12 Examine the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs.
- ANOD 1.7.12 Identify treatments for addiction to ANOD.
- ANOD 1.8.12 Examine the ripple effects (e.g., financial, social, emotional, physical) costs of ANOD’s use to the individual and society.

<i>Healthy Relationships (HR)</i>	<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 1.5.12 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.</p> <p>HR 1.6.12 Evaluate effective strategies for handling challenges in relationships (e.g., family members, peers, and significant others).</p> <p>HR 1.7.12 Evaluate the legal and social consequences of sending sexually explicit pictures or messages by email or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, email, texting, websites, and phone and tablet applications).</p> <p>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.</p> <p>HR 1.9.12 Describe the consequences of prejudice, discrimination, racism, sexism on healthy relationships.</p>
<i>Violence Prevention (VP)</i>	<p>VP 1.1.12 Describe how prosocial behaviors can help prevent violence.</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> <p>VP 1.5.12 Describe how gang involvement can contribute to violence.</p> <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> <p>VP 1.7.12 Describe federal, state, and local laws intended to prevent violence.</p>
<i>Healthy Eating and Physical Activity (HEPA)</i>	<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 1.12.12 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>
<i>Sexual Health (SH)</i>	<p>SH 1.1.12 Summarize the use of contraceptives and their relationship to the process of fertilization and conception.</p> <p>SH 1.2.12 Explain the importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active.</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 1.10.12 Explain the importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression.</p> <p>SH 1.11.12 Examine the effectiveness of typical use of a variety of contraceptives in preventing pregnancy, HIV and STDs.</p> <p>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.</p> <p>SH 1.13.12 Explain why it is important to know the STD/HIV status of oneself and of a potential sexual partner.</p> <p>SH 1.16.12 Differentiate between sexual orientation, sexual behavior, and sexual identity.</p>
<i>Optimal Wellness and Disease Prevention (OWDP)</i>	<p>OWDP 1.2.12 Examine the wellness continuum (i.e., absence of sickness does not indicate optimal wellness).</p> <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 1.4.12 Discuss using family history, gender, and age to make informed health-related decisions.</p> <p>OWDP 1.5.12 Differentiate between communicable and noncommunicable diseases.</p> <p>OWDP 1.6.12 Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases.</p>
<i>Sexual Assault and Abuse Prevention (SAAP)</i>	<p>SAAP 1.1.12 Explain why it is wrong to trick, threaten, or coerce another person into having sex.</p> <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.</p> <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).</p> <p>SAAP 1.4.12 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships, including active consent.</p> <p>SAAP 1.5.12 Explain why rape and sexual assault should be reported to a trusted adult.</p> <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 and violence prevention (e.g., counseling, testing, school-based health centers, pediatrician, reproductive health community centers).</p> <p>SAAP 1.7.12 Explain why it is an individual's responsibility to verify that all sexual contact is consensual.</p>
<i>Mental and Emotional Health (MEH)</i>	<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 1.11.12 Explain the impact of a variety of mental health disorders on behavior (e.g., mood, anxiety, psychotic, and eating disorders).</p> <p>MEH 1.14.12 Identify trusted adults and resources for assistance</p>

<p align="center">Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>	
	<p>INF 2.1.12 Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.</p> <p>INF 2.2.12 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.</p> <p>INF 2.3.12 Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>INF 2.4.12 Analyze how laws, rules, and regulations influence health promotion and disease prevention.</p> <p>INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health.</p> <p>INF 2.6.12 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.</p>
<p align="center">Standard 3: Accessing Information Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	
	<p>AI 3.1.12 Evaluate the validity and reliability of health information, products, and services.</p> <p>AI 3.4.12 Use resources that provide valid and reliable health information, products, and services.</p>
<p align="center">Standard 4: Interpersonal Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	
	<p>IC 4.2.12 Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p> <p>IC 4.4.12 Demonstrate how to effectively ask for assistance to improve personal health.</p> <p>IC 4.5.12 Demonstrate how to effectively offer assistance to improve the health of others.</p>
<p align="center">Standard 5: Decision Making Students will demonstrate the ability to use decision-making skills to enhance health.</p>	
	<p>DM 5.1.12 Examine barriers to healthy decision making.</p> <p>DM 5.3.12 Generate alternatives when making a health-related decision.</p> <p>DM 5.4.12 Predict potential short and long-term consequences of alternatives to health-related decisions.</p> <p>DM 5.5.12 Choose a healthy alternative when making a health-related decision.</p>
<p align="center">Standard 6: Goal Setting Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	
	<p>GS 6.1.12 Assess personal health practices and behaviors.</p>
<p align="center">Standard 7: Self-Management Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce</p>	
	<p>SM 7.1.12 Analyze the role of individual responsibility in enhancing personal health.</p> <p>SM 7.2.12 Evaluate and assess personal practices and behaviors that reduce or prevent health risks.</p> <p>SM 7.3.12 Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p>

	SM 7.4.12 Make a commitment to practice healthy behaviors.
<p style="text-align: center;">Standard 8: Advocacy Students will demonstrate the ability to advocate for personal, family, and community</p>	
	AV 8.1.12 Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages. AV 8.2.12 Persuade and support others to make positive health choices.

CT SEL Competencies	
<i>Self-awareness</i>	The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
<i>Self-management</i>	The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations, effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
<i>Social awareness</i>	The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school and community resources and support.
<i>Relationship skills</i>	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed
<i>Responsible decision-making</i>	The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

Common Core Standards	
CCSS.ELA-LITERACY.RST.9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
CCSS.ELA-LITERACY.RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
CCSS.ELA-LITERACY.RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
CCSS.ELA-LITERACY.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i> .

CCSS.ELA-LITERACY.RST.9-10.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force</i> , <i>friction</i> , <i>reaction force</i> , <i>energy</i>).
CCSS.ELA-LITERACY.RST.9-10.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
CCSS.ELA-LITERACY.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
CCSS.ELA-LITERACY.RST.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
CCSS.ELA-LITERACY.RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
CCSS.ELA-LITERACY.RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
CCSS.ELA-LITERACY.WHST.9-10.1	Write arguments focused on <i>discipline-specific content</i> .
CCSS.ELA-LITERACY.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
CCSS.ELA-LITERACY.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

Unit 1: EMOTIONAL HEALTH

Introduction: In this unit students will learn how to identify and cope with emotions. They will develop an understanding of the relation of emotions to human development. Students will acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Desired Outcome(s):

- Develop self-awareness by understanding personal strengths, values, emotions, and areas for growth.
- Manage emotions effectively using lifelong coping skills that support personal well-being and goal achievement.
- Build healthy, supportive relationships through empathy, effective communication, teamwork, and conflict-resolution skills.
- Make responsible, caring decisions that consider the well-being of oneself, others, and the larger community.
- Demonstrate resilience and active citizenship by adapting to challenges, collaborating with others, and contributing to a positive, emotionally healthy school community.
-

CT State Standard(s): HR 1.6.12, MEH 1.1.12, MEH 1.2.12, MEH 1.3.12, MEH 1.4.12, MEH 1.5.12, MEH 1.7.12, MEH 1.8.12, MEH 1.9.12, MEH 1.10.12, INF 2.1.12, NF 2.2.12, NF 2.5.12, IC 4.3.12, IC 4.4.12, IC 4.5.12, DM 5.1.12, DM 5.2.12, DM 5.3.12, DM 5.4.12, DM 5.5.12, GS 6.1.12, SM 7.1.12, SM 7.2.12, SM 7.3.12

SEL Competencies: Self-awareness, Social awareness, Self-management, Relationship skills, Responsible decision-making

Common Core Standard(s): CCSS.ELA-LITERACY.RST.9-10.1, CCSS.ELA-LITERACY.RST.9-10.2, CCSS.ELA-LITERACY.RST.9-10.4, CCSS.ELA-LITERACY.RST.9-10.5, CCSS.ELA-LITERACY.RST.9-10.7, CCSS.ELA-LITERACY.RST.9-10.8, CCSS.ELA-LITERACY.RST.9-10.9, CCSS.ELA-LITERACY.RST.9-10.10, CCSS.ELA-LITERACY.WHST.9-10.1, CCSS.ELA-LITERACY.WHST.9-10.7, CCSS.ELA-LITERACY.WHST.9-10.8, CCSS.ELA-LITERACY.WHST.9-10.9

Essential Question(s):

- How does understanding myself—my strengths, values, and emotions—help me grow and make healthier choices?
- What strategies can I use to manage my emotions effectively and respond to challenges with resilience?
- What does it take to build and maintain healthy, supportive, and respectful relationships?
- How do empathy and communication shape the way I understand and interact with others?
- How can my decisions and actions contribute to a positive, caring, and emotionally healthy community?

LEARNING PLAN

LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
<ol style="list-style-type: none"> 1. Students will be able to determine how to self-assess their emotions. 2. Students will be able to discuss and express their feelings and opinions with others. 3. Students will be able to synthesize how our emotions can affect our habits and our health. 4. Students will be able to explain why it is important to recognize our emotions. 5. Students will be able to identify and describe the basic 7 emotions. 6. Students will be able to compare and contrast the basic 7 emotions. 7. Students will be able to describe the ways emotional health can directly affect physical health 8. Students will be able to use assertive behaviors to resolve a conflict in an emotionally healthy way. 9. Students will self-assess their feelings and the reasoning behind them using the basic 7 emotions. 	<p>Direct teacher presentation Small group discussion Class Discussion Video Clips Source Analysis Graphic Organizers Self Assessment Skits and Demonstrations Self Awareness Exercise Project Based Learning Brainstorming Warm-ups Guided notes Teacher Conferencing Group Check-in Comprehension questions Question of the Day Guided Worksheet</p>	<p>Exit Tickets Tests and Quizzes Self-Reflection Exercises Comprehension Questions</p> <p>Rollercoaster of Emotion Assessment <i>(Communication: C1, C2, C3, C4)</i></p> <p>7 Major Emotions Scenario Project <i>(Communication: C1, C2, C3, C4)</i></p> <p>Practice Scenarios <i>(Communication: C1, C2, C3, C4)</i></p> <p>7 Emotions Identification Exercise <i>(Communication: C1, C2, C3, C4)</i></p>

Suggested Resources: [PE Central](#), [Centers for Disease Control and Prevention \(CDC\)](#), CASEL Social-Emotional Learning Activities

Unit 2: NUTRITION

Introduction: Nutrition education is important because it can nurture students' healthy eating habits, thereby improving their health outcomes. Quality nutrition education can contribute to students maintaining a healthy weight and lowering their chances of developing weight-related chronic diseases. Well-designed nutrition education can help youth select and consume healthy foods through enhanced awareness, skills, and motivation.

Desired Outcome(s):

- Students will acquire knowledge about the six major nutrients (carbohydrates, proteins, fats, vitamins, minerals, and water) and their importance for overall health.
- Students will explain how the body obtains and stores energy from food, understanding the processes of digestion and metabolism.
- Students will compare and contrast the roles of carbohydrates, fats, and proteins in the body, identifying how each macronutrient contributes to energy, growth, and bodily functions.
- Students will discuss the roles of vitamins, minerals, and water in the body, recognizing their significance in maintaining health and preventing deficiencies.
- Students will apply their knowledge to make responsible and caring dietary choices, considering both personal health and broader implications for community well-being.

CT State Standard(s): HEPA 1.1.12, HEPA 1.2.12, HEPA 1.3.12, HEPA 1.4 .12, HEPA 1.5.12, HEPA 1.6.12, HEPA 1.7.12, HEPA 1.8.12, HEPA 1.9.12, HEPA 1.10.12, HEPA 1.12.12, HEPA 1.13.12, HEPA 1.14.12, OWDP 1.3.12, OWDP 1.6.12, MEH 1.2.12, INF 2.1.12, INF 2.2.12, INF 2.3.12, INF 2.5.12, INF 2.6.12, AI 3.1.12, AI 3.4.12, DM 5.1.12, DM 5.2.12, DM 5.4.12, DM 5.5.12, GS 6.1.12, SM 7.1.12, SM 7.2.12, SM 7.3.12, SM 7.4.12, AV 8.1.12, AV 8.2.12

Common Core Standard(s): CCSS.ELA-LITERACY.RST.9-10.1, CCSS.ELA-LITERACY.RST.9-10.2, CCSS.ELA-LITERACY.RST.9-10.4, CCSS.ELA-LITERACY.RST.9-10.5, CCSS.ELA-LITERACY.RST.9-10.7, CCSS.ELA-LITERACY.RST.9-10.8, CCSS.ELA-LITERACY.RST.9-10.9, CCSS.ELA-LITERACY.RST.9-10.10, CCSS.ELA-LITERACY.WHST.9-10.1, CCSS.ELA-LITERACY.WHST.9-10.7, CCSS.ELA-LITERACY.WHST.9-10.8, CCSS.ELA-LITERACY.WHST.9-10.9

Essential Question(s):

1. How do the foods we choose shape our physical, mental, and long-term health?
2. Why is it difficult to make healthy nutrition choices—even when we know what's “good” for us?
3. How do culture, environment, access, and marketing influence what and how we eat?
4. What does it mean to create a balanced, sustainable way of eating that supports lifelong wellness?

LEARNING PLAN

LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
<ol style="list-style-type: none"> Students will be able to understand the three macronutrients and describe them Students will be able to understand the three major types of micronutrients Students will be able to understand the function of the major macronutrients and micronutrients Students will be able to read and understand food label Students will be able indicate each food group and its recommended intake based on established dietary guidelines Students will be able identify examples of healthy foods and unhealthy foods Students will be able to practice reading and understanding food labels. Students will be able display their knowledge and understanding on the subject through a google form to assess how well they understood the content and objectives of the unit. 	Direct teacher presentation Small group discussion Class Discussion Video Clips Source Analysis Graphic Organizers Self Assessment Skits and Demonstrations Self Awareness Exercise Project Based Learning Brainstorming Warm-ups Guided notes Teacher Conferencing Group Check-in Comprehension questions Question of the Day Guided Worksheets	Exit Tickets Tests and Quizzes Nutrition vs Mental Health <i>(Communication: C1, C2, C3, C4)</i> Nutrition Unit Assessment <i>(Communication: C1, C2, C3, C4)</i> Reading Food Label Assessment <i>(Communication: C1, C2, C3, C4)</i>

Suggested Resources and Texts: [PE Central](#), [American Heart Association](#), [USDA: My Plate](#)

Unit 3: MENTAL HEALTH & S.O.S

Introduction: This unit helps students understand the foundations of mental health, including how stress, emotions, and life challenges affect overall well-being. Students will learn to recognize the warning signs of suicide, how to respond safely and compassionately, and where to seek trusted help for themselves or others. Through discussion, reflection, and real-world scenarios, students will build the skills to support their own mental wellness and contribute to a caring, connected school community. Signs of Suicide (SOS) curriculum serves as a cornerstone for this unit and is supported by the school counseling office.

Desired Outcome(s):

- Understand the symptoms, causes, and risk factors associated with anxiety, mood disorders, and suicide.
- Recognize signs of mental distress and suicide risk in themselves and others.
- Communicate about mental health openly, accurately, and compassionately to reduce stigma and support peers.
- Apply effective coping strategies, self-care practices, and help-seeking behaviors to support personal and community mental wellness.
- Engage and Advocate by building supportive networks, connecting with mental health resources, and promoting a culture of empathy and awareness.

CT State Standard(s): HR 1.6.12, MEH 1.1.12, MEH 1.2.12, MEH 1.3.12, MEH 1.4.12, MEH 1.5.12, MEH 1.6.12, MEH 1.7.12, MEH 1.8.12, MEH 1.9.12, MEH 1.10.12, MEH 1.14.12, INF 2.1.12, INF 2.2.12, INF 2.3.12, INF 2.4.12, INF 2.5.12, IC 4.4.12, IC 4.5.12, DM 5.1.12, DM 5.2.12, DM 5.3.12, DM 5.4.12, DM 5.5.12, GS 6.1.12, SM 7.1.12, SM 7.2.12, SM 7.3.12, AV 8.1.12, AV 8.2.12

Common Core Standard(s): CCSS.ELA-LITERACY.RST.9-10.1, CCSS.ELA-LITERACY.RST.9-10.2, CCSS.ELA-LITERACY.RST.9-10.4, CCSS.ELA-LITERACY.RST.9-10.5, CCSS.ELA-LITERACY.RST.9-10.7, CCSS.ELA-LITERACY.RST.9-10.8, CCSS.ELA-LITERACY.RST.9-10.9, CCSS.ELA-LITERACY.RST.9-10.10, CCSS.ELA-LITERACY.WHST.9-10.1, CCSS.ELA-LITERACY.WHST.9-10.7, CCSS.ELA-LITERACY.WHST.9-10.8, CCSS.ELA-LITERACY.WHST.9-10.9

Essential Question(s):

- How do anxiety, mood disorders, and other mental health challenges affect a person's thoughts, emotions, relationships, and overall well-being?
- Why is it important to recognize signs of mental distress in ourselves and others, and what responsibilities do we have when we notice those signs?
- How can open conversations, reduced stigma, and accurate information create safer and more supportive school and community environments?
- What actions can individuals take—such as coping strategies, help-seeking behaviors, and crisis response steps—to promote mental wellness and prevent suicide?
- How can students advocate for themselves and others to build a community that prioritizes empathy, connection, and mental health awareness?

LEARNING PLAN

LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
<ol style="list-style-type: none"> 1. Students will be able to define mental health and explain common causes and contributing factors to mental disorders. 2. Students will be able to identify different types of anxiety disorders and describe their symptoms and impacts. 3. Students will be able to explain how stigma affects help-seeking and practice using respectful, stigma-reducing language in conversations about mental health. 4. Students will be able to recognize signs of mental distress in themselves and others, including changes in behavior, mood, and functioning.\ 5. Students will be able to describe when and why someone should seek help, identify types of therapy and mental health professionals, and explain how treatment supports recovery. 6. Students will be able to apply the A.C.T. (Acknowledge, Care, Tell) strategy to respond safely and compassionately when someone shows signs of emotional crisis. 7. Students will be able to identify major suicide risk factors (mental health issues, stressors, personal history) and recognize early warning signs. 8. Students will be able to explain effective suicide prevention strategies, including help-seeking behaviors, crisis intervention steps, and local/national resources. 9. Students will be able to demonstrate ways to promote mental health awareness, challenge misconceptions, and engage in supportive actions within their school community. 	<p>Direct teacher presentation Small group discussion Class Discussion Video Clips Source Analysis Graphic Organizers Self Assessment Skits and Demonstrations Self Awareness Exercise Project-Based Learning Brainstorming Warm-ups Guided notes Teacher Conferencing Group Check-in Comprehension questions Question of the Day Guided Worksheets</p>	<p>Exit Tickets Tests and Quizzes Self-Reflection Exercises Comprehension Questions</p> <p>Risk Factors Pop-up Presentation (<i>Communication: C1, C2, C3, C4, C5</i>)</p> <p>5 Types of Depression Pop-up (<i>Communication: C1, C2, C3, C4, C5</i>)</p> <p>Mental Health Advocate Poster (<i>Communication: C1, C2, C3, C4, C5</i>)</p> <p><i>S.O.S Curriculum</i></p> <p>Self-Reflection Trusted Adult Exercise Self-Awareness Exit Ticket</p> <p>Community Advocate Video (<i>Communication: C1, C2, C3, C4</i>)</p>

Suggested Resources and Texts: [CDC Mental and Emotional Health Curriculum](#), [National Alliance on Mental Illness](#), [American Psychological Association](#), [Substance Abuse and Mental Health Services Administration](#); [Suicide Prevention Resource Center SOS Signs of Suicide](#)

Unit 5: Alcohol, Tobacco and Substance Abuse

Introduction: Effective drug education equips students with the knowledge and skills they need to navigate the many pressures and influences surrounding both legal and illegal substances. Through accurate information, open discussion, and real-world scenarios, this unit helps students develop a culture of safety, awareness, and informed decision-making. Students will learn to recognize risky situations, analyze the consequences of substance use, and practice strategies that support healthy choices and personal resilience in challenging moments.

Desired Outcome(s):

- Understand the types of substances—both legal and illegal—and their short- and long-term effects on health, behavior, and decision-making.
- Recognize risk and protective factors, media influences, and peer pressures that impact substance use.
- Apply healthy coping and communication strategies to manage stress, resist pressure, and discuss substance-related risks with others.
- Support peers with empathy and know how to access appropriate school and community resources for help.
- Advocate for safe, prevention-focused school and community environments through informed choices and participation in awareness initiatives.

CT State Standard(s): ANOD 1.1.12, ANOD 1.2.12, ANOD 1.3.12, ANOD 1.4.12, ANOD 1.5.12, ANOD 1.6.12, ANOD 1.7.12, ANOD 1.8.12, HR 1.7.12, HR 1.8.12, AI 3.1.12, AI 3.4.12, IC 4.2.12, DM 5.1.12, DM 5.2.12, DM 5.3.12, DM 5.4.12, DM 5.5.12, GS 6.1.12, SM 7.1.12, SM 7.2.12, SM 7.3.12, SM 7.4.12

Common Core Standard(s): CCSS.ELA-LITERACY.RST.9-10.1, CCSS.ELA-LITERACY.RST.9-10.2, CCSS.ELA-LITERACY.RST.9-10.4, CCSS.ELA-LITERACY.RST.9-10.5, CCSS.ELA-LITERACY.RST.9-10.7, CCSS.ELA-LITERACY.RST.9-10.8, CCSS.ELA-LITERACY.RST.9-10.9, CCSS.ELA-LITERACY.RST.9-10.10, CCSS.ELA-LITERACY.WHST.9-10.1, CCSS.ELA-LITERACY.WHST.9-10.7, CCSS.ELA-LITERACY.WHST.9-10.8, CCSS.ELA-LITERACY.WHST.9-10.9

Essential Questions:

- What knowledge and skills do I need to make safe, healthy, and informed decisions about substances?
- What factors—such as peers, media, stress, and environment—influence why people use or avoid alcohol, tobacco, and other drugs?
- How do different substances affect the brain, body, behavior, and long-term health?
- How and why do addiction and dependence develop, and what makes treatment and recovery possible?
- What strategies can I use to resist pressure, reduce risks, and support others in making healthy choices?
- How can I contribute to a community that promotes accurate information, prevention, and healthy, substance-free lifestyles?

LEARNING PLAN

LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
<ol style="list-style-type: none"> Identify the people, situations, and environmental factors that influence underage use of both licit and illicit substances. Explain the short- and long-term effects of alcohol on the body and brain. Describe the types of accidents and injuries commonly associated with alcohol use. Define alcoholism and explain how it develops as a disease. Explain the personal, social, and health-related benefits of remaining drug-free. Describe the health effects of nicotine and the harmful chemicals found in tobacco products. Explain the risks associated with secondhand smoke exposure. Differentiate between illnesses and diseases linked to tobacco use. Describe different categories of illicit drugs and their potential risks. Distinguish between drug use, drug misuse, and drug abuse. Explain common reasons individuals choose to remain substance-free. Compare the physical effects of drug abuse with the psychological effects. Compare the short-term and long-term consequences of drug abuse. Summarize how various illegal drugs affect the body and connect these impacts to the benefits of a substance-free lifestyle. 	<p>Direct teacher presentation Small group discussion Class Discussion Video Clips Source Analysis Graphic Organizers Self Assessment Skits and Demonstrations Self Awareness Exercise Project-Based Learning Brainstorming Warm-ups Guided notes Teacher Conferencing Group Check-in Comprehension questions Question of the Day Guided Worksheets</p>	<p>Exit Tickets Tests and Quizzes Self-Reflection Exercises Comprehension Questions</p> <p><i>Blood Alcohol Teaser</i> <i>Alcohol IQ</i> <i>Alcohol and Influence Worksheet</i> <i>Alcohol Alcoholism Worksheet</i></p> <p>Alcohol and the Effect on the Body (Communication: C1, C2, C3, C4. C5)</p> <p><i>Nicotine IQ</i> <i>Tobacco and Influence Worksheet</i></p> <p>Tobacco and the Effect on the Body (Communication: C1, C2, C3, C4. C5)</p> <p><i>Classification Activity</i> <i>Illicit Drugs and Influence Worksheet</i></p> <p><i>Marijuana Legalization Debate</i></p> <p>(Communication: C1, C2, C3, C4. C5)</p>

Suggested Resources and Texts: [National Alliance on Mental Illness \(NAMI\)](#), [Centers for Disease Control and Prevention \(CDC\)](#)

[Johns Hopkins Medicine](#), [Mayo Clinic](#), [National Institute on Drug Abuse \(NIDA\)](#), [American Psychological Association \(APA\)](#), [Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#)

Unit 6: Healthy Relationships/ Sexual Education

Introduction: This unit helps students build the knowledge, skills, and confidence needed to navigate healthy relationships of all kinds—including friendships, family connections, and romantic partnerships. Students will learn essential concepts related to sexual health, such as STI/HIV prevention, contraception, consent, communication, and responsible decision-making rooted in personal values. Through discussion, reflection, and real-world scenarios, students will practice setting boundaries, analyzing media messages, and supporting others with empathy and respect. By the end of the unit, students will understand how to access reliable resources, seek help when needed, and make informed choices that promote their well-being and the well-being of others. (* In accordance with CT State Law, families may opt out of sections of this unit)

Desired Outcome(s):

- Understand the different types of relationships and their dynamics, and make responsible, values-based decisions about relationships and sexual behavior.
- Explain essential sexual health information, including STIs/HIV, prevention methods, contraception, and the importance of regular screenings.
- Demonstrate effective communication skills related to consent, boundaries, and healthy interactions in all relationships.
- Show empathy and respect for others' experiences while applying strategies to support peers in relationship-related challenges.
- Critically analyze media and societal messages about sexuality and relationships, and identify reliable resources for sexual health information and support.

CT State Standard(s): HR 1.2.12, HR 1.3.12, HR 1.5.12, HR 1.6.12, HR 1.7.12, HR 1.8.12, SH 1.1.12, SH 1.2.12, SH 1.3.12, SH 1.4.12, SH 1.5.12, SH 1.6.12, SH 1.7.12, SH 1.8.12, SH 1.10.12, SH 1.11.12, SH 1.12.12, SH 1.13.12, SH 1.16.12, OWDP 1.6.12, SAAP 1.1.12, SAAP 1.2.12, SAAP 1.3.12, SAAP 1.4.12, SAAP 1.5.12, SAAP 1.6.12, SAAP 1.7.12, INF 2.1.12, INF 2.2.12, INF 2.3.12, AI 3.1.12, AI 3.4.12, IC 4.2.12, DM 5.1.12, DM 5.4.12, GS 6.1.12, SM 7.1.12, SM 7.2.12, SM 7.3.12, SM 7.4.12

Common Core Standard(s): CCSS.ELA-LITERACY.RST.9-10.1, CCSS.ELA-LITERACY.RST.9-10.2, CCSS.ELA-LITERACY.RST.9-10.4, CCSS.ELA-LITERACY.RST.9-10.5, CCSS.ELA-LITERACY.RST.9-10.7, CCSS.ELA-LITERACY.RST.9-10.8, CCSS.ELA-LITERACY.RST.9-10.9, CCSS.ELA-LITERACY.RST.9-10.10, CCSS.ELA-LITERACY.WHST.9-10.1, CCSS.ELA-LITERACY.WHST.9-10.7, CCSS.ELA-LITERACY.WHST.9-10.8, CCSS.ELA-LITERACY.WHST.9-10.9

Essential Question(s):

1. What knowledge and skills do I need to build healthy relationships and make safe, informed decisions about my sexual health?
2. How can I recognize the difference between healthy, unhealthy, and abusive relationship behaviors—including in romantic and sexual relationships?
3. What factors influence my choices, behaviors, and risks related to relationships, sexual activity, and overall health?
4. How can I communicate clearly about boundaries, consent, and expectations to promote respect, safety, and well-being for myself and others?
5. What do I need to know about STIs/HIV—including transmission, prevention, symptoms, treatment, and testing—to protect my health and the health of others?
6. How can I evaluate health information and media messages to distinguish facts from myths and promote healthy behaviors in my community?

LEARNING PLAN

LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
<ol style="list-style-type: none"> 1. Identify and explain the characteristics of healthy relationships—including communication, respect, boundaries, and mutual support. 2. Compare and contrast healthy vs. unhealthy relationships and healthy vs. unhealthy sexual relationships, recognizing warning signs of controlling, disrespectful, or abusive behavior. 3. Describe and apply healthy coping strategies for managing conflict, rejection, and break-ups in a safe and emotionally responsible way. 4. Identify and explain risky behaviors that increase the likelihood of contracting STIs and HIV/AIDS. 5. Describe and demonstrate behaviors that prevent the spread of STIs/HIV, including safer sex practices, regular health screenings, and open communication with partners. 6. Differentiate between curable and incurable STIs and explain their symptoms, treatment options, and long-term health impacts. 7. Explain how HIV is transmitted, how it progresses to AIDS, and the goals of HIV prevention, testing, and treatment. 8. Access and evaluate reliable sexual health resources and support services, and demonstrate the ability to make informed decisions that promote personal and community well-being. 	<p>Direct teacher presentation Small group discussion Class Discussion Video Clips Source Analysis Graphic Organizers Self Assessment Skits and Demonstrations Self Awareness Exercise Project-Based Learning Brainstorming Warm-ups Guided notes Teacher Conferencing Group Check-in Comprehension questions Question of the Day</p>	<p>Exit Tickets Tests and Quizzes Self-Reflection Exercises Comprehension Questions</p> <p><i>Healthy v.s Unhealthy Comparison (Communication:C1, C2, C3, C4)</i></p> <p>Group Presentation <i>(Communication:C1, C2, C3, C4)</i></p>

Suggested Resources and Texts: [National Alliance on Mental Illness \(NAMI\)](#), [Centers for Disease Control and Prevention \(CDC\)](#), [Johns Hopkins Medicine](#), [Mayo Clinic](#), [National Institute on Drug Abuse \(NIDA\)](#), [American Psychological Association \(APA\)](#), [Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#)

Unit 7: Human Growth and Development (Incomplete)

Introduction: Human Growth and Development education helps students understand the biological, emotional, and social dimensions of sexuality as they learn to make informed, responsible decisions about their health and relationships. This unit explores the anatomy and function of reproductive organs, the stages of human development, and the physical, emotional, and social changes that occur throughout adolescence and adulthood. Students will engage in discussions about consent, respect, communication, and safe practices while building the skills needed to evaluate information critically and access reliable reproductive health resources. By developing knowledge, empathy, and self-advocacy, students are empowered to navigate their reproductive health and overall well-being with confidence. *(Note: Per CT State Law, families may opt out of sections of this unit).*

Desired Outcome(s):

- Describe the physical, emotional, social, and sexual changes that occur during adolescence and other life stages.
- Explain the structure and function of the male and female reproductive systems, including anatomy, puberty, and the reproductive cycle.
- Recognize the stages of human development from pre-puberty through adulthood and the factors that influence healthy growth.
- Identify common reproductive health issues, explain methods of prevention, and understand the importance of regular checkups and screenings.
- Demonstrate the ability to communicate effectively about reproductive health with partners, family, and healthcare providers.
- Critically evaluate information and media messages related to reproduction and sexual health in order to make informed decisions.
- Reflect on how cultural beliefs, values, and ethics shape perspectives on reproduction, health, and access to care.
- Advocate for personal reproductive health by accessing accurate resources, support services, and credible health information.
- Explain how lifestyle choices—such as nutrition, exercise, mental health, and stress management—impact reproductive health.
- Recognize that reproductive health knowledge is evolving and commit to staying informed about advancements in reproductive medicine and wellness.

CT State Standard(s): HR 1.2.12, HR 1.3.12, HR 1.5.12, HR 1.6.12, HR 1.7.12, HR 1.8.12, SH 1.1.12, SH 1.2.12, SH 1.3.12, SH 1.4.12, SH 1.5.12, SH 1.6.12, SH 1.7.12, SH 1.8.12, SH 1.10.12, SH 1.11.12, SH 1.12.12, SH 1.13.12, SH 1.16.12, OWDP 1.6.12, SAAP 1.1.12, SAAP 1.2.12, SAAP 1.3.12, SAAP 1.4.12, SAAP 1.5.12, SAAP 1.6.12, SAAP 1.7.12, INF 2.1.12, INF 2.2.12, INF 2.3.12, AI 3.1.12, AI 3.4.12, IC 4.2.12, DM 5.1.12, DM 5.4.12, GS 6.1.12, SM 7.1.12, SM 7.2.12, SM 7.3.12, SM 7.4.12

Common Core Standard(s): CCSS.ELA-LITERACY.RST.9-10.1, CCSS.ELA-LITERACY.RST.9-10.2, CCSS.ELA-LITERACY.RST.9-10.4, CCSS.ELA-LITERACY.RST.9-10.5, CCSS.ELA-LITERACY.RST.9-10.7, CCSS.ELA-LITERACY.RST.9-10.8, CCSS.ELA-LITERACY.RST.9-10.9, CCSS.ELA-LITERACY.RST.9-10.10, CCSS.ELA-LITERACY.WHST.9-10.1, CCSS.ELA-LITERACY.WHST.9-10.7, CCSS.ELA-LITERACY.WHST.9-10.8, CCSS.ELA-LITERACY.WHST.9-10.9

Essential Question(s):

1. How do our bodies, emotions, and relationships change as we grow, and how can understanding these changes help us make healthy decisions?
2. What do I need to know about my reproductive system—and the systems of others—to protect my health and respect the health of those around me?
3. How can I evaluate reproductive health information, media messages, and cultural influences to make informed and responsible choices?
4. What skills do I need to communicate clearly about consent, boundaries, and reproductive health with partners and healthcare professionals?
5. How do lifestyle choices, mental health, and access to healthcare shape reproductive well-being across the lifespan?
6. What responsibilities do individuals and communities have in promoting reproductive health, rights, and safe, respectful relationships?

LEARNING PLAN

LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
<ol style="list-style-type: none"> Students will be able to describe the physical, emotional, social, and sexual changes that occur during adolescence and other life stages. Students will be able to explain the anatomy and functions of the male and female reproductive systems. Students will be able to recognize the stages of human development from pre-puberty through adulthood. Students will be able to identify common reproductive health issues and explain prevention, early detection, and when to seek medical care. Students will be able to evaluate how lifestyle choices—such as nutrition, exercise, and mental health—impact reproductive well-being. Students will be able to differentiate between healthy, unhealthy, and abusive relationships, including concepts of consent and boundaries. Students will be able to describe the biological processes of conception, pregnancy, and reproduction. Students will be able to explain STI/HIV transmission, symptoms, prevention methods, and treatment options. Students will be able to identify reliable reproductive health resources and communicate health needs with a trusted adult or healthcare provider. Students will be able to analyze how media, culture, and social norms influence beliefs about sexuality and reproductive health. Students will be able to make informed decisions about personal sexual behavior using accurate information and personal values. Students will be able to advocate for their reproductive health, rights, and continued learning. 	<p>Direct teacher presentation Small group discussion Class Discussion Video Clips Source Analysis Graphic Organizers Self Assessment Skits and Demonstrations Self Awareness Exercise Project Based Learning Brainstorming Warm-ups Guided notes Teacher Conferencing Group Check-in Comprehension questions Question of the Day Guided Worksheets</p>	<p>Exit Tickets Tests and Quizzes Self-Reflection Exercises Comprehension Questions</p> <p>Scenario Case Study <i>(Communication: C1, C2, C3, C4)</i></p> <p>Sexual Health Information Evaluation Project <i>(Communication: C1, C2, C3, C4)</i></p>

Suggested Resources and Texts: [National Alliance on Mental Illness \(NAMI\)](#), [Centers for Disease Control and Prevention \(CDC\)](#)
[Johns Hopkins Medicine](#), [Mayo Clinic](#), [National Institute on Drug Abuse \(NIDA\)](#), [American Psychological Association \(APA\)](#), [Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#)

