

Physical Education/Health

Stonington Public Schools



Advanced Health and Wellness

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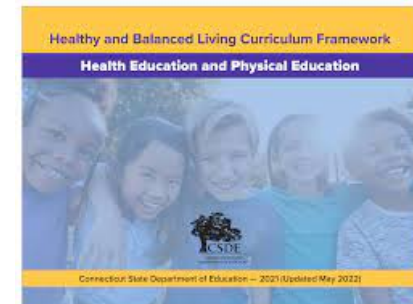
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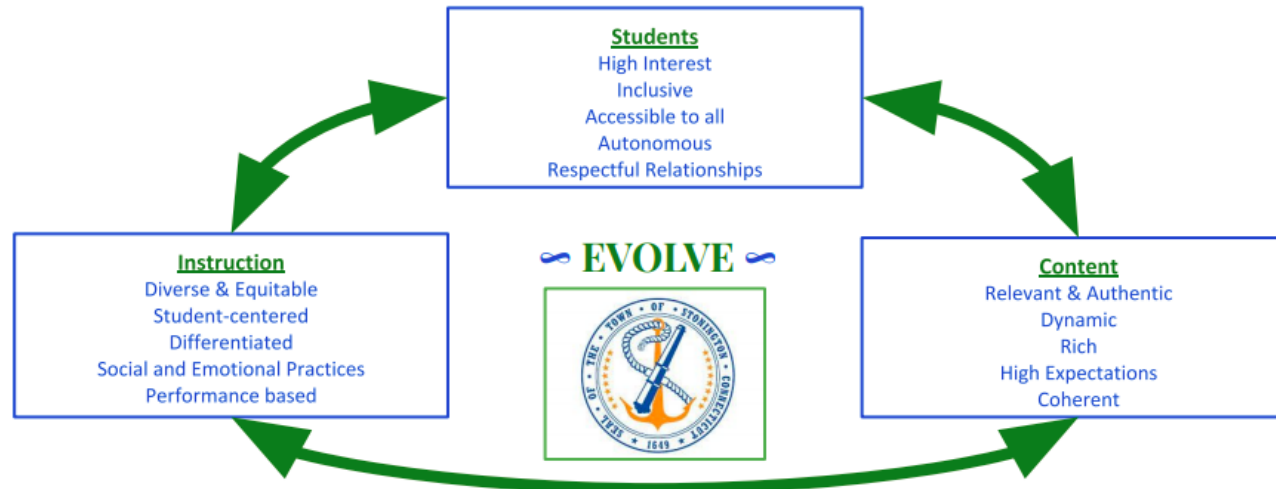
Health Education and Physical Education: Educating the Whole Child

The mission of the Connecticut State Board of Education is to ensure equal opportunity, equity, and excellence in education for all Connecticut students in preparation for college, career, and life. Health Education is an essential academic subject that supports this mission through the physical, intellectual, and social-emotional development of students. Quality health education programs prepare students by providing them with:

- information and learning experiences to support and enhance their abilities to access, understand, appraise, apply, and advocate for health information and services to maintain or improve their own health and the health of others;
- skills and knowledge that encourage lifetime healthy behaviors and goal setting; and
- practices that foster effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.



District Curriculum Philosophy



Curriculum Philosophy from a Student Perspective

Students in Stonington Public Schools will experience and engage with an inclusive curriculum. The curriculum will encompass a variety of experiences and will be accessible to all students while providing a strong foundation for students to have a voice and make a positive impact in the modern world. The curriculum will be a living entity, ever evolving to meet the students' needs in a changing society.

Curriculum Philosophy from an Instructional Perspective

Instruction in Stonington Public Schools will be responsive and students will feel represented through culturally, socially, and emotionally conscious practices. It will be meaningful to students by incorporating multifaceted pedagogical approaches including inquiry, collaboration, and reflection. Instruction will provide all students opportunities to respond, equitable assessments, and positive feedback. Teachers will engage in dynamic and reflective practices to advance their craft.

Curriculum Philosophy from a Content Perspective

Content in Stonington Public Schools will be constantly adapting to reflect current and relevant information along with the state and national standards for each discipline. Through a rich, authentic, and coherent curriculum, students will learn that the past informs the future. The curriculum will be complex and will provide optimum challenges for all students with the goal of preparing knowledgeable, problem solving, productive citizens who are career and college ready and prepared for the diverse global community.

We Believe In You



1. **Convince:** Use critical thinking skills and a variety of relevant evidence to solve a problem, support a position, or present an idea.
2. **Communicate:** Use content area language clearly to convey ideas as an individual. Communicate with others in a way that facilitates a collaborative process.
3. **Consider:** Use all learning to develop innovative and/or creative options to solve challenging situations and/or problems.
4. **Connect:** Use technology to find, evaluate, create and/or share information, ethically and legally. Connect all learning to become a participative member in the social and civic community.

Advanced Health and Wellness

Critical Areas of Focus (Course Description)

Advanced Health and Wellness provides students the opportunity for in-depth study of the promotion of personal health and wellness, health related careers, physical activity, healthy eating for an active lifestyle, safety and injury prevention, mental and social/emotional health, and sexual assault and abuse. Health risk appraisals, individual wellness plans, harmful behavior cessation programs and health myths are explored within the context of the course.

Required Course: Grade Level 11-12

A [letter](#) stating the content objectives of Advance Health will be sent home to all students in the syllabus on the first day of class. Parents may opt their child out of specific portions of the course. [Advance Health Exemption Letter](#)

Pacing Guide (Semester Course)

First Quarter		Second Quarter	
Nutrition and Physical Fitness	Mental and Emotional Health	Sexual Assault and Abuse Prevention	First Aid and Wellness
*Health Life Skills Introduction 4C Assignment: Connect			
~16 classes @ 75 minutes	~13 classes @ 75 minutes	~5 classes @ 75 minutes	~8 classes @ 75 minutes

Content Standards

Healthy & Balanced Living Curriculum Framework

National Health Education Standards

Core Content Standard 1 addresses the nine essential content areas that are the focus in school health education. The content in standard 1 is divided among Health Issues (Grades 9-10) and Advanced Health (Grades 11-12).

- **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
 - Alcohol, Nicotine and Other Drugs (Health Issues)
 - Healthy Relationships (Advanced Health)
 - Violence Prevention (Advanced Health)
 - Healthy Eating and Physical Activity (Advanced Health)
 - Sexual Health (Health Issues)
 - Optimal Wellness and Disease Prevention (Health Issues)
 - Sexual Assault and Abuse prevention (Advanced Health)
 - Mental and Emotional Health (Advanced Health)
 - Safety and Injury Prevention (Advanced Health)

Skills-based Standards 2-8 contain the essential health related skills for contributing to healthy and balanced living. Standards 2-8 are included in every unit.

- **Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- **Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.
- **Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
- **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.
- **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

Unit 1

<u>Name of Unit:</u> Nutrition and Physical Fitness	<u>Length of unit: (number of classes/minutes per meeting)</u> ~12 classes @ 76 minutes
Content Standards Addressed in the Unit:	
<u>Healthy & Balanced Living Curriculum Framework</u> <u>Core Concepts Standard 1: Healthy Eating and Physical Activity (HEPA)</u> 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 1.3.12 Describe the relationship between diet, physical activity and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. HEPA 1.4.12 Describe the effects of hydration and dehydration on physical performance and health. 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) 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 1.14.12 Identify healthy and risky approaches to eating and exercise HEPA 1.15.12 Identify the physical and psychological effects of food allergies.	

[Standards 2-8](#)

Public Act 18-185: An Act Concerning the Recommendations of the Task Force on Life-Threatening Food Allergies in Schools The Department of Education shall update the Healthy and Balanced Living Curriculum Framework, issued by the department in 2006, to include life-threatening food allergies.

<u>Big Ideas:</u> • Nutrition is our fuel for a healthy body. • Exercise is necessary for physical health.	<u>Essential Question(s):</u> • Are you fueling your body correctly? • What do I need to know to stay healthy? • How do I make good decisions to keep myself healthy?
<u>Students will know:</u> • Various health careers and/or the impact of careers on health • The six components of nutrition • Percentage of each component that should be consumed daily. ○ Carbohydrates: 45-65% ○ Protein: 10-35% of total calories ○ Fats: 20-35% of total calories ○ Types of Calories (empty v. beneficial) • Regions of the body • Five components of fitness ○ cardiovascular fitness, muscular strength, muscular endurance, flexibility, and body composition. • Types of exercise	<u>Students will be able to:</u> • Discover and present a health related career (throughout semester) • Analyze diets according to nutrient percentages • Compare and contrast healthy versus unhealthy diets • Design a healthy diet plan • Identify the seven regions of the body • Create a daily exercise plan incorporating all body regions and all types of exercise.

- aerobic/cardiovascular, strength, balance, and flexibility
- Exercise can occur anywhere
 - Isometric exercises with bands

Significant tasks:**Significant task 1:** Health Introduction and Life Skills

As an introduction, students can discuss the seven dimensions of health; mental, physical, social, financial, spiritual, environmental, and vocation, and the fact that if one dimension of health is out of balance, the other dimensions are affected. Risk factors can be mentioned as they relate to all the units and can be defined as controllable and uncontrollable. Students' interests and/or concerns can be used as examples.

Students can generate a list of health-related life skills that have an impact on them now and in the future. They can then select a life skill that interests and is relevant to them. Using a variety of resources such as online searches and interviews with professionals in the field, students can research their selected life skill.

Examples could include: Flexibility/yoga, Cardiovascular endurance, Specific diet/ie. Mediterranean, Calisthenic Workout, Mindfulness lesson.

Students reports should include:

- Name of the life skill
- Why you chose to explore this particular skill
- Description of the skill
- Focus and/or impact of health (include data)

At the end of the semester, students will share their presentations with the class. Students should display their skill (ie. demonstration, exhibit)

4C Assignment: Connect

Timeline: ~6 classes @ 75 minutes for introduction and then continues throughout the semester until the Culminating Experience

Significant task 2: Nutrition and Wellness

Acting as dietitians, students may analyze diets according to the healthy diet percentages (depending on student preference, students may also analyze another's diet). From their analysis, students can select the healthiest day and the least healthy day, using evidence to explain why each diet fits the healthy/unhealthy title. They should also offer suggestions for improvements. Students can present their findings to the class in a round robin format or similar presentation method. A discussion should occur on the severity of life-threatening food allergies. Students can also research various eating/digestive disorders/diseases that affect health. Students could choose a specific disorder and then share the information with the class.

Timeline: 3 classes @ 76 minutes

Significant task 3: Regions of the Body

Through either direct instruction or individual research, students can discover the seven regions of the body. They can label the regions on a diagram model or show comprehension in another manner. They should understand how the specific parts of each region work together (strength vs endurance) and should be strengthened together (ie: triceps/biceps). After an introduction to exercises, students can design a monthly exercise plan that incorporates all body regions and four types of exercise. Students should also model isometric exercises with minimal equipment, such as bands, to comprehend that exercise can occur anywhere.

Timeline: 3 classes @ 76 minutes

Common Learning Experiences:

- Interactive technology (myplate)
- Compare and contrast
- Analytical skills
- Presentation skills

- Reflection and feedback
- Using diagrams and models
- Direct instruction and individual research
- Health career shadowing experience

Key vocabulary:

Carbohydrates, protein, fats, calories, empty calories, isometric, aerobic, strength, flexibility, balance, cranial, cervical, dorsal, thorax, abdomen, pelvis, upper and lower extremities, cardiovascular fitness, muscular strength, muscular endurance, flexibility, body composition, aerobic, risk,

Evidence of Understanding - Common Assessments

- Daily participation
- Diet Analysis
- Exercise Plan
- Health Life Skills Project
 - Documentation
 - Reflection
 - Narrative Summary

Teacher notes:

- Resources:
 - Lynch, A., Elmore, B., & Morgan, T. (2015). Choosing Health 2nd edition. Boston, MA: Pearson.
 - My Plate App: <https://apps.apple.com/us/app/myplate-calorie-counter/id502317623>
- Anticipated Student Misconceptions:
 - Diets mean you have to eat less.
 - Exercise is time consuming and has to be done in a gym setting.
 - Exercise is only for athletes.

- Differentiation Strategies:
 - Different diets for different people, schedules, etc (Student athlete, schedule, etc.)
 - [Tier 1 Universal Strategies](#)
 - [Tier 2 Targeted Strategies](#)
 - [Tier 3 Intensive Strategies](#)
 - [Hess Cognitive Rigor Matrix \(Health & Physical Education\)](#)
- Safety Considerations:
 - Technology contract safety protocol
- Prior Knowledge:
 - 6th Grade Health- Nutrition & Wellness
- Interdisciplinary Connections:
 - Math: Tracking nutrients
 - Science: Nutrients
 - CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
 - CCSS.ELA-LITERACY.RST.11-12.4 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 *grades 11-12 texts and topics*.
 - CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit 2

<u>Name of Unit:</u> Mental and Emotional Health	<u>Length of unit: (number of classes/minutes per meeting)</u> ~12 classes @ 75 minutes
Content Standards Addressed in the Unit:	
<u>Healthy & Balanced Living Curriculum Framework</u> <u>Core Concepts Standard 1: Mental and Emotional Health (MEH)</u> 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) MEH 1.12.12 Differentiate between positive and negative body image. MEH 1.13.12 Summarize impulsive behaviors that can lead to violence and strategies for controlling them. MEH 1.14.12 Identify trusted adults and resources for assistance. <u>Standards 2-8</u>	

Mandates:

CT Gen Stat § 10-16b (2012): (a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; **health and safety**, including, but not limited to, human growth and development, nutrition, first aid, disease prevention, community and consumer health, **physical, mental and emotional health, including youth suicide prevention**, substance abuse prevention, safety, which may include the dangers of gang membership, and accident prevention.

<u>Big Ideas:</u> • All people have stressors/issues and knowing coping mechanisms can support their social and emotional health. • People's attitudes about mental illness can be positively influenced by exposure to accurate information.	<u>Essential Question(s):</u> • What constitutes mental health and wellness? • What is stress and how can it be managed?
<u>Students will know:</u> • Stress outlets • The different types of stress ○ Chronic ○ Acute ○ Eustress (positive stress) ○ Neutress (negative stress) ○ Distress • Growth mindset model • The effect stress has on the body systems ○ Physical signs ○ Psychological signs • Suicide hotline, signs, prevention • Stigmas associated with Mental Illness • Mental Health now vs. then • Emotions such as: Fear, Anxiety, Sadness, Guilt	<u>Students will be able to:</u> • Compare and contrast different types of stress • Explain the effect stress has on systems of the body • Explain the influence stressors have on an individual's perception of an event • Explain the varied stages of the stress response • Demonstrate an understanding of ways to manage stress • Explain the relationship between stress and addiction • Identify personal stressors • Evaluate and apply stress management strategies • Describe emotions such as fear, anxiety, sadness and guilt • Implement strategies to cope with difficult emotions • Explain causes of mental and emotional problems • Understand and discuss anxiety and mood disorders • Compare and contrast symptoms and treatments of common mental or emotional disorders

● Causes for mental and emotional problems ○ Physical factors ○ Heredity ○ Early experiences ○ Recent experiences ● Types of anxiety ○ Generalized anxiety ○ Phobias ○ Panic attacks ○ OCD ○ PTSD ● Symptoms of anxiety and mood disorders ● Mood disorders ○ Depression ○ Bi-polar disorder ○ Schizophrenia ○ Impulse control disorder ○ Eating disorders ● Major risk factors of suicide ● Reasons for seeking help through therapy ● Reasons for not seeking help through therapy ● Types of therapy (Psychotherapy, Behavior therapy) ● Strategies for helping others	● Identify major risk factors for suicide ● Construct strategies to help others with mental and emotional issues ● Gather information on anxiety and mood disorder ● Identify the signs (Red Flags) of someone under distress ● Given a subject, identify potential mental illness given a certain subject and list viable treatment options based on symptoms observed. ● Analyze the emotional and social impact of mental illnesses on society and how advances in medical technology for their diagnosis and treatment can improve one's quality of life. ● Research and develop a stress management plan that would help improve and maintain overall personal wellness. ● Demonstrate and apply healthy decision-making skills
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Significant tasks:

Significant task 1: Analyzing Mental Health Issues

To begin, students can identify well known personalities who acknowledge personal mental health issues to lead the conversation that mental health affects all. The [mental health continuum model](#) (healthy, reacting, injured, ill) can be shared so students can see that mental health fluctuates and the signs of different stages. Students can research different types, treatments, and causes of mental health. After watching a movie such as Inside Out, students can analyze the mental health issues that affect the film's characters, identifying the key roles, emotions, and body language. Students can pick a character and analyze and assess as a counselor. They can complete a graphic organizer or similar format to present the problem (symptoms/behavior), determine the

principal diagnosis with evidence, formulate the probable cause, and recommend a treatment plan. After writing their evaluation independently, students can share their graphic organizer with the class to elicit discussions about different perspectives on mental health diagnoses.

Since not all mental health issues may be elicited from the movie's discussion, instructors should go through a resource/powerpoint that focuses on major issues, including suicide. Watching a few videos from [Safe Schools about Teen Suicide](#) is recommended. Inviting guest speakers and/or school social workers into class to discuss issues, plans and resources is also recommended.

Timeline: 5 classes @ 76 minutes

Significant task 2: Stressors

Students can identify their personal stressors. They can research their stressors and develop a personal stress management plan created to improve and maintain overall personal wellness. The link below may be used by the teacher and serve as an example of how to develop a stress management plan. http://www.fosteringresilience.com/stress_management_plan.php. Next, working in small groups or individually, students can receive a given scenario (Kids Health- Self Esteem) involving a stressful event (narrative). Students can collaborate and identify potential problems, consequences and solutions for their scenario and present their findings to the class. They should explain why they believe their plan will help improve and maintain the person's overall personal wellness

Timeline: 3 classes @ 76 minutes

Common Learning Experiences:

- Active discourse
- Investigative Research
- Simulation Activities
- Study Guide development
- Role play/Scenarios

Key vocabulary:

Stigma, Stress, Anxiety, Depression, suicide

[TeenMentalHealth.org vocabulary list](#)

Evidence of Understanding - Common Assessments

- Daily Participation
- Movie Analysis: Mental Health Issues
- Character Mental Health Evaluation
- Personal Stressor management plan
- Analysis of stress scenarios

Teacher notes:

- Resources:
 - <http://teenmentalhealth.org/schoolmhl/wp-content/uploads/2019/01/final-washington-guide-full-online-version.pdf>
 - Mental Health Curriculum Guide-
<http://mhlcurriculum.org/wp-content/uploads/2020/11/fixed-guide-dec-2017-online-cover-and-interior-1.pdf>
- Anticipated Student Misconceptions:
- Differentiation Strategies:
 - [Tier 1 Universal Strategies](#)
 - [Tier 2 Targeted Strategies](#)
 - [Tier 3 Intensive Strategies](#)
 - [Hess Cognitive Rigor Matrix \(Health & Physical Education\)](#)
- Safety Considerations: N/A
- Prior Knowledge:
 - Health Issues 9/10
 - Middle School Health Classes
 - Advisory and Voice concepts
- Interdisciplinary Connections:
 - CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

- CCSS.ELA-LITERACY.RST.11-12.4 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 *grades 11-12 texts and topics*.
- CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit 3

<u>Name of Unit:</u>	<u>Length of unit: (number of classes/minutes per meeting)</u>
Sexual Assault & Abuse Prevention & Awareness	~5 classes @ 75 minutes each
Content Standards Addressed in the Unit:	
<u>Healthy & Balanced Living Curriculum Framework</u> <u>Core Concepts: Sexual Assault and Abuse Prevention (SAAP)</u> 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, groomed, 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 (e.g. sexual mistreatment, grooming, harassment, abuse, assault, exploitation or trafficking) SAAP 1.4.12 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent. SAAP 1.5.12 Explain why rape and sexual assault should be reported to a trusted adult. 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). SAAP 1.7.12 Explain why it is an individual's responsibility to verify that all sexual contact is consensual. SAAP 1.8.12 Determine laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking which are designed to protect young people. <u>Core Concepts: Violence Prevention (VP)</u> VP 1.1.12 Describe how prosocial behaviors can help prevent violence. VP 1.2.12 Identify the negative consequences of violence to perpetrators, victims, and bystanders. VP 1.3.12 Explain how bystanders can help prevent violence by reporting dangerous situations or actions.	

VP 1.4.12 Summarize why the presence of weapons increases the likelihood of violent injury.

VP 1.5.12 Describe how gang involvement can contribute to violence.

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.

VP 1.7.12 Describe federal, state, and local laws intended to prevent violence.

Standards 2-8

C.G.S. Section 17a-101q: State-wide sexual abuse and assault awareness and prevention program - (a) Not later than July 1, 2016, the Department of Children and Families, in collaboration with the Department of Education and Connecticut Alliance to End Sexual Violence, or a similar entity, shall identify or develop a state-wide sexual abuse and assault awareness and prevention program for use by local and regional boards of education. Such program shall be implemented in each local and regional school district and shall include:

- (1) For teachers, instructional modules that may include, but not be limited to, (A) training regarding the prevention and identification of, and response to, child sexual abuse and assault, and (B) resources to further student, teacher and parental awareness regarding child sexual abuse and assault and the prevention of such abuse and assault;
 - (2) For students, age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to, (A) the skills to recognize (i) child sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and contact, and (iii) ways offenders groom or desensitize victims, and (B) strategies to (i) promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders; and
 - (3) A uniform child sexual abuse and assault response policy and reporting procedure that may include, but not be limited to, (A) actions that child victims of sexual abuse and assault may take to obtain assistance, (B) intervention and counseling options for child victims of sexual abuse and assault, (C) access to educational resources to enable child victims of sexual abuse and assault to succeed in school, and (D) uniform procedures for reporting instances of child sexual abuse and assault to school staff members.
- (b) Not later than October 1, 2016, each local and regional board of education shall implement the sexual abuse and assault awareness and prevention program identified or developed pursuant to subsection (a) of this section. (c) No student in grades kindergarten to twelve, inclusive, shall be required by any local or regional board of education to participate in the sexual abuse and assault awareness and prevention program offered within the public schools. A written notification to the local or regional board of education by the student's parent or legal guardian shall be sufficient to exempt the student from such program in its entirety or from any portion thereof so specified by the parent or legal guardian. (d) If a student is exempted from the sexual abuse and assault awareness and prevention program pursuant to subsection (c) of this section, the local or regional board of education shall provide,

during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work.

Public Act 19-91 (effective January 1, 2020) include sexual harassment and assault, adolescent relationship abuse and intimate partner violence, human trafficking and commercial sexual exploitation.

<u>Big Ideas:</u> • Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service. • Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.	<u>Essential Question(s):</u> • What do I need to know about sexual abuse and assault prevention and awareness to stay healthy and safe?
<u>Students will know:</u> • Physical environments that contribute to sexual violence • Social environments that contribute to sexual violence • Emotional environments that contribute to sexual violence • Sexual violence in dating/romantic relationships • Victim are never to blame • Assigning fault/blame • Laws and policies ○ Specific laws ■ Sexual mistreatment ■ Grooming ■ Harassment ■ Abuse	<u>Students will be able to:</u> • Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent. • Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent) • Analyze how physical, social, cultural and emotional environments may contribute to healthy or unhealthy relationships (e.g. sexual mistreatment, grooming, harassment, abuse, assault, or exploitation). • Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health & violence

■ Assault ■ Exploitation ■ Trafficking ● Active consent ● Strategies for avoiding sexual health situations that involve risk ● What factors lead to human trafficking ● Strategies for dealing with sexual health situations that involve risk ● Decision-making process to reduce risks of injury or violence ● Ways to start a conversation when you are uncomfortable or faced with a difficult decision around sexual health	prevention (e.g. counseling, testing, school based health centers, pediatrician, reproductive health community centers). ● Analyze laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking which are designed to protect young people.. ● Describe strategies to use technology and social media safely and respectfully. ● Engage in authentic experiences of caring, compassion and advocating for others. ● Apply a decision-making process that results in students being able to identify unhealthy attitudes and behaviors that result in the support of and perpetration of sexual violence such as date rape and acquaintance assault
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Significant tasks:

Significant task 1:

Because of the legality and importance of this topic, inviting a resource such as the Stonington Police Youth Officer or a lawyer into class to discuss laws and consequences of harassment and violence is strongly suggested. Using an interactive presentation format, students can learn about sexual harassment and aspects such as consent, drug facilitated sexual assault, grooming, lack of consent, trafficking as well as ways to intervene. It is also imperative that they learn and know how 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). Various videos from reliable sources exist to emphasize the importance of these issues such as [Facts about Sex Trafficking](#), [What is Human Trafficking? Video](#), [Sex Trafficking: What is it?](#), [Know the Signs of Human Trafficking](#), [Many Faces of Human Trafficking](#). Students may also complete several interactive training videos on the SafeSchool portal such as [What is Sexual Harassment?](#), [What Does Sexual Harassment Look Like?](#), [Sexual Harassment in the work place](#), [Stopping Sexual Harassment](#), and [The Role of Power and Consent in Sexual Harassment](#). An

assessment such as a true or false with various scenarios can be given to monitor comprehension.

Timeline: ~3 classes @ 75 minutes

Significant Task 2:

In small groups, students can receive different scenarios that could lead to sexual harassment and/or violence. Students can then define what is happening in the situation, the potential consequences, and the strategies that could be used to intervene/stop the harassment/violence. Students should also consider how the scenario may have been impacted positively or negatively by technology and/or social media. They should also discuss what resources they could use in each scenario. Students can write a brief review of each scenario. Reviews could be shared with the class.

Timeline: ~2 classes @ 75 minutes

Common Learning Experiences:

- Direct Instruction
- Active discourse
- Investigative Research
- Guest Speakers
- Study Guide development
- Scenarios

Key vocabulary:

Abuse, assault, bystanders, coercion, consent, consensual, exploitation, grooming, perpetrators, pro-social behaviors, rape, trafficking, sexual aggression, flirting

Evidence of Understanding - Common Assessments

- Daily Participation
- Quiz (or similar format) to show comprehension of Sexual Harassment and Abuse laws
- Scenario response

Teacher notes:

- Resources:
 - Kerry Browning, Stonington Police Department Youth Officer 860-599-4411
 - [The Center for Sexual Assault Crisis Counseling and Education](#)
 - [Statewide K-12 Sexual Assault and Abuse Prevention & Awareness Program Guidelines](#)
 - CTs approved lessons on Trafficking- [I am not a number](#).
- Anticipated Student Misconceptions:
 - Students believe that online dating sites do not present safety concerns.
 - Students feel they already have all the resources needed to stay safe online.
 - Students believe that human trafficking does not occur in this country, let alone this state.
 - Students think they could never be a victim of sexual violence.
 - Some students may be lacking some basic social skills needed to fully grasp this lesson
 - Some students may benefit from an additional conversation about the material after it has been presented.
- Differentiation Strategies:
 - [Tier 1 Universal Strategies](#)
 - [Tier 2 Targeted Strategies](#)
 - [Tier 3 Intensive Strategies](#)
 - [Hess Cognitive Rigor Matrix \(Health & Physical Education\)](#)
- Safety Considerations: N/A
- Prior Knowledge:
 - Health Issues 9/10
 - Middle School Health Classes
- Interdisciplinary Connections:
 - CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
 - CCSS.ELA-LITERACY.RST.11-12.4 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 *grades 11-12 texts and topics*.
 - CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit 4

<u>Name of Unit:</u>	<u>Length of unit: (number of classes/minutes per meeting)</u>
First Aid and Wellness	~8 classes @ 75 minutes
Content Standards Addressed in the Unit:	
<u>Healthy & Balanced Living Curriculum Framework</u> <u>Core Concepts: Safety and Injury Prevention (SIP)</u> SIP 1.1.12 Demonstrate how to provide basic First Aid and CPR in a variety of emergency situations. SIP 1.2.12 Digital Wellness and its impact on overall health. SIP 1.3.12 Safe Driving (Texting, seat belt) SIP 1.4.12 Unintentional Injury SIP 1.5.12 Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle. SIP 1.6.12 Summarize the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. SIP 1.7.12 Prioritize actions to take to prevent injuries during severe weather. SIP 1.8.12 Summarize ways to reduce the risk of injuries from firearms. SIP 1.9.12 Summarize ways to reduce safety hazards in the home, school or in the community. . SIP 1.10.12 Describe actions to take in case of mass trauma. SIP 1.11.12 Explain accepted procedures for basic emergency care and lifesaving. SIP 1.12.12 Summarize personal strategies for reducing hearing damage due to exposure to loud sounds. <u>Standards 2-8</u> Sec. 10-16qq. Cardiopulmonary resuscitation instruction. (a) For the school year commencing July 1, 2016, and each school year thereafter, each local and regional board of education shall include cardiopulmonary resuscitation instruction as part of the health and safety curriculum for the school district. Such instruction shall be based on guidelines for emergency cardiovascular care issued by the American Heart Association, and include, but need not be limited to, hands-on training in cardiopulmonary resuscitation.	

<u>Big Ideas:</u> ● Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. ● Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.	<u>Essential Question(s):</u> ● How does one perform life saving first aid? ● What can I do or need to know in order to keep myself and others safe and healthy?
<u>Students will know:</u> ● The difference between controllable and uncontrollable risks ● The 3 Cs (check, call, care) ● The ABCs (airway, breathing, circulation) ● How to do hands-only chest compressions ● How to use an AED ● How to bandage for stability ● How to access emergency help ● Applying first-aid procedures can minimize injury and save lives. ● new technologies that improve emergency response and demonstrate first aid procedures (basic life support skills, AED, head trauma, heat/cold injuries, etc) ● Potential solutions to health issues are dependent on health literacy and available resources. ● the importance of complying with motor vehicle laws and avoiding driving distractors, including drug and alcohol use, and develop preventative strategies to decrease both intentional and unintentional injuries.	<u>Students will be able to:</u> ● Demonstrate basic first aid techniques (compressions, AED, bandaging, neck-restraint) ● Analyze a situation and determine how to mitigate the risks

Significant tasks:

Significant task 1: Basic First Aid

Students can learn the importance of the 3 Cs (check, call, care) and the ABCs (airway, breathing, circulation) as the starting point for any first aid situation. Through direct instruction and/or an information training session such as [SafeSchools First Aid](#) or [American Heart Association Guidelines for CPR & ECC](#), students can learn the basics first aid for most situations, including bandaging.

Mannequins can be used to demonstrate chest compressions. Students can also identify and list technologies that have improved the way that first responders respond to emergencies. Each student can demonstrate the learned first-aid procedures to show competency in both cognitive procedures as well as the hands on learning components of [cardiopulmonary resuscitation](#) (CPR), [automated external defibrillator](#) (AED), and other first aid situations such as care of head trauma, care of heat and cold injuries, bone and joint injuries and responding to other medical emergencies. Students will learn where and how to apply for CPR certification.

Timeline: ~3 classes @ 75 minutes

Significant task 2: General Safety

Students can begin by reviewing teen driving statistics from a source such as the [CDC](#). They can discuss each situation and discuss solutions to minimize the risks. Several interactive training videos can be found on [SafeSchools](#) to emphasize safe driving such as winter conditions, distracted driving, and road rage. Other safety issues should be discussed such as the impact of loud noises and protective gear that can minimize accidents in a variety of activities. Scenarios of unsafe situations can be distributed and students can determine what can be done to remedy the safety issue.

Timeline: ~2 classes @ 76 minutes

Culminating Experience (4C): Presentation of Health Career Project

Timeline: ~2 classes

Common Learning Experiences:

- Direct Instruction or Individual Research
- Active discourse
- Using models and/or role play
- Guest Speakers
- Scenarios

Key vocabulary:

Automated external defibrillator (AED), cardiopulmonary resuscitation (CPR), Good Samaritan Laws

Evidence of Understanding - Common Assessments

- Daily Participation
- Demonstration of First Aid basics
- Quiz on CPR and AED protocol
- Analysis of Safety Scenarios
- 4C Health Career Presentation

Teacher notes:

- Resources:
 - [2020 American Heart Association Guidelines for CPR & ECC](#)
- Anticipated Student Misconceptions:
 - One can be sued for performing CPR
- Differentiation Strategies:
 - [Tier 1 Universal Strategies](#)
 - [Tier 2 Targeted Strategies](#)
 - [Tier 3 Intensive Strategies](#)
 - [Hess Cognitive Rigor Matrix \(Health & Physical Education\)](#)
- Safety Considerations:

- Be aware to adverse responses to certain first aid situations (blood)
- Prior Knowledge:
 - Health Issues 9/10
 - Middle School Health Classes
- Interdisciplinary Connections:
 - CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
 - CCSS.ELA-LITERACY.RST.11-12.4 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 *grades 11-12 texts and topics*.
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