

Conceptual Curriculum Map (CCM) for Wellness- BMS Health 7

Content Area: Wellness

Course: Health 7

Unit 1: Mental and Emotional Health	Long-Term Outcomes/Transfer Goals: Students will be able to engage in personal lifelong wellness through individual goal setting and making healthful choices. Global Competencies Transfer Goal: Critical Thinking 1: Students will be able to analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems.		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe: Mental and Emotional Health (-- Days)	MEH 1.3.8 Recognize the connection between depression and suicidal ideation. MEH 1.4.8 Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others. MEH 1.5.8 Recognizing stressors, their impact on mind and body, and effective coping strategies. MEH 1.9.8 Summarize the benefits of talking with parents and other trusted adults about feelings. MEH 1.10.8 Describe a variety of appropriate ways to respond to stress when angry or upset. MEH 1.12.8 Explain the importance of a positive body image. MEH 1.13.8 Describe how mental and emotional health can affect health-related behaviors. MEH 1.15.8 Describe personal stressors at home, in school, and with friends. MEH 1.16.8 Examine the risks of impulsive behaviors.	Analyzing the effects of optimal mental and emotional health will contribute to lifelong health and wellness.	Appropriately managing stressors and identifying emotions of self and others will result in effective communication that demonstrates empathy, respect, and conflict resolution.
Unit 2: Alcohol, Nicotine, and Other Drugs	Long-Term Outcomes/Transfer Goals: Students will be able to engage in personal lifelong wellness through individual goal setting and making healthful choices. Global Competencies Transfer Goal: Critical Thinking 2: Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking.		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe: Alcohol, Nicotine, and Other Drugs (-- Days)	ANOD 1.2.8 Distinguish between proper use and abuse of over-the-counter and prescription medicines. ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs. (Marijuana/Medical Marijuana/Opioids/Steroids) ANOD 1.4.8 Describe situations that could lead to the first time use of alcohol and other drugs.	Understanding the addictive properties of alcohol, nicotine, and other drugs and choosing to avoid the use of vaping and tobacco products will result in healthy lifestyle	Choosing not to use alcohol, nicotine, and other drugs will improve student's ability to make life choices that will benefit them physically and emotionally.

	ANOD 1.7.8 Determine the benefits of being alcohol, nicotine and other drug-free.	choices and the absence of illness and disease.	
Unit 3: Healthy Relationships + Violence Prevention	Long-Term Outcomes/Transfer Goals: Students will be able to engage in personal lifelong wellness through individual goal setting and making healthful choices. Global Competencies Transfer Goal: Critical Thinking 2: Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking.		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe Healthy Relationships + Violence Prevention (-- Days)	HR 1.1.8 Differentiate among gender expression, gender identity and sexual orientation. HR 1.2.8 Identify various types of relationships (peer, family, romantic, professional, etc.) HR 1.3.8 Describe characteristics of healthy relationships (communication, respect, trust, and boundaries) HR 1.4.8 Differentiate between healthy and unhealthy relationships. HR 1.5.8 Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts). HR 1.6.8 Explore strategies to address unhealthy relationships HR 1.7.8 Describe healthy ways to express affection, love, and friendship. HR 1.8.8 Describe how consent is a foundational principle in healthy sexuality and in violence prevention HR 1.9.8 Discuss how affirmative consent mitigates confusion within a sexual relationship HR 1.10.8 Identify factors (e.g., body image self-esteem, alcohol and other substances) that can affect the ability to give or perceive consent to sexual activity HR 1.11.8 Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health. HR 1.12.8 Explain how the use of social media can positively and negatively impact relationships HR 1.13.8 Identify the legal and social consequences of viewing and/or sending sexually explicit pictures or messages by email or cell phone or posting sexually explicit pictures on social media	Analyzing characteristics of healthy and unhealthy relationships contribute to a positive sense of self and respecting individual differences in others to promote lifelong wellness.	Understanding the dynamics of a healthy relationship will improve a student's ability to make life choices that benefit them physically and emotionally.

	<p>sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications).</p> <p>VP 1.7.8 Define prejudice, discrimination and bias.</p> <p>SAAP 1.1.8 Explain that acquaintance rape and sexual assault are illegal.</p> <p>SAAP 1.2.8 Describe how power and control differences in relationships can contribute to aggression and violence.</p> <p>SAAP 1.3.8 Explain that a person who has been sexually assaulted or raped is not at fault.</p> <p>SAAP 1.4.8 Explain the term affirmative consent and what it looks like in words and/or actions.</p> <p>SAAP 1.5.8 Describe situations and behaviors that constitute sexual mistreatment.</p> <p>SAAP 1.6.8 Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.</p> <p>SAAP 1.7.8 Explain why a person who has been sexually mistreated is not at fault.</p> <p>SAAP 1.8.8 Explain the role of bystanders in escalating, preventing, or stopping violence, or supporting the victim.</p> <p>SAAP 1.9.8 Demonstrate how to ask for help and to report sexual mistreatment.</p> <p>SAAP 1.11.8 Identify the process for reporting incidents of sexual mistreatment.</p> <p>**Standards in Purple are taught by The Center for Empowerment and Education in Danbury**</p>		
Unit 4: Sexual Health	<p>Long-Term Outcomes/Transfer Goals: Students will be able to engage in personal lifelong wellness through individual goal setting and making healthful choices.</p> <p>Global Competencies Transfer Goal: Creativity + Innovation: Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.</p>		
	Standards	Conceptual Overview	Rationale
<p>Focus & Timeframe</p> <p>Sexual Health (-- days)</p>	<p>SH 1.1.8 Identify resources, products, services related to supporting sexual health</p> <p>SH 1.2.8 Explain sexual activity and their associated risks.</p> <p>SH 1.4.8 Describe the menstrual cycle, the process of sperm production and the relationship to conception.</p> <p>SH 1.12.8 Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identity.</p>	<p>Using appropriate strategies to avoid/manage illness related to genetics and drug abuse to understand the consequences in relation to fetal development. This will enhance</p>	<p>Sexual abstinence and/or using appropriate strategies when engaging in sex, will reduce the risk of illness, disease and a disruption in life choices and</p>

	Standards in purple are taught by The Center for Empowerment and Education in Danbury	personal well-being and encourage healthy interpersonal relationships.	increase the ability to make healthful choices.
Unit 5: Safety + Disease Prevention	Long-Term Outcomes/Transfer Goals: Students will be able to engage in personal lifelong wellness through individual goal setting and making healthful choices. Global Competencies Transfer Goal: Collaboration: Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal.		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe Safety + Disease Prevention (-- Days)	OWDP 1.5.8 Summarize modes of transmission and health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact. SIP 1.1.8 Demonstrate how to provide basic First Aid and CPR in a variety of emergency situations. SIP 1.2.8 Define Digital Wellness and its impact on overall health. SIP 1.3.8 Identify the potential for injury in a variety of situations and environments SIP 1.4.8 Describe ways to reduce risk of injuries while riding in or on a motor vehicle. SIP 1.5.8 Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating. SIP 1.6.8 Identify actions to take to prevent injuries during severe weather. SIP 1.7.8 Describe ways to reduce risk of injuries from falls, around water and in case of fire. SIP 1.8.8 Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia. SIP 1.9.8 Describe ways to reduce risk of injuries as a pedestrian. SIP 1.10.8 Describe actions to change unsafe situations at home, in school and in the community. SIP 1.11.8 Describe ways to reduce risk of injuries from firearms. **Standards in purple are taught by The Center for Empowerment and Education in Danbury**	Analyze the controllable factors that contribute to optimal wellness and chronic diseases to optimize individual health and wellness.	Analyze the role of individual responsibility in enhancing personal health.

Unit 6: Healthy Eating + Physical Activity	Long-Term Outcomes/Transfer Goals: Students will be able to engage in personal lifelong wellness through individual goal setting and making healthful choices. Global Competencies Transfer Goal: Collaboration: Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal.		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe Healthy Eating + Physical Activity (-- Days)	HEPA 1.4.8 Summarize the benefits of consuming adequate amounts of water. HEPA 1.5.8 Describe the relationship and impact of what we eat and our physical activity levels to maintaining a healthy weight. HEPA 1.9.8 Understand how to read food labels for the purpose of limiting the consumption of fats, added sugar, and sodium.	Describe how healthy eating and physical activity can positively or negatively impact personal health and wellness.	Understanding the relationship between nutrition, physical activity, and overall health.