



**CONNECTICUT TECHNICAL EDUCATION
AND CAREER SYSTEM**

Grades 9 - 12

Health Education

**Connecticut Technical High School System
39 Woodland Street
Hartford, Connecticut 06105**

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CTECS - Vision of a Graduate

Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut’s workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

<p>A Problem Solver</p> <p><i>Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.</i></p> <ul style="list-style-type: none"> → Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions. → Facilitate group discussions and collaborative projects. → Use real-world scenarios and hands-on activities. → Highlight the importance of effort, persistence, and continuous learning. → Provide regular feedback and encourage reflection. 	<p>Work Ready</p> <p><i>To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.</i></p> <ul style="list-style-type: none"> → Set high standards for punctuality, responsibility, professionalism, and task completion. → Use project-based learning and collaborative assignments. → Emphasize clear written and verbal communication. → Offer practical exercises like mock interviews and resume workshops. → Integrate technology and teach digital literacy.
<p>Respectful</p> <p><i>Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.</i></p> <ul style="list-style-type: none"> → Demonstrate personal, interpersonal, and professional skills. → Show respect for diversity. → Model respect through active listening and empathy. → Set clear expectations for respectful interactions. → Promote collaboration and group discussions. → Celebrate respectful behavior. → Address disrespect promptly and constructively. 	<p>Skilled Socially</p> <p><i>Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.</i></p> <ul style="list-style-type: none"> → Show awareness of global responsibility to others and the environment. → Participate in community involvement. → Design cooperative group projects and team activities → Set expectations for respect and give regular feedback. → Facilitate discussions on inclusivity, kindness, and respect. → Model positive interactions and recognize strong social skills.
<p>A Critical Thinker</p> <p><i>Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.</i></p> <ul style="list-style-type: none"> → Encourage critical thinking individually and collaboratively. → Design lessons that challenge assumptions and explore diverse viewpoints. → Use open-ended questions, rigorous activities, and cross-curricular projects. → Integrate project-based learning and real-world problem-solving. → Offer reflective opportunities like journaling and discussions. → Cultivate an environment that values curiosity and inquiry. 	<p>An Effective Communicator</p> <p><i>Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.</i></p> <ul style="list-style-type: none"> → Communicate effectively using oral, written, visual, artistic, and technical modes. → Include group discussions, presentations, and peer reviews. → Promote active listening and thoughtful responses. → Offer clear guidelines and constructive feedback. → Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Prepare students for the District Summative Assessments, ensuring alignment with the Course Map
- Maintain consistency of instruction across campuses while adapting to student needs

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs, cycle schedules, and industry-based opportunities, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the trade program. They reflect the core technical competencies, safety practices, and industry-aligned skills that require the greatest instructional focus and appear on program assessments. In CTE programs, each Priority Standard also functions as a Unit of Study, because it includes the required components such as big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard. Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Resources

Resources include the tools, equipment, texts, materials, and digital tools that support learning within each unit and reflect industry standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Vocabulary

Essential vocabulary includes the technical and academic terms students must understand and use accurately to engage in scientific learning and demonstrate proficiency on assessments. Vocabulary is foundational to safety, precision, and communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Health Education Philosophy

The core of our Health Education philosophy is the cultivation of health-literate citizens who can effectively access, appraise, and apply information to enhance their own well-being and that of their communities. We view health as a dynamic state encompassing physical, mental, social, and emotional dimensions, and our curriculum is designed to provide a planned, ongoing, and systematic PK-12 experience that addresses each of these critical areas. By focusing on functional health information, we shape personal values and group norms that support a healthy, balanced lifestyle.

Our curriculum transitions from a traditional knowledge-based model to a skills-based framework, prioritizing the development of essential life skills such as decision-making, goal-setting, and advocacy. This approach empowers students to take individual responsibility for their health behaviors and provides them with the tools to avoid or reduce health risks, such as substance misuse and violence. By embedding these skills across core concepts like nutrition, disease prevention, and safety, we ensure that students are not just learning facts but practicing the behaviors necessary for lifelong wellness.

We recognize health education as a vital foundation for Social and Emotional Learning (SEL), serving as a Tier 1 instructional opportunity to build emotional intelligence, empathy, and responsible decision-making. Our philosophy emphasizes the development of protective factors that allow students to resist inappropriate social pressure and manage the complexities of modern life, including the influence of media and technology on their mental health. We strive to foster healthy relationships based on mutual respect, affirmative consent, and effective communication.

Consistent with Connecticut State Department of Education standards and state mandates, our program is committed to instructional equity and excellence. We provide a comprehensive sequence that includes critical instruction in alcohol and drug prevention, HIV/AIDS awareness, and sexual assault prevention, ensuring we meet all legal requirements in a culturally responsive manner. By maintaining a rigorous, research-based curriculum that involves parents and community members, we prepare our students to make informed, constructive choices for a healthy and balanced life.

Social Emotional Competencies ([CASEL](#)) and Health Education Alignment

SEL Competencies	Health Education Standards
<p>1. Self-awareness: Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a growth mindset.</p>	<p>Standard 2: Analyzing Influences – Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior. Standard 3: Accessing Information – Students will demonstrate the ability to access valid information, products, and services to enhance health. Standard 7: Self-management – Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks. Standard 8: Advocacy – Students will demonstrate the ability to advocate for personal, family, and community health.</p>
<p>2. Self-management: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.</p>	<p>Standard 6: Goal Setting – Students will demonstrate the ability to use goal setting skills to enhance health. Standard 7: Self-management – Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks</p>
<p>3. Social awareness: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.</p>	<p>Standard 2: Analyzing Influences – Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Accessing Information – Students will demonstrate the ability to access valid information, products, and services to enhance health. Standard 4: Interpersonal Communication – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 8: Advocacy – Students will demonstrate the ability to advocate for personal, family, and community health.</p>
<p>4. Relationship skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p>	<p>Standard 2: Analyzing Influences – Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 4: Interpersonal Communication – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Decision Making – Students will demonstrate the ability to use decision-making skills to enhance health. Standard 8: Advocacy – Students will demonstrate the ability to advocate for personal, family, and community health.</p>
<p>5. Responsible decision-making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms”.</p>	<p>Standard 5: Decision Making – Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Goal Setting – Students will demonstrate the ability to use goal setting skills to enhance health. Standard 7: Self-management – Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks. Standard 8: Advocacy – Students will demonstrate the ability to advocate for personal, family, and community health</p>

Health Education - Course Map

Grade 9

- Semester 1: Foundations of Personal and Interpersonal Wellness
 - Wellness & Communication
 - Communication & Consent in Healthy Relationships
 - Bullying & Technology Safety
- Semester 2: Health Risk Reduction and Preventative Care
 - Baseline Knowledge of Alcohol, Nicotine, and Other Drugs
 - Sexual Health Reproductive Systems & Puberty

Grade 10

- Semester 1: Holistic Well-being: Nourishing the Body and Mind
 - Nutrition
 - Mental Health
- Semester 2: Informed Choices: Dependency Awareness and Reproductive Health
 - Substance Use, Abuse, and Addiction within Alcohol, Nicotine, and Other Drugs
 - Sexual Health Consent, Conception, & Sexually Transmitted Diseases

Grade 11

- Semester 1: CPR & First Aid
 - CPR & First Aid
- Semester 2: Safety, Resilience, and Emergency Response
 - Conflict Resolution Within Relationships
 - Recreational Use of Alcohol, Nicotine, and Other Drugs

Grade 12

- Semester 1: Health Advocacy and Chronic Disease Management
 - Disease Prevention
 - Laws and Policies on Alcohol, Nicotine, and Other Drugs
- Semester 2: Media, Policy, and Society: Navigating Complex Health Influences
 - Relationships & Violence
 - Sexual Health, Sexualization, and Gender Identity

Grade 9 - Semester 1: Foundations of Personal and Interpersonal Wellness

Priority Standard 9.1.1: Wellness & Communication	
Big Idea(s): Achieving optimal health requires a dynamic balance within the Health Wellness Triangle (physical, mental, and social health), which is sustained through positive self-esteem and the application of effective communication skills.	
Essential Question(s): <ul style="list-style-type: none"> ● How do my personal values and the perceived norms of my peer group influence my mental and physical health behaviors? ● What are the characteristics of a mentally healthy person, and what strategies can I use to overcome barriers to seeking help? ● How does respecting diversity and individual differences in identity and development contribute to the well-being of a community? 	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<p>HR 1.1.12 – Personal characteristics that make people unique and the benefits of living in a diverse society</p> <p>HR 1.8.12 – Benefits of respecting individual differences in sexuality, growth and development, and identity</p>	<p>Analyzing Influences 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>HEPA 1.8.12 – The importance of healthy eating and physical activity in maintaining health</p> <p>HEPA 1.9.12 – The physical, mental, social, and academic benefits of healthful eating habits and physical activity.</p>	<p>Analyzing Influences INF 2.2.12 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.</p>
<p>MEH 1.1.12 – Characteristics of a mentally and emotionally healthy person</p> <p>MEH 1.2.12 How mental and emotional health can affect health-related behaviors.</p> <p>MEH 1.3.12 – When to seek help for mental and emotional health problems and barriers to doing so</p> <p>MEH 1.6.12 – Why it is important to tell an adult if someone is in danger of self-harm or harming others</p> <p>MEH 1.7.12 – Personal stressors at home, in school, and with peers</p>	<p>Interpersonal Communication IC 4.4.12 Demonstrate how to effectively ask for assistance to improve personal health.</p> <p>Advocacy AV 8.1.12 Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages</p>
<p>Vocabulary: Diversity, Wellness, Resiliency, Growth Mindset, Attitudes, Functional Knowledge, Identity, Diversity, Inclusion, Sexuality, Physical Activity, Holistic Health, Nutrient-Dense, Energy Balance, Resilience, Stressors, Coping Skills, Self-Harm, Trusted Adult, Effective Communication</p>	

Resources:

- Connecticut Healthy and Balanced Living Curriculum Framework
- Connecticut State Department of Education (CSDE): Comprehensive School Health Education and Social-Emotional Learning resources.
- Centers for Disease Control and Prevention (CDC): Division of Adolescent and School Health and the Youth Risk Behavior Survey (YRBS) data.
- Collaborative for Academic, Social, and Emotional Learning (CASEL): Competencies for self-awareness and relationship skills.

Priority Standard 9.1.2: Communication & Consent in Healthy Relationships	
Big Idea(s): Healthy relationships are built on a foundation of clear communication, the establishment of personal boundaries, and the consistent practice of active consent.	
Essential Question(s):	
<ul style="list-style-type: none"> • What makes a relationship healthy, and how can you recognize unhealthy behaviors? • How do communication, boundaries, and consent shape safe and respectful relationships? • How do peers, social norms, and media influence relationship choices and decision-making? 	
<i>Students will Know:</i>	<i>As evidenced by:</i>
HR 1.1.12 – Personal characteristics that make people unique and the benefits of living in a diverse society HR 1.8.12 – The benefits of respecting individual differences in sexuality, growth and development, and identity	Analyzing Influences INF 2.1.12 Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.
HR 1.2.12 – Characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect)	Accessing Information AI 3.1.12 Evaluate the validity and reliability of health information, products, and services.
HR 1.6.12 – Effective strategies for handling challenges in relationships (e.g., family members, peers, and significant others).	Interpersonal Communication IC 4.3.12 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict
SAAP 1.4.12 – Respectful (healthy) and disrespectful (unhealthy) relationships including active consent	Interpersonal Communication IC 4.2.12 Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.
Vocabulary: Healthy Relationship, Unhealthy Relationship, Respect, Trust, Boundaries (physical, emotional, digital), Red Flags, Assertive Communication, Active Listening, “I” statements, Conflict Resolution, Consent, Active Consent, Withdrawal of Consent, Coercion, Incapacitation, Peer Pressure, Refusal Skills, Bystander Intervention, Emotional Abuse, Credibility	
Resources: <ul style="list-style-type: none"> • Connecticut Healthy and Balanced Living Curriculum Framework • Connecticut State Department of Education (CSDE): Comprehensive School Health Education and Social-Emotional Learning resources. • Centers for Disease Control and Prevention (CDC): Division of Adolescent and School Health and the Youth Risk Behavior Survey (YRBS) data. • Collaborative for Academic, Social, and Emotional Learning (CASEL): Competencies for self-awareness and relationship skills. 	

Priority Standard 9.1.3: Bullying & Technology Safety	
Big Idea(s): Ensuring personal safety and mental well-being in the modern world involves identifying and responding to bullying, sexual harassment, and cyberbullying while maintaining safe social media practices	
Essential Question(s): <ul style="list-style-type: none"> • What makes behavior cross the line from conflict into bullying or harassment? • How do bullying and sexual harassment affect victims, perpetrators, and bystanders? • Why is a power imbalance important in understanding bullying? • What are the long-term consequences of bullying or harassment? 	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<p>HR 1.1.12 – Personal characteristics that make people unique and the benefits of living in a diverse society</p> <p>HR 1.8.12 – Benefits of respecting individual differences in sexuality, growth and development, and identity</p>	<p>Analyzing Influences INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health.</p>
<p>MEH 1.10.12 – Negative, neutral, and positive effects of technology and social media on mental and emotional health.</p>	<p>Interpersonal Communication IC 4.1.12 Demonstrate how to manage personal information in electronic communications and when using social media to protect personal health and safety.</p>
<p>VP 1.1.12 – Prosocial behaviors can help prevent violence</p> <p>VP 1.2.12 – Negative consequences of violence to perpetrators, victims, and bystanders</p> <p>VP 1.3.12 – Bystanders can help prevent violence by reporting dangerous situations</p> <p>VP 1.7.12 – Federal, state, and local laws intended to prevent violence</p> <p>SAAP 1.8.12 – Laws and policies related to sexual mistreatment, harassment, abuse, and exploitation</p>	<p>Advocacy AV 8.2.12 Persuade and support others to make positive health choices</p>
<p>Vocabulary: Bullying, Power Imbalance, Bystander, Upstander, Prosocial Behavior, Harassment, Intimidation, Retaliation</p>	
<p>Resources:</p> <ul style="list-style-type: none"> • Connecticut Healthy and Balanced Living Curriculum Framework • (CSDE): Comprehensive School Health Education and Social-Emotional Learning resources. • Centers for Disease Control and Prevention (CDC): Division of Adolescent and School Health and the Youth Risk Behavior Survey (YRBS) data. • Collaborative for Academic, Social, and Emotional Learning (CASEL): Competencies for self-awareness and relationship skills. 	

Grade 9 - Semester 2: Health Risk Reduction and Preventative Care

Priority Standard 9.2.1: Baseline Knowledge of Alcohol, Nicotine, and Other Drugs	
Big Idea(s): Understanding the classifications and physiological effects of substances—including alcohol, nicotine, marijuana, and stimulants—is essential for making informed, drug-free lifestyle choices.	
Essential Question(s):	
<ul style="list-style-type: none"> ● How do alcohol, nicotine, and other drugs affect physical, mental, and social health? ● What influences a person’s decision to use or avoid drugs? ● How can individuals use refusal skills, media literacy, and advocacy to make & promote drug-free choices? 	
<i>Students will Know:</i>	<i>As evidenced by:</i>
ANOD 1.2.12 – Situations that could lead to the use of alcohol and other drugs. ANOD 1.3.12 – Resiliency skills that empower people to remain alcohol- and drug-free.	Analyzing Influences INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health.
ANOD 1.4.12 – Family rules, school rules, and laws about alcohol, nicotine, and other drug-use.	Interpersonal Communication IC 4.1.12 Demonstrate how to manage personal information in electronic communications and when using social media to protect personal health and safety.
ANOD 1.5.12 – 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.	Advocacy AV 8.2.12 Persuade and support others to make positive health choices
Vocabulary: Alcohol, Nicotine, Tobacco, Vaping, E-cigarettes, Marijuana (Cannabis), Stimulants, Depressants, Inhalants, Opioids, Addiction, Substance Disorder, Tolerance, Dependence, Withdrawal, Impaired Judgment, Risk Factors, Protective Factors, Peer Pressure, Media Influence, Refusal Skills, Resilience, Abstinence	
Resources: <ul style="list-style-type: none"> ● Connecticut Healthy and Balanced Living Curriculum Framework ● (CSDE): Comprehensive School Health Education and Social-Emotional Learning resources. ● (CDC): Division of Adolescent and School Health and the Youth Risk Behavior Survey (YRBS) data. ● Collaborative for Academic, Social, and Emotional Learning (CASEL): Competencies for self-awareness and relationship skills. ● National Institute on Drug Abuse for Teens (NDIA) ● CDC Alcohol & Public Health ● Substance Abuse & Mental Health Services Administration (SAMHSA) ● FDA Youth Tobacco Prevention, The Real Cost Campaign, Truth Initiative ● National Highway Traffic Safety Administration (NHTSA): Impaired Driving ● National Survey on Drug Use and Health (NSDUH) ● 988 Suicide & Crisis Lifeline 	

Priority Standard 9.2.2: Sexual Health Reproductive Systems & Puberty	
Big Idea(s): Comprehensive knowledge of the male and female reproductive systems, the hormonal changes of puberty, and the transmission of HIV/AIDS empowers individuals to manage their sexual health responsibly.	
Essential Question(s):	
<ul style="list-style-type: none"> ● How does fertilization and conception occur? ● What are the advantages and disadvantages of different prevention methods? ● How are STDs and HIV transmitted? ● How can pregnancy, HIV, and STDs be prevented or reduced? 	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<p>SH 1.1.12 – Use of contraceptives and their relationship to the process of fertilization and conception.</p> <p>SH 1.2.12 – Importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active.</p>	<p>Accessing Information AI 3.4.12 Use resources that provide valid and reliable health information, products, and services.</p>
<p>SH 1.5.12 – Ways to reduce the risk of pregnancy, HIV, and other STDs (e.g., abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection).</p> <p>SH 1.6.12 – Advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception).</p>	<p>Decision Making DM 5.3.12 Generate alternatives when making a health-related decision.</p>
<p>SH 1.7.12 – Abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy</p> <p>SH 1.12.12 –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>Decision Making DM 5.4.12 Predict potential short- and long-term consequences of alternatives to health-related decisions</p>
Vocabulary: Fertilization, Conception, Contraceptive, Abstinence, STD, HIV, Asymptomatic, Barrier Method, Emergency, Contraception, Risk Reduction, Reproductive Systems	
Resources:	
<ul style="list-style-type: none"> ● Connecticut Healthy and Balanced Living Curriculum Framework ● (CSDE): Comprehensive School Health Education and Social-Emotional Learning resources. ● (CDC): Division of Adolescent and School Health and the Youth Risk Behavior Survey (YRBS) data. ● Collaborative for Academic, Social, and Emotional Learning (CASEL): Competencies for self-awareness and relationship skills. 	

Grade 10 - Semester 1: Holistic Well-being: Nourishing the Body and Mind

Priority Standard 10.1.1: Nutrition	
Big Idea(s): Maintaining long-term wellness involves balancing healthy eating and weight control while addressing the emotional eating patterns and body image perceptions that can lead to eating disorders.	
Essential Question(s): <ul style="list-style-type: none"> ● How do the U.S. Dietary Guidelines help people plan healthy meals? ● Why is eating a variety of whole foods important? ● How do caloric intake and caloric output work together? ● How do processed foods differ from whole foods? ● How does physical activity improve both physical and mental health? ● How does mental and emotional health affect eating and exercise habits? 	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<p>HEPA 1.1.12 – 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 – The relationship between nutrition, physical activity, and overall health.</p>	<p>Goal Setting GS 6.1.12 Assess personal health practices and behaviors. GS 6.2.12 Set a realistic personal health goal.</p>
<p>HEPA 1.5.12 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 – Food sources that provide key nutrients.</p> <p>HEPA 1.7.12 – Eating a variety of appropriate foods to meet nutrient requirements that align with individual needs (caloric output).</p>	<p>Goal Setting GS 6.3.12 Assess the barriers to achieving a personal health goal. GS 6.4.12 Develop a plan to attain a personal health goal.</p>
<p>HEPA 1.10.12 – Healthy food selections when choices are available.</p> <p>HEPA 1.11.12 – Benefits of limiting the consumption of high sugar, including soft drinks, energy drinks, fruit juices, and sports drinks.</p>	<p>Goal Setting GS 6.5.12 Implement strategies, including self-monitoring, to achieve a personal health goal. GS 6.6.12 Use strategies to overcome barriers to achieving a personal health goal.</p>
<p>HEPA 1.12.12 – Factors that influence food choices (e.g., food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.).</p> <p>HEPA 1.13.12 – The difference between a healthy relationship with food and an unhealthy relationship with food.</p> <p>HEPA 1.14.12 – Healthy and risky approaches to eating and exercise.</p>	<p>Goal Setting GS 6.7.12 Formulate an effective long-term plan to achieve a health goal.</p>

MEH 1.2.12 Mental and emotional health can affect health-related behaviors.	Self-Management SM 7.1.12 Analyze the role of individual responsibility in enhancing personal health
Vocabulary: U.S. Dietary Guidelines for Americans, MyPlate, Nutrient-Dense, Whole Foods, Processed Foods, Macronutrients, Micronutrients, Calories, Energy Balance, Caloric Intake, Caloric Output, Physical Activity, Holistic Health, Anorexia, Bulimia, Eating Disorders	
Resources: <ul style="list-style-type: none">● Connecticut Healthy and Balanced Living Curriculum Framework● Connecticut State Department of Education (CSDE): Comprehensive School Health Education and Social-Emotional Learning resources..● Collaborative for Academic, Social, and Emotional Learning (CASEL): Competencies for self-awareness and relationship skills.● U.S. Department of Agriculture: Dietary Guidelines for Americans.	

Priority Standard 10.1.2: Mental Health	
Big Idea(s): Proactive mental health management requires developing strategies for stress management, recognizing the signs of mental health disorders, and knowing how to access support resources for suicide prevention.	
Essential Question(s): <ul style="list-style-type: none"> ● How do stress, trauma, and life experiences impact mental and emotional health? ● What are the signs of common mental health disorders, and when should someone seek help? ● How can individuals build resilience, practice healthy coping strategies, and support others in crisis? 	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<p>MEH 1.1.12 – Characteristics of a mentally and emotionally healthy person.</p> <p>MEH 1.3.12 – When to seek help for mental and emotional health problems and the barriers to doing so, including stigma.</p>	<p>Accessing Information AI 3.3.12 Determine when professional health services may be required.</p>
<p>MEH 1.4.12 – Causes, symptoms, and effects of depression, stress, and anxiety, including physical and psychological response.</p> <p>MEH 1.5.12 – Strategies for mitigating the effects of chronic stress and trauma on mental health and learning.</p> <p>MEH 1.6.12 – 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 1.8.12 – Effective strategies for dealing with stress (e.g., avoidance, active problem solving, emotion focused [reframing problem], self-care).</p> <p>MEH 1.9.12 – Strategies for coping with loss and grief.</p> <p>MEH 1.10.12 – Negative, neutral, and positive effects of technology and social media on mental and emotional health.</p> <p>MEH 1.11.12 – Impact of a variety of mental health disorders on behavior (e.g., mood, anxiety, psychotic, and eating disorders).</p> <p>MEH 1.12.12 – Positive and negative body image.</p> <p>MEH 1.13.12 – Impulsive behaviors that can lead to violence and strategies for controlling them.</p>	<p>Interpersonal Communication IC 4.4.12 Demonstrate how to effectively ask for assistance to improve personal health</p>

MEH 1.14.12 – Trusted adults and resources for assistance.	
Vocabulary: Mental Health, Emotional Health, Stress, Acute Stress, Chronic Stress, Trauma, Resilience, Coping Strategies, Self-care, Anxiety, Depression, Mood disorders, Psychotic Disorders, Body Image, Impulsive Behavior, Risk Factors, Protective Factors, Stigma, Warning Signs, Suicide Prevention, Crisis Intervention, Trusted Adult, Support Resources, Grief, Loss, Emotional Regulation, Reframing, Help-seeking behavior.	
Resources: <ul style="list-style-type: none">● Connecticut Healthy and Balanced Living Curriculum Framework● Connecticut State Department of Education (CSDE): Comprehensive School Health Education and Social-Emotional Learning resources.● Centers for Disease Control and Prevention (CDC): Division of Adolescent and School Health and the Youth Risk Behavior Survey (YRBS) data.● Collaborative for Academic, Social, and Emotional Learning (CASEL): Competencies for self-awareness and relationship skills.	

Grade 10 - Semester 2: Informed Choices: Dependency Awareness and Reproductive Health

Priority Standard 10.2.1: Substance Use, Abuse, and Addiction within Alcohol, Nicotine, and Other Drugs	
Big Idea(s): Preventing the progression from substance use to addiction and chemical dependency depends on the development of strong refusal skills and an understanding of the risks associated with misuse.	
Essential Question(s):	
<ul style="list-style-type: none"> ● How do substance use and addiction affect the brain, body, and overall well-being? ● What factors increase or decrease the risk of substance use and chemical dependency? ● How can refusal skills, resilience, and support systems help prevent and treat addiction? 	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<p>ANOD 1.3.12 – Examine the resiliency skills that empower people to remain alcohol- and drug-free.</p> <p>ANOD 1.4.12 – Summarize family rules, school rules, and laws about alcohol, nicotine, and other drug-use.</p> <p>ANOD 1.7.12 – Identify treatments for addiction to ANOD.</p>	<p>Interpersonal Communication</p> <p>IC 4.2.12 Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p>
<p>Vocabulary: Substance Use, Substance Abuse, Addiction, Chemical Dependency, Tolerance, Dependence, Withdrawal, Cravings, Brain Chemistry, Dopamine, Risk Factors, Protective Factors, Resilience, Peer Pressure, Refusal Skills, Negotiation Skills, Collaboration Skills, Abstinence, Recovery, Relapse, Treatment, Counseling, Rehabilitation, Support Groups, Prevention.</p>	
<p>Resources:</p> <ul style="list-style-type: none"> ● Connecticut Healthy and Balanced Living Curriculum Framework ● Connecticut State Department of Education (CSDE): Comprehensive School Health Education and Social-Emotional Learning resources. ● Centers for Disease Control and Prevention (CDC): Division of Adolescent and School Health and the Youth Risk Behavior Survey (YRBS) data. ● Collaborative for Academic, Social, and Emotional Learning (CASEL): Competencies for self-awareness and relationship skills. 	

Priority Standard 10.2.2: Sexual Health Consent, Conception, & Sexually Transmitted Diseases	
Big Idea(s): Responsible sexual decision-making integrates an understanding of conception, pregnancy stages, and contraceptive methods with a strict adherence to state consent laws and the prevention of STDs/HIV.	
Essential Question(s):	
<ul style="list-style-type: none"> • How do personal values, laws, and responsibilities influence sexual decision-making? • How can individuals reduce the risk of unintended pregnancy and sexually transmitted infections (STIs)? • How do healthy communication, consent, and respect support safe and responsible relationships? 	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<p>SH 1.1.12 – Summarize the use of contraceptives and their relationship to the process of fertilization and conception.</p> <p>SH 1.3.12 – Discuss state and federal laws and guidelines (e.g., CDC) that address sexual healthcare services for minors (e.g., contraception, emergency contraception, prenatal care, adoption, abortion, STD, including HIV, prevention, testing, and treatment).</p>	<p>Analyzing Influences INF 2.4.12 Analyze how laws, rules, and regulations influence health promotion and disease prevention.</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>Accessing Information AI 3.2.12 Determine the accessibility of valid and reliable health products and services.</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 1.12.12 – Summarize the short- and long-term consequences, including symptoms and treatment</p>	<p>Decision Making DM 5.6.12 Evaluate the effectiveness of health-related decisions.</p>

<p>costs, of common STDs and HIV and the problems associated with asymptomatic STDs and HIV</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 1.13.12 – Explain why it is important to know the STD/HIV status of oneself and of a potential sexual partner.</p> <p>SH 1.15.12 Describe the emotional, social, physical, and financial effects of being a teen parent.</p> <p>SAAP 1.1.12 – Explain why it is wrong to trick, threaten, or coerce another person into having sex</p> <p>SAAP 1.7.12 – Explain why it is an individual’s responsibility to verify that all sexual contact is consensual</p>	
<p>Vocabulary: Sexual Health, Sexual Decision-making, Consent, Abstinence, Contraception, Birth control, Emergency Contraception, STI (Sexually Transmitted Infection), HIV, AIDS, Prevention, Risk reduction, Fertilization, Reproduction, Prenatal Care, Development, Testing, Symptoms, Treatment, Laws and Regulations, Confidentiality, Parenting Responsibilities, Emotional Readiness, Personal Values, Healthy Relationships, Refusal Skills, Protection Methods, Effectiveness Rates.</p>	
<p>Resources:</p> <ul style="list-style-type: none">● Connecticut Healthy and Balanced Living Curriculum Framework● Connecticut State Department of Education (CSDE): Comprehensive School Health Education and Social-Emotional Learning resources.● Centers for Disease Control and Prevention (CDC): Division of Adolescent and School Health and the Youth Risk Behavior Survey (YRBS) data.● Collaborative for Academic, Social, and Emotional Learning (CASEL): Competencies for self-awareness and relationship skills.	

Grade 11 - Semester 1: CPR & First Aid

Priority Standard 11.1.1: CPR & First Aid	
Big Idea(s): Mastering the skills of CPR, AED use, and First Aid provides individuals with the critical ability to respond effectively to life-threatening emergencies across all age groups. (HSI Certification)	
Essential Question(s):	
<ul style="list-style-type: none"> ● How can everyday choices prevent injuries before emergencies happen? ● What should someone know and do to respond effectively during an emergency? ● What responsibility do individuals have to protect both their own safety and the safety of others? 	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<p>HEPA 1.15.12 – The physical and psychological effects of food allergies.</p> <p>SIP 1.1.12 – How to provide basic First Aid and CPR in a variety of emergency situations.</p> <p>SIP 1.10.12 – Actions to take in case of mass trauma.</p> <p>SIP 1.11.12 – Procedures for basic emergency care and lifesaving.</p>	<p>Interpersonal Communication IC 4.5.12 Demonstrate how to effectively offer assistance to improve the health of others.</p>
<p>SIP 1.2.12 – Digital Wellness and its impact on overall health.</p> <p>SIP 1.3.12 – Safe Driving (Texting, seat belt).</p> <p>SIP 1.4.12 – Unintentional Injury.</p> <p>SIP 1.5.12 – Ways to reduce the risk of injuries while riding in or driving a motor vehicle.</p> <p>SIP 1.6.12 – Protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding.</p> <p>SIP 1.7.12 – Actions to take to prevent injuries during severe weather.</p> <p>SIP 1.8.12 – Ways to reduce the risk of injuries from firearms.</p> <p>SIP 1.9.12 – Ways to reduce safety hazards in the home, school or in the community.</p> <p>SIP 1.12.12 – Personal strategies for reducing hearing damage due to exposure to loud sounds.</p>	<p>Self-Management SM 7.3.12 Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p>

VP 1.4.12 – Why the presence of weapons increases the likelihood of violent injury.	
Vocabulary: Abdominal Thrusts, Cardiac Arrest, Choking, Poisoning, Compression, Unconscious, Circulation Defibrillation, EMS, AED, CPR, Good Samaritan, Shock, Stroke, Anatomic Splint, Dehydration, Dressing, 2nd Degree Burn, Concussion	
Resources: <ul style="list-style-type: none">● Connecticut Healthy and Balanced Living Curriculum Framework● Connecticut State Department of Education (CSDE): Comprehensive School Health Education and Social-Emotional Learning resources.● Centers for Disease Control and Prevention (CDC): Division of Adolescent and School Health and the Youth Risk Behavior Survey (YRBS) data.● Collaborative for Academic, Social, and Emotional Learning (CASEL): Competencies for self-awareness and relationship skills.	

Grade 11 - Semester 2: Safety, Resilience, and Emergency Response

Priority Standard 11.2.1: Conflict Resolution Within Relationships	
Big Idea(s): Resolving interpersonal conflict and preventing sexual assault or abusive relationships requires managing anger and stress while resisting negative peer pressure.	
Essential Question(s):	
<ul style="list-style-type: none"> ● What makes a relationship safe, respectful, and free from harm? ● How do power, influence, and social pressures affect relationship decisions? ● What responsibilities do individuals and communities have to prevent harm and protect others? 	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<p>HR 1.2.12 – Characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect)</p> <p>HR 1.3.12 – How power and control differences in relationships can contribute to aggression and violence</p> <p>HR 1.5.12 – How affirmative consent mitigates sexual pressure</p> <p>HR 1.6.12 – Effective strategies for handling challenges in relationships (e.g., family members, peers, and significant others).</p> <p>SAAP 1.1.12 – Why it is wrong to trick, threaten, or coerce another person into having sex</p> <p>SAAP 1.2.12 – 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 – 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 1.5.12 – Why rape and sexual assault should be reported to a trusted adult.</p> <p>SAAP 1.7.12 – Why it is an individual’s responsibility to verify that all sexual contact is consensual</p> <p>SAAP 1.8.12 – Laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault,</p>	<p>Interpersonal Communication</p> <p>IC 4.3.12 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.</p>

exploitation, and trafficking which are designed to protect young people.	
VP 1.2.12 – The negative consequences of violence to perpetrators, victims, and bystanders. VP 1.3.12 – How bystanders can help prevent violence by reporting dangerous situations or actions. VP 1.5.12 – How gang involvement can contribute to violence. VP 1.7.12 – Federal, state, and local laws intended to prevent violence.	Decision Making DM 5.2.12 Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.
Vocabulary: Consent, Boundaries, Active listening, Power imbalance, Coercion, Cycle of Violence, Grooming, Victim Blaming, Sexual Harassment, Sexual Exploitation, Mandated Reporter, Statutory Law, Internal Influences, External Influences, Social Norms, Trafficking,	
Resources: <ul style="list-style-type: none">● Connecticut Healthy and Balanced Living Curriculum Framework● Connecticut State Department of Education (CSDE): Comprehensive School Health Education and Social-Emotional Learning resources.● Centers for Disease Control and Prevention (CDC): Division of Adolescent and School Health and the Youth Risk Behavior Survey (YRBS) data.● Collaborative for Academic, Social, and Emotional Learning (CASEL): Competencies for self-awareness and relationship skills.	

Priority Standard 11.2.2: Recreational Use of Alcohol, Nicotine, and Other Drugs

Big Idea(s): The misuse of prescription medications, opioids, and recreational marijuana carries significant legal risks and safety consequences, including the dangers of distracted and impaired driving.

Essential Question(s):

- Why do people start using substances, and how do social influences shape those decisions?
- How does substance misuse affect safety, performance, and life opportunities?
- How can understanding medication safety and addiction treatment help people prevent and recover from harm?

Students will Know:

As evidenced by:

ANOD 1.1.12 – Proper use and abuse of OTC and prescription medicines

ANOD 1.2.12 – Situations that could lead to the use of alcohol and other drugs.

ANOD 1.5.12 – 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 – The dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs.

ANOD 1.7.12 — Treatments for addiction to ANOD.

ANOD 1.8.12 — The ripple effects (e.g., financial, social, emotional, physical) costs of ANOD’s use to the individual and society.

Analyzing Influences
 INF 2.1.12 Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.

Vocabulary: OTC (Over-the-Counter), Prescription Misuse, Bioavailability, Tolerance, Withdrawal, Medication-Assisted Treatment (MAT), Detoxification (Detox), BAC (Blood Alcohol Concentration), Impaired Judgment, Absenteeism, Enabling, Desensitization, Predisposition,

Resources:

- Connecticut Healthy and Balanced Living Curriculum Framework
- Connecticut State Department of Education (CSDE): Comprehensive School Health Education and Social-Emotional Learning resources.
- Centers for Disease Control and Prevention (CDC): Division of Adolescent and School Health and the Youth Risk Behavior Survey (YRBS) data.
- Collaborative for Academic, Social, and Emotional Learning (CASEL): Competencies for self-awareness and relationship skills.

Grade 12 - Semester 1: Health Advocacy and Chronic Disease Management

Priority Standard 12.1.1: Disease Prevention	
Big Idea(s): Proactive health management involves prioritizing chronic disease prevention through regular health screenings and the effective accessing of healthcare services.	
Essential Question(s):	
<ul style="list-style-type: none"> ● What does it actually mean to be healthy and how do daily habits shape long-term health? ● How do prevention, screenings, and modern medicine work together to protect our health? ● How can people use reliable information and health services to take responsibility for their well-being? 	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<p>SH 1.9.12 – The benefits of biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).</p> <p>SH 1.10.12 – The importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression.</p> <p>OWDP 1.1.12 – Important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self-exams.</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>Accessing Information AI 3.4.12 Use resources that provide valid and reliable health information, products, and services.</p> <p>Self-Management SM 7.2.12 Evaluate and assess personal practices and behaviors that reduce or prevent health risks.</p> <p>SM 7.4.12 Make a commitment to practice healthy behaviors.</p>
<p>OWDP 1.2.12 – The wellness continuum (i.e., absence of sickness does not indicate optimal wellness).</p> <p>OWDP 1.3.12 – 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 – How to use family history, gender, and age to make informed health related decisions.</p> <p>OWDP 1.5.12 – The difference between communicable and noncommunicable diseases.</p>	<p>Self-Management SM 7.2.12 Evaluate and assess personal practices and behaviors that reduce or prevent health risks.</p>

<p>HEPA 1.3.12 –The relationship between diet, physical activity, and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.</p> <p>OWDP 1.6.12 – Why it is important to seek help and treatment for common infectious diseases and chronic diseases.</p>	<p>Self-Management SM 7.4.12 Make a commitment to practice healthy behaviors.</p>
<p>Vocabulary: Chronic Disease, Cardiovascular Disease, Hypertension, Diabetes (Type 1 & 2), Osteoporosis, Risk Factor, Protective Factor, Sedentary Lifestyle, Immunization, Vaccine, PrEP, PEP, Viral Load, Undetectable, Viral Suppression, Preventative Care, Communicable Diseases, Non-Communicable Diseases, Screening, Early Detection</p>	
<p>Resources:</p> <ul style="list-style-type: none">● Connecticut Healthy and Balanced Living Curriculum Framework● Connecticut State Department of Education (CSDE): Comprehensive School Health Education and Social-Emotional Learning resources.● Centers for Disease Control and Prevention (CDC): Division of Adolescent and School Health and the Youth Risk Behavior Survey (YRBS) data.● Collaborative for Academic, Social, and Emotional Learning (CASEL): Competencies for self-awareness and relationship skills.	

Priority Standard 12.1.2: Laws and Policies on Alcohol, Nicotine, and Other Drugs	
Big Idea(s): Federal and state laws regarding possession, paraphernalia, and decriminalization are designed to regulate substance use and protect the broader community.	
Essential Question(s):	
<ul style="list-style-type: none"> • What helps people make healthy choices about alcohol and drugs, even under pressure? • Why do communities create rules and laws about substance use, and how do they actually protect people? • How does substance use affect more than just the user? 	
<i>Students will Know:</i>	<i>As evidenced by:</i>
ANOD 1.4.12 – Family rules, school rules, and laws about alcohol, nicotine, and other drug-use.	Analyzing Influences INF 2.4.12 Analyze how laws, rules, and regulations influence health promotion and disease prevention.
ANOD 1.3.12 – The resiliency skills that empower people to remain alcohol- and drug-free. ANOD 1.5.12 – Relationships between substance use and other risks (injury, violence, sexual risk behaviors) ANOD 1.8.12 – The ripple effects (e.g., financial, social, emotional, physical) costs of ANOD’s use to the individual and society.	Analyzing Influences INF 2.6.12 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services.
Vocabulary: Self-Regulation, Protective Factors, Peer Pressure, Refusal Skills, Underage Drinking, Zero Tolerance, Possession, Legal Consequences, Impaired Judgement, Resiliency, Protective Factors	
Resources:	
<ul style="list-style-type: none"> • Connecticut Healthy and Balanced Living Curriculum Framework • Connecticut State Department of Education (CSDE): Comprehensive School Health Education and Social-Emotional Learning resources. • Centers for Disease Control and Prevention (CDC): Division of Adolescent and School Health and the Youth Risk Behavior Survey (YRBS) data. • Collaborative for Academic, Social, and Emotional Learning (CASEL): Competencies for self-awareness and relationship skills. 	

Grade 12 - Semester 2: Media, Policy, and Society: Navigating Complex Health Influences

Priority Standard 12.2.1: Relationships & Violence	
Big Idea(s): Protecting oneself and others from violence requires recognizing the dynamics of abusive relationships and understanding the legal implications of date rape and statutory assault.	
Essential Question(s):	
<ul style="list-style-type: none"> ● How do prejudice and power affect safety and respect in relationships and communities? ● Why is reporting abuse or harm important, and what prevents people from speaking up? ● How can we use accurate information and social influence to protect others and promote a culture of respect? 	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<p>HR 1.9.12 – The consequences of prejudice, discrimination, racism, sexism on healthy relationships.</p> <p>SAAP 1.5.12 – Why rape and sexual assault should be reported to a trusted adult.</p> <p>SAAP 1.8.12 – Laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking which are designed to protect young people.</p>	<p>Advocacy AV 8.1.12 Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.</p>
Vocabulary: Prejudice, Discrimination, Racism, Grooming, Sexual Harassment, Exploitation, Human Trafficking, Sexism, Statute of Limitations, Mandated Reporter, Title IX, Racial Disparities	
Resources:	
<ul style="list-style-type: none"> ● Connecticut Healthy and Balanced Living Curriculum Framework ● Connecticut State Department of Education (CSDE): Comprehensive School Health Education and Social-Emotional Learning resources. ● Centers for Disease Control and Prevention (CDC): Division of Adolescent and School Health and the Youth Risk Behavior Survey (YRBS) data. ● Collaborative for Academic, Social, and Emotional Learning (CASEL): Competencies for self-awareness and relationship skills. 	

Priority Standard 12.2.2: Sexual Health, Sexualization, and Gender Identity	
Big Idea(s): Navigating modern sexual health requires analyzing the media’s impact on sexualization, respecting diverse gender identities, and understanding the laws that protect individuals from discrimination in housing and labor.	
Essential Question(s):	
<ul style="list-style-type: none"> ● How do our choices – especially online – impact relationships, consent, and our future? ● In what ways do media, technology, and social expectations shape our beliefs about sex, identity, and mental health? ● What does respect look like in healthy relationships, and why does it matter for individuals and communities? 	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<p>HR 1.4.12 – The effects of viewing pornography, sexting, etc. on healthy relationships.</p> <p>HR 1.7.12 – 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>MEH 1.10.12 – The negative, neutral, and positive effects of technology and social media on mental and emotional health.</p>	<p>Analyzing Influences INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health.</p>
<p>HR 1.8.12 – 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 – The consequences of prejudice, discrimination, racism, sexism on healthy relationships.</p> <p>SH 1.14.12 – The state and federal laws related to Safe Haven Law, parenting, and sterilization, including their impacts on oppressed communities.</p> <p>SH 1.16.12 – The difference between sexual orientation, sexual behavior, and sexual identity.</p> <p>SAAP 1.7.12 – Why it is an individual’s responsibility to verify that all sexual contact is consensual.</p>	<p>Advocacy AV 8.2.12 Persuade and support others to make positive health choices.</p>
<p>Vocabulary: Pornography, Sexting, Explicit Content, Reputation, Digital Footprint, Exploitation, Sexual Orientation, Gender Identity, Gender Expression, Desensitization</p>	

Resources:

- Connecticut Healthy and Balanced Living Curriculum Framework
- Connecticut State Department of Education (CSDE): Comprehensive School Health Education and Social-Emotional Learning resources.
- Centers for Disease Control and Prevention (CDC): Division of Adolescent and School Health and the Youth Risk Behavior Survey (YRBS) data.
- Collaborative for Academic, Social, and Emotional Learning (CASEL): Competencies for self-awareness and relationship skills.

Appendix A: Suggestions for Implications across all Grade Levels:

- Small group projects, skits, or role-play
- Mock Trials, Debates
- Written or Oral Test
- Skills Test
- Pre/Post Unit skill assessments
- Capstone wellness project or other form of Portfolio-based assessments
- Scenario-based Assessments
- Common vocabulary mastery checks
- Boundary-setting written statements
- Trusted adult/resource identification checks
- Advocacy project rubrics
- Reflection journal growth review
- Exit ticket
- Climate and safety perception surveys
- Student feedback surveys on curriculum relevance

Appendix B: Vocabulary

Abdominal Thrusts – Quick pushes to the stomach to help someone who is choking.

Abstinence – Choosing not to have sex or not to use drugs/alcohol.

Absenteeism – Missing school or work often.

Acute Stress – Short-term stress that goes away quickly.

Active Consent – Clearly saying “yes” to something.

Active Listening – Fully paying attention when someone is speaking.

Addiction – A strong need to keep using a substance or doing a behavior.

AED (Automated External Defibrillator) – A machine that helps restart a heart.

AIDS – Advanced stage of HIV that damages the immune system.

Alcohol – A drug found in drinks like beer, wine, and liquor.

Anatomic Splint – Using a body part to support an injured area.

Anorexia – An eating disorder where someone eats very little due to fear of weight gain.

Anxiety – Strong feelings of worry or fear.

Asymptomatic – Having a disease but no visible symptoms.

Assertive Communication – Clearly saying what you think or feel in a respectful way.

Attitudes – Feelings or beliefs about something.

BAC (Blood Alcohol Concentration) – The amount of alcohol in someone’s blood.

Barrier Method – Birth control that blocks sperm from reaching an egg (like condoms).

Birth Control – Methods used to prevent pregnancy.

Bioavailability – How much of a drug enters the body and works.

Body Image – How you see and feel about your body.

Brain Chemistry – Chemicals in the brain that control mood and behavior.

Bulimia – An eating disorder involving binge eating and purging.

Bullying – Repeated harmful behavior toward someone.

Bystander – Someone who sees something happening but is not involved.

Bystander Intervention – Taking safe action to help in a harmful situation.

Calories – Units that measure energy in food.

Caloric Intake – Calories you eat or drink.

Caloric Output – Calories you burn through activity.

Cardiac Arrest – When the heart suddenly stops beating.

Cardiovascular Disease – Disease of the heart and blood vessels.

Chemical Dependency – Physical need for a drug to function.

Choking – When something blocks the airway.

Chronic Disease – A long-lasting illness.

Chronic Stress – Long-term stress that continues over time.

Circulation – Movement of blood through the body.

Collaboration Skills – Working well with others.

Communication – Sharing thoughts and feelings.

Communicable Diseases – Diseases that spread from person to person.

Compression (CPR) – Pressing on the chest to keep blood flowing.

Conception – When sperm meets egg (start of pregnancy).

Concussion – A brain injury caused by a hit to the head.

Conflict Resolution – Solving disagreements in a peaceful way.

Consent – Clear permission to do something.

Contraception – Preventing pregnancy.

Coping Skills – Healthy ways to deal with stress.

Counseling – Talking to a trained professional for help.

Coercion – Pressuring someone into doing something.

CPR – Emergency procedure to keep someone alive when their heart stops.

Credibility – Being trustworthy and believable.

Crisis Intervention – Immediate help during a serious emotional crisis.

Cravings – Strong urges to use a substance.

Cycle of Violence – Pattern of repeated abuse in relationships.

Defibrillation – Using electricity to restart the heart.

Dependence – When the body needs a substance to feel normal.

Depression – Ongoing sadness and loss of interest.

Depressants – Drugs that slow down the body.

Desensitization – Becoming less sensitive to something over time.

Detoxification (Detox) – Clearing drugs or alcohol from the body.

Dehydration – Not having enough water in the body.

Development – Growth and change over time.

Diabetes (Type 1 & 2) – Disease affecting how the body handles sugar.

Digital Footprint – Permanent record of what you post online.

Discrimination – Treating someone unfairly based on identity.

Diversity – Differences among people (race, gender, beliefs, etc.).

Dopamine – Brain chemical linked to pleasure and reward.

Dressing (First Aid) – Covering a wound to protect it.

E-cigarettes – Electronic devices that deliver nicotine as vapor.

Early Detection – Finding a disease early.

Eating Disorders – Serious unhealthy eating behaviors.

Effective Communication – Clearly sharing and understanding messages.

Effectiveness Rates – How well something works (like birth control).

Emergency Contraception – Birth control used after unprotected sex.

Emotional Abuse – Hurting someone with words or actions.

Emotional Health – Ability to manage feelings in a healthy way.

Emotional Readiness – Being mentally prepared for responsibility.

Emotional Regulation – Controlling your emotional reactions.

EMS – Emergency medical services.

Enabling – Helping someone continue unhealthy behavior.

Energy Balance – Calories eaten compared to calories burned.

Explicit Content – Sexual images or messages.

Exploitation – Taking advantage of someone.

External Influences – Outside factors that affect choices.

Fertilization – When sperm joins egg.

Functional Knowledge – Information you can use in real life.

Gender Expression – How someone shows their gender outwardly.

Gender Identity – How someone feels about their gender.

Good Samaritan – Law protecting people who help in emergencies.

Grooming – Building trust to take advantage of someone.

Grief – Deep sadness after a loss.

Growth Mindset – Belief you can improve with effort.

Harassment – Unwanted behavior that makes someone uncomfortable.

Healthy Relationship – Relationship built on respect and trust.

Help-Seeking Behavior – Asking for help when needed.

HIV – Virus that attacks the immune system.

Holistic Health – Caring for body, mind, and social well-being.

Human Trafficking – Forcing someone into labor or sex.

Hypertension – High blood pressure.

Identity – How you see yourself.

Immunization – Protection from disease through vaccines.

Impaired Judgment – Not thinking clearly due to substances.

Incapacitation – Being unable to make decisions.

Inclusion – Making everyone feel valued and accepted.

Inhalants – Chemicals breathed in to get high.

Internal Influences – Thoughts and feelings affecting choices.

Intimidation – Threatening behavior to scare someone.

Legal Consequences – Punishments for breaking laws.

Loss – When something important is gone.

Macronutrients – Nutrients needed in large amounts (carbs, protein, fat).

Mandated Reporter – Adult required to report abuse.

Marijuana (Cannabis) – A drug from a plant that affects the brain.

Media Influence – Media affecting thoughts and behaviors.

Mental Health – Overall emotional and psychological well-being.

Micronutrients – Vitamins and minerals needed in small amounts.

Mood Disorders – Mental illnesses affecting mood.

MyPlate – Government guide for balanced eating.

Negotiation Skills – Working toward agreement.

Nicotine – Addictive drug in tobacco.

Non-Communicable Diseases – Diseases that do not spread person to person.

Nutrient-Dense – Foods high in nutrients but lower in calories.

Opioids – Strong pain-relief drugs that are addictive.

Osteoporosis – Weak, brittle bones.

OTC (Over-the-Counter) – Medicine bought without a prescription.

Parenting Responsibilities – Duties of caring for a child.

PEP – Medicine taken after HIV exposure.

Peer Pressure – Influence from friends.

Physical Activity – Movement that uses energy.

Poisoning – Harm from swallowing harmful substances.

Pornography – Sexually explicit material.

Possession – Having something (like drugs).

Power Imbalance – One person having more control than another.

PrEP – Medicine taken to prevent HIV before exposure.

Predisposition – Higher chance of developing a condition.

Prejudice – Judging someone without knowing them.

Prevention – Stopping something before it happens.

Preventative Care – Medical care to stop illness early.

Processed Foods – Foods changed from natural state.

Prescription Misuse – Using medicine incorrectly.

Protective Factors – Things that reduce risk.

Prosocial Behavior – Actions that help others.

Racism – Discrimination based on race.

Recovery – Process of improving after addiction.

Red Flags – Warning signs of unhealthy behavior.

Reframing – Looking at a situation in a new way.

Rehabilitation – Treatment to recover from addiction.

Relapse – Returning to substance use after stopping.

Reproductive Systems – Body parts involved in making babies.

Reputation – How others see you.

Resilience – Ability to bounce back from hard times.

Resiliency – Skills that help someone recover from challenges.

Respect – Treating others with kindness and fairness.

Retaliation – Getting back at someone for reporting or speaking up.
Risk Factor – Something that increases the chance of harm.
Risk Reduction – Lowering chances of harm.
Screening – Testing for disease early.
Self-Care – Taking care of your own health.
Self-Harm – Hurting yourself on purpose.
Self-Regulation – Controlling your actions and emotions.
Sedentary Lifestyle – Not being active.
Sexting – Sending sexual messages or photos.
Sexism – Discrimination based on gender.
Sexual Harassment – Unwanted sexual behavior.
Sexual Health – Overall well-being related to sexuality.
Sexual Orientation – Who someone is attracted to.
Shock – Life-threatening drop in blood flow.
Social Norms – Behaviors seen as normal in a group.
Stigma – Negative judgment about something.
Stimulants – Drugs that speed up the body.
Statute of Limitations – Time limit to file legal charges.
STD/STI – Infection spread through sexual contact.
Stress – Body’s response to pressure.
Stressors – Things that cause stress.
Stroke – When blood flow to the brain stops.
Substance Abuse – Harmful use of drugs or alcohol.
Substance Use – Using drugs or alcohol.
Suicide Prevention – Actions taken to stop suicide.
Support Groups – Groups offering shared help.
Support Resources – Places or people that provide help.
Testing – Checking for disease.
Title IX – Law protecting against sex discrimination in schools.
Tobacco – A plant used to make cigarettes and other products.
Tolerance – Needing more of a substance for the same effect.
Trafficking – Exploiting people for labor or sex.
Trauma – Deep emotional or physical harm.
Treatment – Medical care for illness.
Trusted Adult – Safe adult you can go to for help.
Unconscious – Not awake or aware.
Undetectable – Viral load so low it can’t be measured.
Underage Drinking – Alcohol use under legal age.
Unhealthy Relationship – Relationship lacking respect or safety.
U.S. Dietary Guidelines for Americans – Government advice for healthy eating.
Vaccine – Shot that protects against disease.
Vaping – Inhaling vapor from an e-cigarette.
Viral Load – Amount of HIV in the blood.
Viral Suppression – Keeping HIV levels very low with medicine.
Warning Signs – Signals that something may be wrong.
Wellness – Overall good health.
Whole Foods – Foods close to their natural state.
Withdrawal – Physical and emotional symptoms when stopping a drug.
Withdrawal of Consent – Taking back permission at any time.
Zero Tolerance – No exceptions to rules.