

How “High School Health Education Today” Meets Massachusetts’ Curriculum Framework for Comprehensive Health Education

Massachusetts Standards: <https://www.doe.mass.edu/frameworks/health/2023-07-health-draft.pdf>

Practice 1: Decision-making and Problem-solving.		
Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.		
Massachusetts Department of Education Commencement Health Standards:		How Health Education Today Meets Massachusetts Standards:
Gender, Sexual Orientation, and Sexual Health [9.1.GS]	1. Demonstrate the ability to apply an effective decision-making process in situations related to sexual activity and sexual health.	1. <u>Unit</u> : Sex Ed. <u>Day</u> : 3 “Sexual Pressure Lines” activity and art project.
	2. Discuss reasons for why it is wrong to trick, threaten, or coerce another person into sexual activity.	2. <u>Unit</u> : Sex Ed. <u>Day</u> : 11 to 13 Sexual harassment and “Sexual Assault lessons and the “See It, Say It, Share It Protection Against Sexual Assault Project.” <u>Unit</u> : Sex Ed. <u>Day</u> : 14 “Unhealthy Relationships Quiz.”
	3. Analyze factors that contribute to behaviors that increase the risk of pregnancy, HIV, and other STIs.	3. <u>Unit</u> : Sex Ed. <u>Day</u> : 9 “What is Love? Worksheet,” and “What is Romance? Art Project.”
	4. Explain the importance of STI (including HIV) testing and counseling if sexually active on short- and long-term health, identify where to get tested, and why it is important to proactively discuss STI status with a sexual partner.	4. <u>Unit</u> : Sex Ed. <u>Day</u> : 5 + 6 “Sexually Transmitted Infections Slideshow Presentation with Teacher Notes” and “HIV Quiz,” research, true stories, videos.

	5. Evaluate readiness, options, and their respective consequences regarding sexual activity in consensual relationships including abstinence, postponing sexual intercourse, engaging in safe sex practices (e.g., using condoms and other barriers, using birth control).	5. <u>Unit</u> : Sex Ed. <u>Day</u> : 1 “Top 10 Reasons for Abstinence Worksheet.” <u>Unit</u> : Sex Ed. <u>Day</u> : 8 “Abstinence Suitcase Art,” “Abstinence Song Lyrics.” <u>Unit</u> : Sex Ed. <u>Day</u> : 10 “Birth Control Worksheet,” research, videos, and conclusions.
Healthy Relationships [9.1.HR]	1. Analyze the role of individual versus shared responsibility in building and maintaining healthy relationships.	1. <u>Unit</u> : Sex Ed. <u>Day</u> : 11 “Healthy Relationships Homework.” <u>Unit</u> : Sex Ed. <u>Day</u> : 9 “Dating Article,” “‘What is Love?’ Song Lyrics Homework.”
	2. Describe the cycle of violence in relationships and discuss strategies for getting help and leaving an unhealthy, violent, or exploitative relationship.	2. <u>Unit</u> : Sex Ed. <u>Day</u> : 13 Sexual Assault Escape Room” includes an assault quiz, answer key, and afterwards are online links to articles and videos with information for teens on safety and bystander information.
	3. Discuss different forms of abuse in relationships including emotional abuse, sexual abuse, domestic violence and dating violence, sex trafficking and exploitation, and available supports and resources for getting help if in an abusive or exploitative relationship.	3. <u>Unit</u> : Sex Ed. <u>Day</u> : 11 – 13 Sexual assault information, sexual harassment, human trafficking information and poster project, and “Sexual Assault Advocacy Project.”

	<p>4. Analyze the benefits and risks of various ways people express feelings within relationships (e.g., words, acts of kindness, hugging, holding hands, kissing, sexual behaviors, jealousy, manipulation) and describe the characteristics of effective expression of feelings and emotions within a health-promoting relationship.</p>	<p>4. <u>Unit</u>: Sex Ed. <u>Day</u>: 14 “Traits of a Healthy Relationship Project” and “Healthy – vs- Unhealthy Relationships Activity with a Partner.”</p>
	<p>5. Explain age of consent laws and why it is an individual’s responsibility to obtain consent, verify that all sexual contact is consensual, recognize that consent must be asked for and verbally given, that it cannot be given if under the influence, and that it can be taken away at any point (i.e., someone can say yes and change their mind, or say yes to certain things but not others).</p>	<p>5. <u>Unit</u>: Sex Ed. <u>Day</u>: 12 “Consent” explained, and videos and discussions follow.</p>
	<p>6. Examine, compare, and contrast aspects of various personal relationships, including healthy family, peer, romantic (dating), and/or sexual relationships.</p>	<p>6. <u>Unit</u>: Sex Ed. <u>Day 14</u>: “Traits of a Healthy Relationship Project” and “Healthy -vs- Unhealthy Relationships Activity with a Partner.”</p> <p><u>Unit</u>: Sex Ed. <u>Day 9</u>: “What is Romance” activity, Dating Article, “What is Love?” song lyrics.</p>
	<p>7. Evaluate effective strategies for dealing with difficult relationships with family members, peers, and partners and demonstrate the ability to use these strategies to make health-promoting decisions regarding difficult relationships.</p>	<p>7. <u>Unit</u>: Sex Ed. <u>Day</u>: 15 “Sex Ed. Parent-Teen Communicator Homework.”</p>
	<p>8. Examine the complexity of, and discuss considerations related to, the decision to leave an unhealthy relationship, developing a safety plan to recognize and get out of any future unsafe or unhealthy relationships, and determine</p>	<p>8. <u>Unit</u>: Sex Ed. <u>Day</u>: 12 “Sexual Assault Quilt Project.”</p> <p><u>Unit</u>: Sex Ed. <u>Day</u>: 15: “Sex Ed. Parent-Teen Communicator</p>

	situations when adult and/or professional support is needed.	Homework.”
	9. Demonstrate the ability to apply a thoughtful decision-making process to maintain or enhance relationship health including the decision to leave or seek help in an unhealthy relationship.	9. <u>Unit</u> : Sex Ed. <u>Day 14</u> : “Goals for Improving My Relationship Activity.”
Physical Activity and Fitness [9.1.PF]	1. Choose an appropriate level of challenge to experience success through participation in a self-selected physical activity.	1. Note: In Washington State, “Physical Activity and Fitness” is taught in P.E. classes. Some physical fitness information is addressed in the HET “Nutrition Unit.” An “ <u>Exercise</u> ” Folder is included in the Nutrition Uni that includes: “Heart Rate Lesson,” “FITT Plans,” and “Health and Fitness Careers Worksheet.”
	2. Modify group activities or behaviors to accommodate for individuals with lesser or greater skills or special needs.	2. <u>Unit</u> : Nutrition <u>Day</u> : 13: “Eating Healthy for Life Survey” and goal-setting “Doodle Notes Activity.”
	3. Solve problems and think critically in physical activity settings, both as an individual and in groups.	3. <u>Unit</u> : Nutrition <u>Day</u> : 12 Includes “The Benefits of Exercise” and “MyFitnessPal” activities.
Substance Use and Misuse [9.1.SU]	1. Reflect on personal beliefs, choices, and values compared to cultural, community, and societal norms around substance use and misuse.	1. <u>Unit</u> : Dangerous Decisions <u>Day</u> : All Reading true story articles about dangerous teen decisions and sharing with group or whole class.
	2. Evaluate situations and influences (e.g., peers, media, social norms, corporate practices) that could lead to substance use and misuse.	2. <u>Unit</u> : Drug Unit <u>Day</u> : 10 “Substance Use Student-Parent Teen Communicator Homework.” <u>Unit</u> : Tobacco Unit <u>Day</u> : 10 “Vaping Dangers Newsletter or Anti-Tobacco Advocacy Group Video.”

		<p><u>Unit:</u> Alcohol <u>Day:</u> 6 “Refusal Skills Activity.”</p> <p><u>Unit:</u> Tobacco <u>Day:</u> Optional Days 8 and 9 “Ad Appeals Project.”</p>
	<p>3. Analyze the potential short- and long-term impacts (including addiction) of legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) on multiple dimensions of health (e.g., physical, mental, emotional, social, intellectual) and on other health risk behaviors (e.g., sexual activity, impaired driving).</p>	<p>3. <u>Unit:</u> Tobacco <u>Day:</u> 3 to 5 “Tobacco Brochures.”</p> <p><u>Unit:</u> Alcohol <u>Day:</u> 1 to 6 “How Alcohol Affects all Body Organs Activity,” “Refusal Skills Lesson,” “Alcoholism Video and Lesson” and “Drinking and Driving Laws Quiz.”</p> <p><u>Unit:</u> Alcohol <u>Day:</u> 5 “ACE’s Adverse Childhood Experiences Lesson.”</p> <p><u>Unit:</u> Drug <u>Day:</u> Optional “Drug Research Project,” and “Drug Posters.”</p>
	<p>4. Employ self-management skills to act on health-promoting decisions about legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana).</p>	<p>4. <u>Unit:</u> Drug <u>Day:</u> Optional: “Drug Role-Plays.”</p> <p><u>Unit:</u> Alcohol and Drug Units <u>Day:</u> Varies. “WWWWH” Decision-Making Homework.</p>
<p>Practice 2: Self-management and Goal Setting.</p> <p>Set goals, engage in health-promoting behaviors, and avoid risky behaviors.</p>		
<p>Massachusetts Department of Education Commencement Health Standards:</p>		<p>How Health Education Today Meets Massachusetts Standards:</p>

<p>Mental and Emotional Health [9.2.MH]</p>	<p>1. Apply strategies to appropriately respond using different levels of emotions in routine interactions.</p>	<p>1. <u>Unit</u>: Mental Health <u>Day</u>: Whole Unit “Understanding Mental and Emotional Health and Illness,” and “Problem-Solving Activity.”</p> <p><u>Unit</u>: Conflict Resolution <u>Day</u>: Whole Unit “I” Statements,” “Conflict ‘SO-QUIC’ Resolution Model.</p>
	<p>2. Apply coping and stress management techniques to manage a variety of stressors (i.e., school, personal life, relationships) and create a long-term plan for stress management.</p>	<p>2. <u>Unit</u>: Stress <u>Day</u>: 1 + 2: Relieving stress, importance of sleep, and the “Time Out, Work Out and Reach Out Stress Reliever Model.”</p>
	<p>3. Apply strategies, including developing protective factors and personal assets, to support positive mental and emotional well-being.</p>	<p>3. <u>Unit</u>: Stress <u>Day</u>: 8 Student-Parent Teen Communicator Homework.</p> <p><u>Unit</u>: Empathy/Violence <u>Day</u>: 11 “Risk and Protective Factors Survey.”</p>
	<p>4. Assess health practices and overall health status across multiple dimensions of wellness (e.g., physical, emotional, financial, cultural, sexual, intellectual, occupational, spiritual, environmental, social).</p>	<p>4. <u>Unit</u>: Mental Health <u>Day</u>: 1 + 2 “The 5 Dimensions of Health.”</p>
	<p>5. Set a goal, create a plan, monitor progress, and celebrate success for plans that maximize efficiency and minimize stress.</p>	<p>5. <u>Unit</u>: Stress <u>Day</u>: Optional: Stress Balls, Stress Coloring.</p> <p><u>Unit</u>: Stress <u>Day</u>: 4 “Depression Around the Room” activity.</p> <p><u>Unit</u>: Stress <u>Day</u>: 7 “Stress Unit Assessment.”</p>

	6. Apply strategies for developing and applying a growth mindset including consistently applying strategies in challenging settings.	6. Unit: Depression <u>Day:</u> 6+ Online Stress and Depression and Suicide Interactive Google Slideshow.
	7. Set personal short and long-term mental and emotional health-related goals and create and execute a plan for monitoring progress.	7. Unit: Stress <u>Day:</u> 6+ Online “Stress and Depression Interactive Google Slideshow.” <u>Unit:</u> Stress <u>Day:</u> 8 “Parent Teen Communicator Homework.”
Nutrition and Balanced Eating [9.2.NE]	1. Compare and contrast various dietary guidelines and practices from different sources, locations, and cultures (e.g., USDA Guidelines, Harvard Healthy Eating Plate, Mediterranean Diet, food guidelines from different countries and cultures).	1. <u>Unit:</u> Nutrition <u>Day:</u> 1 thru 20. “Harvard MyPlate Fill-In Packet with Nutrient Formulas.” <u>Unit:</u> Nutrition <u>Day:</u> 4 “Is This Diet Healthy?” Activity.
	2. Analyze the physical, mental, social, economic, and academic benefits or consequences of various dietary habits or behaviors.	2. <u>Unit:</u> Nutrition <u>Day:</u> 1 to 4 “Intro to Nutrition,” and “The Role of Nutrition and How Nutrition Affects the Body Research and Art Project.”
	3. Describe common safe food storage and preparation practices.	3. <u>Unit:</u> Nutrition: * <u>Day:</u> This topic would work well if added to Optional Day on “Understanding and Using MyPlate.”
	4. Demonstrate how to comparison shop for foods, including comparing nutrient density, unit pricing, food packaging, and prices of foods in various forms.	4. <u>Unit:</u> Nutrition <u>Day:</u> 8 “Media Savvy and Grocery Store Product Manipulation.”
	5. Assess personal nutrition-related practices using dietary guidelines of their choice.	5. <u>Unit:</u> Nutrition <u>Day:</u> 9 “Food Label Reading Activity.”
	6. Compare and contrast various factors (e.g.,	6. <u>Unit:</u> Nutrition

	culture, media, peers, portion sizes) that influence nutrition-related beliefs and behaviors and analyze the ways that these factors are impacting their own beliefs and behaviors.	<u>Day:</u> 5 “Analyzing Fast Food Posters Activity” where student analyze fast food restaurants.
	7. Develop short- and long-term nutrition goals that build on strengths and address areas for improvement.	7. <u>Unit:</u> Nutrition <u>Day:</u> 13 “Eating Healthy for Life Survey” (Addresses unhealthy habits) and follow-up “Doodle Notes Goal Setting Activity.” <u>Unit:</u> Nutrition <u>Day 12:</u> “Family Medical History.”
	8. Analyze barriers (e.g., finances, food availability and access, social norms, media) to succeeding with a personal nutrition-related goal and identify supports to help overcome those barriers.	8. <u>Unit:</u> Nutrition <u>Day:</u> 13 “Eating Healthy for Life Survey.” This addresses unhealthy habits and follow-up “Doodle Notes Goal Setting Activity.”
	9. Implement a plan to achieve a nutrition-related goal, monitor progress, and adjust as needed.	9. <u>Unit:</u> Nutrition <u>Day:</u> 18 “Personal Health Survey” and goal-setting.
Physical Health and Hygiene [9.2.PH]	1. Develop a plan and implement strategies based on an identified need or want to attain a goal that improves physical health.	1. <u>Unit:</u> Nutrition <u>All Days:</u> “Harvard’s Healthy Plate Worksheet” and formulas for each main nutrient. <u>Unit:</u> Sex Ed. <u>Day:</u> 4 “Anatomy and Hygiene Talks.”
	2. Create a plan that develops agency related to individual ownership of one’s health and health care (e.g., locating a health care provider, scheduling appointments, taking medication properly, seeking support for medical issues).	2. <u>Unit:</u> Community Health <u>Day:</u> 1 to 4 “The Ideal City Project” and students research health topics that affect community health.
	3. Describe external factors (such as social	3. <u>Unit:</u> Empathy/Violence

	determinants of health) that can affect health and one's agency in addressing health.	<p><u>Day:</u> 15 "Bullying and Empathy Digital Escape Room."</p> <p><u>Unit:</u> Community Health <u>Day:</u> 5 to 10 "Public Service Announcements" and Community Health Research Projects."</p>
Personal Safety [9.2.PS]	1. Explain human and sex trafficking and exploitation and identify recruitment tactics used to exploit vulnerabilities and recruit youth.	<p>1. <u>Unit:</u> Sex Ed. <u>Day:</u> 13 "Sexual Abuse and Speaking Up and Standing Up for Self and Others" and a human trafficking information and poster project.</p>
	2. Demonstrate strategies, including risk reduction strategies, that can help avoid or address situations related to sex trafficking and exploitation in physical and digital settings.	<p>2. <u>Unit:</u> Sex Ed. <u>Day:</u> 13 Human trafficking information and poster project with the national hot line phone number.</p>
	3. Evaluate ways and demonstrate strategies to reduce risk and stay safe, follow laws, and act respectfully in physical and digital settings.	<p>3. <u>Unit:</u> Sex Ed. <u>Day:</u> 13 "Self-Advocacy Project."</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 14 "Dangers of Sexting."</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 14 "Safety From Sexual Predators Online Survey."</p>
	4. Evaluate personal responsibility in and the consequences related to pressuring someone for sexually explicit pictures, 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, phone and tablet applications).	<p>4. <u>Unit:</u> Dangerous Decisions <u>Day:</u> Varies "Sexting Topic: Reading True Story Articles About Dangerous Teen Decisions."</p>
	5. Demonstrate strategies for asking for	<p>5. <u>Unit:</u> Sex Ed.</p>

	assistance or providing support for self and peers when faced with unsafe situations.	<p><u>Day:</u> End of Unit “Sex Ed. Parent-Teen Communicator Homework.”</p> <p><u>Unit:</u> Dangerous Decisions <u>Day:</u> Varies Sexting Topic: Reading True Story Articles About Dangerous Teen Decisions.</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 11 <u>Unit:</u> Stress 13 “Dangers of Sexual Assault,” and “Rape-How to prevent it and what to do if it happens.”</p>
Physical Activity and Fitness [9.2.PF]	1. Discuss the benefits of a physically active lifestyle across multiple dimensions of health and across a person’s lifespan.	1. <u>Unit:</u> Nutrition <u>Day:</u> 12 Includes “The Benefits of Exercise” and “MyFitnessPal” activities.
	2. Employ effective self-management skills to analyze and overcome personal barriers and appropriately modify physical activity patterns to maintain or enhance health.	2. <u>Unit:</u> Nutrition <u>Day:</u> 13: “Eating Healthy for Life Survey” and goal-setting “Doodle Notes Activity.”
	3. Evaluate risks and safety factors that might affect physical activity choices and preferences throughout a person’s lifespan.	3. An “ <u>Exercise</u> ” Folder is included in the Nutrition Uni that includes: “Heart Rate Lesson,” “FITT Plans,” and “Health and Fitness Careers Worksheet.”
	4. Investigate relationships among different types of physical skills and activities, fitness, nutrition, and multiple dimensions of health. 5. Apply various methods for monitoring and adjusting workout intensity in order to meet goals and heart-rate targets (e.g., calculating heart rate by taking their pulse or wearable monitors, determine intensity using rate of perceived exertion [RPE] scale).	4 to 8. <u>Unit:</u> Stress In Washington State, “Physical Activity and Fitness” is taught in P.E. classes. Some physical fitness information is addressed in the HET “Nutrition Unit.” An “ <u>Exercise</u> ” Folder is included in the Nutrition Uni that includes: “Heart Rate Lesson,” “FITT Plans,” and “Health and Fitness Careers Worksheet.”

	<p>6. Determine a variety of physical activities that can be implemented independently or with minimal support for the purposes of personal enjoyment or challenge, or to maintain or improve fitness.</p> <p>7. Create a goal and plan for participating in physical activity to maintain or improve health and monitor progress.</p> <p>8. Analyze and evaluate the performance of self and others for proper technique and efficiency in at least one lifetime athletic or physical activity (e.g., yoga, aquatics, biking, rock climbing, dancing, canoeing, weight training, golf, tennis).</p>	
<p>Practice 3: Social Awareness, Relationship, and Communication Skills.</p> <p>Enhance relationships, personal health, and the health of others through social awareness and effective communication.</p>		
<p>Massachusetts Department of Education Commencement Health Standards:</p>		<p>How Health Education Today Meets Massachusetts Standards:</p>
<p>Healthy Relationships [9.3.HR]</p>	<p>1. Explain why it is harmful to disrespect others who have differing views and beliefs and demonstrate positive ways to express understanding of differing perspectives.</p>	<p>1. <u>Unit</u>: Cultural Diversity <u>Day</u>: 1 to 4 The Complexity of Identity: “Who Am I?”</p> <p><u>Unit</u>: Sex Ed. <u>Day</u>: 14 “Healthy Relationships.”</p>
	<p>2. Use effective strategies (e.g., boundary setting, maintaining personal boundaries, respecting others’ boundaries, I-statements, stating your needs, recognizing warning signs) to avoid negative relationships and improve or maintain positive relationships.</p>	<p>2. <u>Unit</u>: Sex Ed. <u>Day</u>: 11 Sexual harassment and “Sexual Assault lessons” and the “See It, Say It, Share It Protection Against Sexual Assault Project.”</p>

	3. Summarize benefits (e.g., mutual respect, deeper connections, inclusion) of respecting individual differences in aspects of sexuality (e.g., sexual activity, sexual abstinence, sexual orientation) and gender (e.g., gender expression, gender identity), growth and development, and physical appearance.	3. <u>Unit:</u> Sex Ed. <u>Day:</u> 3 “Sexual Pressures Flip Chart Art Project.” <u>Unit:</u> Sex Ed. <u>Day:</u> 13: “Sexual Assault Escape Room.”
	4. Reflect on the role individual behaviors and external factors have in a conflict and discuss how individual behaviors and external factors may inform the ability to resolve conflict in the future.	4. <u>Unit:</u> Empathy <u>Day:</u> 7 and 15 “Self-Esteem and Bullying” are covered, including a “Stop Bullying: Make Yourself Heard Small Group Activity.”
	5. Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, assault, discrimination, or exploitation.	5. <u>Unit:</u> Sex Ed. <u>Day:</u> 13: “Sexual Assault Escape Room” <u>Unit:</u> Sex Ed. <u>Day:</u> 11: “Healthy Relationships Homework.”
	6. Appropriately resolve interpersonal conflicts in a variety of settings (e.g., school, family, work, community, and personal relationships).	6. <u>Unit:</u> Conflict Resolution <u>Day:</u> 1 “‘I’ Statements,” “‘SO-QUIC’ Resolution Model.”
	7. Demonstrate empathy (e.g., active listening, withholding judgement, compassion) toward Others.	7. <u>Unit:</u> Empathy <u>Day:</u> All Days “Empathy Homework,” and labels, stereotypes, prejudices, bullying, forgiveness” and more.
	8. Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement.	8. <u>Unit:</u> Empathy <u>Day:</u> 6 “Positive Self-Talk Activity.” <u>Unit:</u> Empathy <u>Day:</u> 15: “Stop Bullying: Make Yourself Heard Small Group Activity.”
		9. <u>Unit:</u> <u>Conflict Resolution</u>

	9. Evaluate verbal, physical, and non-verbal social, cultural, and environmental cues to predict and respond to the emotions and communication style of others.	<u>Day:</u> 2 “I’ Statements Activity.” <u>Unit:</u> <u>Conflict Resolution</u> <u>Day:</u> 3 “Perceptions Activity.”
	10. Use assertive communication techniques, including refusals, in a variety of settings and with a variety of audiences to meet personal needs and maintain or enhance overall health.	10. <u>Unit:</u> <u>Conflict Resolution</u> <u>Day:</u> 6 + 7 “Communication Survey” and “Good Communication Fortune Cookie Project.”
	11. Summarize the importance of talking with parents, guardians, caregivers, and other trusted adults about issues related to relationships, growth and development, and sexual health.	11. <u>Several Units include:</u> “Parent-Teen Communicators”. Topics include sexual health, personal values, depression and suicide, and substance use.
Mental and Emotional Health [9.3.MH]	1. Describe both positive (e.g., developmental assets, protective factors, resilience, supportive adult relationships) and negative factors (e.g., trauma, adversity, adverse childhood experiences) that can impact mental and emotional health and well-being.	1. <u>Unit:</u> Alcohol <u>Day:</u> 4 + 5 “Dysfunctional Families” and “Adverse Childhood Experiences.” There are two full lessons on these topics.
	2. Discuss the benefits of trauma-informed approaches to relationships.	2. <u>Unit:</u> Alcohol <u>Day:</u> 4 + 5 “Dysfunctional Families” and “Adverse Childhood Experiences.” There are two full lessons on these topics.
	3. Demonstrate strategies for expressing understanding towards those who hold different beliefs.	3. <u>Unit:</u> Empathy <u>Day:</u> All “Empathy Homework,” labels, stereotypes, prejudisms, bullying, forgiveness, and more.
	4. Evaluate how society and cultural norms, morals, and values affect personal interactions.	4. <u>Unit:</u> Cultural Diversity <u>Day:</u> 1 to 4 “Identity, Racism, and Social Justice” topics, articles, videos, and art projects.

	<p>5. Evaluate the influence of peers, media, family, society, community, and culture on body image and the impact body image has on health.</p>	<p>5. <u>Unit</u>: Nutrition <u>Day</u>: 15 “Improving Body Image, “Analyzing Media” video, media distortion topics, “You’re Beautiful Video,” and “Love What’s Good Activity.”</p>
	<p>6. Evaluate personal engagement in social situations at home, school, and in the community and create a plan for personal growth in social engagement and in resolving conflict.</p>	<p>6. <u>Unit</u>: Dangerous Decisions <u>Day</u>: Varies Social media awareness and safety. Reading true story articles about dangerous teen decisions and sharing with group or whole class. <u>Unit</u>: Conflict Resolution <u>Day</u>: All “I Statements,” “Conflict Resolution ‘SO-QUIC’ Model.”</p>
	<p>7. Apply appropriate boundary setting strategies (e.g., acknowledge feelings, communicate the boundary, target alternative) within authentic contexts.</p>	<p>7. <u>Unit</u>: Sex Ed. <u>Day</u>: Varies. Assertiveness and refusal skills, sexual abuse, assault, harassment, and more.</p>
	<p>8. Demonstrate a variety of culturally responsive strategies for collaborating with peers, adults, and others in the community.</p>	<p>8. <u>Unit</u>: Cultural Diversity <u>Day</u>: 1 to 4 “Identity, Racism, and Social Justice” topics, articles, videos, and art projects. <u>Unit</u>: Cultural Diversity <u>Day</u>: Varies. “My Uniqueness Project” and more.</p>
	<p>9. Demonstrate strategies for implementing aspects of cultural humility, embracing differences, accepting others, and acknowledging others’ perspectives.</p>	<p>9. <u>Unit</u>: Cultural Diversity <u>Day</u>: 10 to 12 “Say Our Names Project.”</p>
	<p>10. Demonstrate the ability to communicate about mental health in culturally responsive ways that reduce stigma.</p>	<p>10. <u>Unit</u>: Cultural Diversity <u>Day</u>: Optional “Optional Monument Project.”</p>

		<p><u>Unit:</u> Mental Health <u>Day:</u> “The 5 Dimensions of Health” and “Mental Health Doodles,” and “Recourses for Help “(No stigma if you need professional help).</p>
Physical Activity and Fitness [9.3.PF]	<ol style="list-style-type: none"> 1. Analyze sources of conflict within teams and groups and articulate strategies to address conflict and minimize the opportunity for conflict to arise. 2. Assume a leadership role (e.g., task or group leader) in a sports or physical activity setting. 3. Respect others’ ideas, cultural norms, and abilities during cooperative and collaborative movement or team projects. 4. Evaluate the opportunity for social interaction and social support in a variety of physical activities in and out of school. 5. Contribute to the creation of inclusive physical activity environments by respecting and considering others’ ideas, cultural backgrounds, and physical abilities while participating in group or collaborative activities. 	<p>1 to . Note: In Washington State, “Physical Activity and Fitness” is taught in P.E. classes. Some physical fitness information is addressed in the HET “Nutrition Unit.”</p> <p>An “<u>Exercise</u>” Folder is included in the Nutrition Uni that includes: “Heart Rate Lesson,” “FITT Plans,” and “Health and Fitness Careers Worksheet.”</p>
<p>Practice 4: Movement Skills Demonstrate competence in, and knowledge of, a variety of movement forms, motor skills, physical fitness components, and principles in order to engage in purposeful and health-promoting physical activity, including sports and games.</p>		
<p>Massachusetts Department of Education Commencement Health Standards:</p>		<p>How Health Education Today Meets Massachusetts Standards:</p>
Physical Activity and Fitness [9.4.PF]	<ol style="list-style-type: none"> 1. Demonstrate and refine activity-specific movement skills for at least one lifetime individual or team sport, athletic activity, or 	<p>1 to 4. Note: In Washington State, “Physical Activity and Fitness” is taught in P.E. classes. Some physical fitness information is</p>

	<p>physical activity (including, but not limited to invasion, target, racket, net/wall, aquatics, dance, indoor/outdoor pursuits) or health-related fitness activity (e.g., yoga, spinning, swimming, fitness walking, resistance training) to promote enjoyment and encourage lifelong physical activity.</p> <p>2. Perform a variety of dance forms (e.g., ballroom, modern, hip hop, contra/folk, Latin) used in cultural and social occasions (e.g., weddings, social events).</p> <p>3. Analyze performance and select appropriate modifications to movement concepts and biomechanical principles (e.g., force, motion, rotation) that improve performance of self or others in a selected skill and during game play.</p> <p>4. Design strategies and tactics to elicit a higher level of performance during a variety of sports, athletic, or physical activities.</p>	<p>addressed in the HET “Nutrition Unit.”</p> <p>An “<u>Exercise</u>” Folder is included in the Nutrition Uni that includes: “Heart Rate Lesson,” “FITT Plans,” and “Health and Fitness Careers Worksheet.”</p> <p>3. <u>Unit</u>: Nutrition <u>Day</u>: 12 Includes “The Benefits of Exercise” and “MyFitnessPal” activities.</p> <p><u>Day</u>: 13: “Eating Healthy for Life Survey” and goal-setting “Doodle Notes Activity.”</p>
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Practice 5: Self-awareness and Analyzing Influences.

Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.

<p align="center">Massachusetts Department of Education Commencement Health Standards:</p>	<p align="center">How Health Education Today Meets Massachusetts Standards:</p>	
<p>Gender, Sexual Orientation, and Sexual Health [9.5.GS]</p>	<p>1. Analyze a variety of internal and external influences (e.g., peers, media, family, society, community, culture) on a person’s attitudes, beliefs, and expectations about sexual behavior and identity.</p>	<p>1. <u>Unit</u>: Sex Ed. <u>Day</u>: 8 “Abstinence Personal Choice Song Lyrics” and “Analyzing the Effects of Romance Posters.”</p>

	2. Determine the role of personal views about gender, sexual identity, and sexual health on choices and behaviors.	2. <u>Unit</u> : Sex Ed. <u>Day</u> : 4 Understanding gender definition, articles, and website link with many additional lesson activities.
	3. Discuss the role of personal and collective beliefs and values in creating a culture free of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, domestic violence, and dating violence.	3. <u>Unit</u> : Empathy <u>Day</u> : 14 “Personal Values Survey and Lesson.” <u>Unit</u> : Sex Ed. <u>Day</u> : 11 – 13 “Sexual Assault Escape Room” includes an assault quiz, answer key, and afterwards are online links to articles and videos with information for teens on safety and bystander information.
Physical Health and Hygiene [9.5.PH]	1. Analyze how perceptions of norms and social influences encourage or discourage health-promoting and risky behaviors.	1. <u>Unit</u> : Empathy <u>Day</u> : 14 “Personal Values Survey and Lesson.”
	2. Analyze how health risk behaviors (e.g., lack of sleep, poor nutrition, texting and driving) and protective factors (e.g., school connectedness, meaningful relationships, access to health care, regular physical activity) can influence overall health and how environmental factors can impact those behaviors.	2. <u>Unit</u> : Stress <u>Day</u> : 1 + 2 “Stress Vulnerability Quiz,” goal-setting, and “Being Above the Stress Project.”
Physical Activity and Fitness [9.5.PF]	1. Analyze the role of technology and social media tools in supporting a healthy, active lifestyle.	1. <u>Unit</u> : Nutrition <u>Day</u> : 12 “How diet affects CANCER,” cancer warning signs, benefits of exercise, and “MyFitnessPal Online Activity.”
	2. Analyze the impact of a variety of factors (e.g., culture, life choices, economics, motivation and accessibility) on people’s participation in physical activity.	2. <u>Unit</u> : Nutrition <u>Day</u> : 12 “Family Medical History Parent-Teen Communicator Homework” and “MyFitnessPal Online Activity.”

	3. Recognize personal assets and demonstrate a growth mindset related to personal abilities to succeed, grow, and persist through physical activity challenges.	3. <u>Unit</u> : Nutrition <u>Day</u> 13: “Eating Healthy for Life Survey” and personal goal-setting “Doodle Notes” activity.
Public, Community and Environmental Health [9.5.CE]	1. Explore the impact of social determinants of health (e.g., education, social environment, socioeconomic conditions, public safety) on individuals at different levels (e.g., intrapersonal, community, policy).	1. <u>Unit</u> : Environmental Health. <u>Day</u> : 1 to 4 Understanding “The Top 10 Environmental Issues” and their personal impact.
	2. Evaluate the influence of social context/environment, not solely personal choices, on an individual’s health.	2. <u>Unit</u> : Environmental Health. <u>Day</u> : 4 “Advocacy Skills-Based Activity.”
	3. Identify contributing causes (e.g., public policy, industrial growth, racism, power, inequity/inequality) that can influence public, community, or environmental health and analyze alternative strategies to address these causes for improved health outcomes.	3. <u>Unit</u> : Environmental Health <u>Day</u> : 5 to 10 –“Environmental Protection Agency 8 Topics Project,” “All Hands Working Together Project,” “Finding true stories of environmental harm, “Write a “Workplace Hazard Report.” <u>Unit</u> : Community Health <u>Day</u> : 5 to 10 “Public Service Announcements” and Community Health Research Projects.” <u>Unit</u> : Drug <u>Day</u> : Optional. “Be Above the Influence Website and Project.”
	4. Analyze the behavioral (e.g., sedentary lifestyle, smoking, dietary habits) and environmental factors (e.g., policies, access and availability, built environment) that contribute to major chronic diseases (e.g., diabetes, heart disease, lung cancer).	4. <u>Unit</u> : Diseases <u>Day</u> : All “Cancer Warning Signs,” “Understanding Communicable and Non-Communicable Diseases and Personal Risk,” and “Prevention and Treatment of Diseases.” Also “Non-Communicable Diseases Card Game.”
	5. Identify and evaluate global influences (e.g.,	5. <u>Unit</u> : Environmental Health.

	pollution, climate change, warfare, global policies) on personal and community health.	<u>Day:</u> 1 to 4 Understanding “The Top 10 Environmental Issues” and their personal impact.
	6. Analyze the relationship between the health of various groups in a community and its impact on overall community health.	6. <u>Unit:</u> Community Health <u>Day:</u> 1 to 4 “The Ideal City Project” and students research health topics that affect community health. <u>Unit:</u> Community Health <u>Day:</u> 5 to 10 “Public Service Announcements” and “Community Health Research Projects.”
Practice 6: Information and Resource Seeking.		
Access, evaluate, and use valid and reliable health information, products, services, and related resources.		
Massachusetts Department of Education Commencement Health Standards:		How Health Education Today Meets Massachusetts Standards:
Healthy Relationships [9.6.HR]	1. Demonstrate how to access valid information and resources to help maintain positive relationships and get help if in negative or unhealthy relationships.	1. <u>Unit:</u> Sex Ed. <u>Day:</u> 11 “Traits of a Healthy Relationship Project” including articles. 1. <u>Unit:</u> Dangerous Decisions <u>Day:</u> All articles are taken from online on a variety of teen topics including relationships, sexting, suicide, substance use, and giving out personal info online.
	2. Demonstrate how to access valid information and resources to help or support someone else (e.g., who is being bullied or harassed or is a survivor of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence).	2. <u>Unit:</u> Sex Ed. <u>Day:</u> 11 – 13 “Sexual Assault Escape Room” includes an assault quiz, answer key, and afterwards are online links to articles and videos with information for teens on safety and bystander information.

Mental and Emotional Health [9.6.MH]	1. Discuss a variety of supports available at home, school, and community for maintaining or enhancing mental and emotional health.	1. <u>Units</u> : Sex Ed., Mental Health, Tobacco, Alcohol, Drug, “Stress, Depression, and Suicide” Units (to name a few) all encourage teens to seek help from teachers, parents, counselors, or other trusted adults, and there should be no stigma for seeking help.
	2. Evaluate the validity of and use resources from home, school, and community that provide valid health information on enhancing mental and emotional well-being, including effective coping strategies for loss and grief.	2. <u>Unit</u> : Stress <u>Day</u> : 6+ “Online Stress and Depression Interactive Google Slideshow.” <u>Unit</u> : Stress <u>Day</u> : 8 Student-Parent Teen Communicator Homework to discuss stress, depression, and suicide. <u>Also Included in Stress Unit</u> : Dealing with Grief and Tragedy” supplemental materials. This resource has helped many teachers whose schools have suffered loss.
	3. Use valid and reliable resources to find information on risk factors for, and signs and symptoms of, mental health issues and illness (including depression and suicide risk) and access appropriate support for self or others.	3. <u>Unit</u> : Stress <u>Day</u> : 3 “Black Dog of Depression Video and Art Project.” <u>Unit</u> : Stress <u>Day</u> : 6+ “Online Stress and Depression and Suicide Interactive Google Slideshow.”
Physical Activity and Fitness [9.6.PF]	1. Evaluate the validity of claims made by commercial products and programs intended to promote or improve fitness and a healthy, active lifestyle.	<u>Unit</u> : Nutrition <u>Day</u> : 12 Includes “The Benefits of Exercise” and “MyFitnessPal” activities.
	2. Evaluate available resources, supports, and participation requirements of community-sponsored activities related to physical activity and fitness.	<u>Unit</u> : Nutrition <u>Day</u> : 12 Includes “The Benefits of Exercise” and “MyFitnessPal” activities.

		<u>Unit:</u> Nutrition <u>Day:</u> 12 “Family Medical History Parent-Teen Communicator Homework” and “MyFitnessPal Online Activity.”
	3. Develop a physical fitness and/or health plan using community resources (e.g., facilities, programs) to maintain or improve one’s fitness goals.	<u>Unit:</u> Nutrition <u>Day:</u> 13: “Eating Healthy for Life Survey” and goal-setting “Doodle Notes Activity.”
Substance Use and Misuse [9.6.SU]	1. Evaluate the validity of information, products and services that are intended to help a person make health-promoting choices when making decisions related to legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol and marijuana).	<u>Unit:</u> Tobacco <u>Day:</u> 1 to 5 (Tobacco dangers, e-cigarette risks, money spent on tobacco, habits, and addictions. <u>Unit:</u> Tobacco <u>Day:</u> 8 and 9 “Ad Appeals Project.” <u>Unit:</u> Tobacco <u>Optional Day:</u> 10+ “Vaping Dangers Newsletter” or “Anti-Tobacco Advocacy Group Video Project.”
	2. Use valid and reliable information to analyze the relationship of using legal and illegal (regarding legal age of use and type) drugs to causes of death (including overdose) and disease (including addiction) in the United States.	2. <u>Unit:</u> Alcohol <u>Day:</u> 1 to 7 “How Alcohol Affects all Body Organs Activity,” “Refusal Skills Lesson,” “Alcoholism,” and “Drinking and Driving Laws Quiz.”
	3. Recognize the signs of substance misuse and addiction and demonstrate strategies for seeking help for self or others.	3. <u>Unit:</u> Alcohol and Drug <u>Days:</u> Varies “WWWWH” Decision-Making Homework.
	4. Access valid and reliable resources to determine laws regarding the purchasing, distributing, and selling of drugs (e.g., dispensaries, on the street, store, legal vs. illegal, travel across state lines).	4. <u>Unit:</u> Alcohol <u>Day:</u> 3 Using a “National Website” to see “State Alcohol Laws” and complete “Alcohol Laws Worksheet.” <u>Unit:</u> Dangerous Decisions Unit

		<u>Day:</u> All Uses “When is it Legal? Laws Spreadsheet” for each decision topic.
	5. Determine when professional services may be required related to legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) and locate valid and reliable resources and services in the community that can help.	<p>5. <u>Unit:</u> Drug <u>Day:</u> 1 + 2 “Risk Factors for Addiction Quiz and Help Resources.”</p> <p><u>Unit:</u> Stress <u>Day:</u> 2 Activity where teachers post, and students copy onto their “Resource Sheet” local, state, and national helping resources.</p> <p><u>Unit:</u> Drug <u>Day:</u> 9 “True Stories and Dangers of Synthetic Drugs.”</p> <p><u>Unit:</u> Drug <u>Day:</u> 8+ Fentanyl dangers video and article.</p> <p><u>Unit:</u> Drug <u>Day:</u> Optional “Over the Counter Medications Activity.”</p>
Practice 7: Self-Advocacy and Health Promotion.		
Promote personal, family, and community health and well-being.		
Massachusetts Department of Education Commencement Health Standards:		How Health Education Today Meets Massachusetts Standards:
Gender, Sexual Orientation, and Sexual Health [9.7.GS]	1. Discuss how to foster empathy, inclusiveness, and respect around issues related to sexuality (such as sexual activity, sexual abstinence, sexual orientation), gender expression, and gender identity.	<p>1. <u>Unit:</u> Empathy <u>Day:</u> All “Empathy Homework,” and labels, stereotypes, prejudices, bullying, forgiveness” and more.</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 1 “Top 10 Reasons for Choosing Abstinence.”</p>

		<p><u>Unit:</u> Sex Ed. <u>Day:</u> 10 “Birth Control Worksheet,” research, videos, and conclusions.</p>
	<p>2. Identify and support school and community policies and programs that promote safety, dignity, and respect for all sexual orientations and people of all gender identities and gender expressions.</p>	<p>2. <u>Unit:</u> Sex Ed. <u>Day:</u> 4 Understanding gender definition, articles, and website link with many additional lesson activities.</p> <p><u>Unit:</u> Empathy Unit <u>Day:</u> 6 “Positive Self-Talk Activity.”</p> <p><u>Unit:</u> Empathy Unit <u>Day:</u> 16 “Stop Bullying: Make Yourself Heard Small Group Activity.”</p>
<p>Public, Community and Environmental Health [9.7.CE]</p>	<p>1. Identify cost-effective ways to minimize environmental pollutants (e.g., chemicals, trash, noise) in the home and in the community.</p>	<p>1. <u>Unit:</u> Environmental Health. <u>Day:</u> 1 to 4 “Understanding the Top 10 Environmental Issues” and its personal impact.</p>
	<p>2. Analyze programs, policies, and strategies to reduce and eliminate health inequities and disparities.</p>	<p>2. <u>Unit:</u> Community Health <u>Day:</u> 1 to 4 “The Ideal City Project” and students research health topics that affect community health.</p>
	<p>3. Examine health outcome data and evaluate policies or initiatives that address a public health concern within the community.</p>	<p>3. <u>Unit:</u> Community Health <u>Day:</u> 5 to 10 “Public Service Announcements” and Community Health Research Projects.”</p>
	<p>4. Participate in projects to help make positive change in a community (e.g., volunteering, service-learning, service project).</p>	<p>4. <u>Unit:</u> Environmental Health. <u>Day:</u> 4 “Advocacy Skills-Based Activity” where students choose an environmental health problem, suggest a solution, and create a community flyer to address it.</p>