

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

SENIOR SEMINAR Grade 12 Wellness Department 2016

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Senior Seminar is designed to promote the health and wellness of all Trumbull High School seniors. The course will give students a thorough understanding of health principles and will provide them the tools and resources to live healthy, well-balanced lives. The course design places particular emphasis on positive decision-making, promoting health-enhancing behaviors, and addressing social pressures for a lifetime of health and wellness. Ultimately, though their work, students will gain knowledge directly applicable to health-promoting decisions and behaviors.

Research consistently supports the direct connection between students' health status and student' academic achievement; physical, mental, emotional, and social health have significant influences on learning and overall success. Senior Seminar is designed to provide students the knowledge, skills, and resources to be fully prepare for post-high school endeavors.

Emphasizing accessing health information, analyzing health information, applying decision-making skills, and advocating healthy choices, Senior Seminar aims to educate students via a breadth of tools at their disposal for creating healthy habits throughout their college and career years. At the core of the curriculum are the pillars of health education intended to educate the whole child: the physical, mental, emotional, intellectual, and social.

The course is designed to be taught every other day for a semester; it is graded on a Pass/Fail basis, with a Pass earned by students who meet the THS attendance requirements, participate in all formative assessments, and effectively complete the course summative assessment.

Consistent with Board Policy 5145.511, "Sexual Abuse Prevention and Education Program," "A student shall be excused from participating in the sexual abuse and assault awareness and prevention program offered in the District, in its entirety or any part thereof, by written notification by the student's parent or legal guardian to the Director of Curriculum, Instruction, and Assessments, who shall notify the appropriate school principal. Any student exempted from the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work."

COURSE GOALS

The following course goals derive from the 2006 Connecticut Healthy and Balanced Living Curriculum Framework.

- CSHE.H.1.6 Use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood.
- CSHE.H.2.1 Evaluate the validity of health information and the cost of products and services.
- CSHE.H.2.2 Demonstrate the ability to access and evaluate resources from home, school, and community that provide valid health information and services for themselves and others.
- CSHE.H.3.2 Analyze personal health status to determine needs.
- CSHE.H.3.3 Distinguish between safe, risky, or harmful behaviors affecting themselves and others in the community.
- CSHE.H.3.4 Apply and assess strategies to improve or maintain personal, family, and community health by examining influences, rules, and legal responsibilities that affect decisions.
- CSHE.H.3.5 Use and evaluate safety techniques to avoid and reduce injury and prevent disease.
- CSHE.H.3.6 Evaluate and apply appropriate stress management strategies.
- CSHE.H.4.2 Evaluate the effects of media, technology, and other factors on personal, family, and community health.
- CSHE.H.5.1 Compare and contrast skills for communicating effectively with family, peers, and others.
- CSHE.H.5.3 Demonstrate the ability to identify positive and negative emotions and analyze the impact on behavior.
- CSHE.H.5.4 Analyze situations and demonstrate healthy ways to express needs, wants, and feelings.
- CSHE.H.5.6 Prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts.
- CSHE.H.6.2 Demonstrate the ability to make health-enhancing decisions using the collaborative decision-making process.
- CSHE.H.7.1 Demonstrate various strategies when making goal-setting decisions to enhance health.

CSHE.H.8.1	Evaluate the effectiveness of methods for accurately expressing health information, concepts, and skills.
CSHE.H.8.2	Support and defend a position with accurate health information.
CSHE.H.8.4	Use the ability to influence and support others in making positive health choices.
CSHE.H.8.6	Engage others to develop health campaigns which promote care, consideration, and concern for others (e.g., persons living with HIV/AIDS, diabetes, cancer).
CSHE.H.8.7	Analyze the power of choice with personal relationships and examine the responsibility and consequences regarding actions/behaviors related to sexuality.

The following course goals derive from the 2013 SHAPE America (Society of Health and Physical Educators) Grade-Level Outcomes for K-12 Physical Education.

SHAPE.S3.H14.L1	Identify stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
SHAPE.S3.H10.L1	Calculate target health rate and apply that information to personal fitness plan.
SHAPE.S3.H14.L2	Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
SHAPE.S4.H1.L1	Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.
SHAPE.S4.H5.L1	Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- a number of factors can influence one’s ability to make healthy decisions.
- poor decision-making can have short-term and long-term negative consequences.
- stress can be managed.

- healthy habits are imperative for optimal lifetime emotional, intellectual, and physical performance.
- substance use and misuse has short-term and long-term negative consequences.
- mental health issues can be managed and treated.
- a number of factors can influence healthy relationships.
- they need to be proactive in expressing and advocating for their own selves.
- they have the ability and the confidence to refuse drugs, alcohol, and other negative choices.
- there are precautionary measures and resources to prevent unsafe situations from occurring.
- they have the ability to access valid information, products, and services regarding social, emotional, and physical health.
- budgeting and tracking spending are crucial to financial success.
- they need to budget their finances to avoid negative consequences such as credit card debt, loan debt, etc.
- developing self-esteem, resiliency, tolerance, and coping skills will support social and emotional health.
- the ability to use proper decision-making skills contributes to one's physical, mental, emotional, and social health.

COURSE ESSENTIAL QUESTIONS

- How can I apply decision-making strategies to create healthy habits that mitigate stress and enhance overall personal wellness?
- What information do I need to make confident, informed decisions about stress, drugs and alcohol, nutrition, fitness, sleep, sexual health, finances, effective communication, and managing emotions?
- What resources are at my disposal to help me create my best self?

COURSE KNOWLEDGE & SKILLS

Students will understand . . .

- the importance of decision-making and the role of the prefrontal cortex.
- the impact of stress on various body systems and how stress can be mitigated through the development of healthy habits.
- the importance of nutrition to physical and mental performance.
- what is a calorie, how to read food labels, and what healthy eating looks like.
- the components of a fitness program and how exercise leads to overall well-being.
- the importance of deep, restorative sleep.
- how to best utilize their time and how to minimize distractions.
- the negative impact of drugs and alcohol on the body as well as on one's future goals.
- the mind-body connection and how a negative thinking pattern can affect one's health.
- the components of healthy relationships and how best to communicate boundaries within those relationships.

- the paramount importance of advocating and being confident with one's self to making healthy decisions.
- safety risks potentially faced in college and adult life, and ways to avoid such concerns.
- how to evaluate the validity of health-related information.
- how to budget and analyze monthly expenses.
- the components of self-image and how they relate to one's "best self."
- the steps of the decision-making process.

Students will be able to . . .

- apply various strategies to make well-thought-out, informed, goal-setting decisions to enhance health.
- apply strategies to decrease stress.
- choose healthy food options.
- create a fitness program for themselves based on the FITT Principle.
- utilize techniques to enhance sleep hygiene.
- apply techniques to maximize time management.
- utilize refusal skills applicable to drugs and alcohol.
- demonstrate the ability to identify positive and negative emotions and analyze their impact on behavior.
- access resources pertaining to mental health and mental health professionals.
- advocate for themselves via effective communication skills in personal, professional, and/or group environments.
- apply safety techniques to avoid and reduce injury and prevent disease.
- effectively say "no" in situations involving drugs, alcohol, and sex.
- access and evaluate resources from home, school, and community that provide valid health-related information and services for themselves and others.
- budget money to be financially stable after high school.

COURSE SYLLABUS

Course Name

Senior Seminar

Level

[unleveled]

Prerequisites

None

Materials Required

None

General Description of the Course

Senior Seminar will focus on health topics particularly important for students in their final year of high school, which of course will transition them to college and the workplace. Subjects covered in the course will utilize a seminar format focused on student involvement, participation, and active learning.

Assured Assessments

Students will be evaluated by their performance on regular formative assessments as well as the course summative assessment. A Pass will be earned by students who meet the THS attendance requirements, participate in all formative assessments, and effectively complete the course summative assessment.

Core Text

None

UNIT 1

Building the Classroom Climate

The first three days of Senior Seminar will be devoted to laying the groundwork for an open, honest, respectful, accepting, and safe learning environment via the following activities and focus areas:

- Jointly establishing classroom norms and guidelines;
- Suggesting ways in which students can help one another adhere to the classroom norms and guidelines;
- Understanding the norms of confidentiality and mandated reporting as they apply to the classroom setting;
- Identifying the special roles and responsibilities of school counseling and support staff, and opportunities and means for accessing such specialists;
- Developing trust via team-building activities with classmates; and
- Understanding the processes of group dynamics and their implications for Senior Seminar.

UNIT 2

Understanding and Dealing with Stress

Part A: Decision-Making

Unit Goals

At the completion of this unit, students will:

- | | |
|------------|---|
| CSHE.H.6.2 | Demonstrate the ability to make health-enhancing decisions using the collaborative decision-making process. |
| CSHE.H.7.1 | Demonstrate various strategies when making goal-setting decisions to enhance health. |

Unit Essential Questions

- What factors have the most significant impact on my decision-making?
- What strategies can I use to help myself make a good decision?
- What are some of the potential short-term and long-term effects of my choices?

Scope and Sequence

- Students will explore reasons teenagers make good and bad decisions (e.g., prefrontal cortex) and brainstorm important decisions they will make this year.
 - Picture-Perfect Writing: Developing a vision board, if you could picture your perfect future, what would it look like in 5 years? 10 years? 25 years?
- Students will apply decision-making strategies (e.g., via HELP acronym) to real-life scenarios.

Assured Assessments

Formative Assessment:

Dear 18-year-old-me Letter: Building on the “Reality Bites” card, students will imagine they are looking back on their lives and reflecting on how poor decisions made when they were younger have impacted their futures and affected their overall wellness. In this letter, they will advise their younger selves on how to avoid making the same mistakes again.

Time Allotment

- Approximately two classes

Part B: Stress Management

Unit Goals

At the completion of this unit, students will:

- | | |
|-----------------|---|
| SHAPE.S3.H14.L1 | Identify stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. |
| SHAPE.S3.H14.L2 | Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. |
| CSHE.H.3.6 | Evaluate and apply appropriate stress management strategies. |

Unit Essential Questions

- How do I identify signs of stress in myself and in others?
- How can I best manage my stress?
- What are the sources of stress in my life now and how will they change in my lifetime?

Scope and Sequence

- Students will learn to identify sources of stress and learn the difference between good stress and bad stress.
- Students will learn that stress can negatively impact health (emotionally, behaviorally, and physically).
- Students will identify ways to manage stress.
- Students will apply stress-reducing techniques, guided by the teacher through tips and techniques to help mitigate stress (e.g., guided meditation, proper breathing techniques, yoga, exercise, music, etc.).
- Students will view a TED Talk on stress management and participate in follow-up discussion.

Assured Assessments

Formative Assessment:

Stress Game Plan: Students will think of a stressful situation in their past, then write a stress plan unique and specific to them, including techniques they learned in class and others they have researched that could have been applied to that situation. The plan will be available to the students for future situations involving stress.

Time Allotment

- Approximately three classes

Part C: Coping with Stress by Creating Healthy Habits

Unit Goals

At the completion of this unit, students will:

SHAPE.S3.H10.L1	Calculate target health rate and apply that information to personal fitness plan.
CSHE.H.3.2	Analyze personal health status to determine needs.
CSHE.H.7.1	Demonstrate various strategies when making goal-setting decisions to enhance health.

Unit Essential Questions

- Why is sleep so important, and what habits can be applied for a deep, restful sleep?
- What should I eat for peak mental and physical performance?
- How can I assess my physical fitness and develop a program to enhance my fitness?
- How can I manage my time to optimize productivity and minimize stress?

Scope and Sequence

- Students will analyze their sleep patterns via a sleep checklist to determine if they have healthy sleeping habits.
- Students will develop techniques to improve deep sleep to optimize performance (e.g., minimizing blue light, shutting down technology an hour before bed, guided meditation, etc.).
- Students will view a Nutrition PowerPoint, learning what healthy eating looks like and relates to (e.g., what to eat for optimal mental and physical performance, diets that humans thrive on, metabolism, calories, food labels, supplements, food marketing, fad dieting, eating disorders, etc.).
- Students will create a fitness program tailor-made for the individual, applying the Principle of FITT, target health rate, maximum health rate, strength, endurance, flexibility, and resources for different programs.
- Students will learn techniques they can use to maximize time and efficiency (e.g., self-reflection, “time suckers,” etc.).

Assured Assessments

Formative Assessment:

Students will create a healthy habits regiment for themselves that speaks to sleep, nutrition, and fitness, the components that are geared toward creating a healthy individual as well as great coping strategies to address stress. The plan will include:

1. Identification of ways to have ideal sleep and determine personal sleep patterns.
2. Analysis of students’ own nutritional status: Using fitday.com, students will track what they eat for 3 days, and the app will generate a graph analyzing their nutrient/vitamin

levels. A two-paragraph written reflection will analyze students' eating choices and ways to improve upon them.

3. Application of fitness concepts to develop a plan based on their specific fitness goal (e.g., strength, flexibility, endurance, weight loss).

Time Allotment

- Approximately six classes

UNIT 3

Developing Personal Well-Being

Part A: Substance Use

Unit Goals

At the completion of this unit, students will:

- | | |
|------------|---|
| CSHE.H.3.3 | Distinguish between safe, risky, or harmful behaviors affecting themselves and others in the community. |
| CSHE.H.8.2 | Support and defend a position with accurate health information. |
| CSHE.H.8.6 | Engage others to develop health campaigns which promote care, consideration, and concern for others (e.g., persons living with HIV/AIDS, diabetes, cancer). |

Unit Essential Questions

- How do drugs and alcohol negatively impact health?
- What is drug misuse and addiction?

Scope and Sequence

- Students will learn the most current facts about tobacco, alcohol, and other drug use, including the impact of each on the human body.
- Students will analyze the influences of peers and media on the use of tobacco, alcohol, and other drugs.
- Students will learn about the disease of addiction and its impact on the brain via reward pathways.
- The THS School Resource Officer will speak to students about drugs, relevant experiences, and the law.

Assured Assessments

Formative Assessment:

Using technology, students will create a Public Service Announcement about substance use, with the winning PSA potentially broadcasted in the THS community.

Time Allotment

- Approximately four classes

Part B: Mental and Emotional Health

Unit Goals

At the completion of this unit, students will:

- | | |
|------------|--|
| CSHE.H.5.3 | Demonstrate the ability to identify positive and negative emotions and analyze the impact on behavior. |
| CSHE.H.8.4 | Use the ability to influence and support others in making positive health choices. |

Unit Essential Questions

- How can I help myself manage difficult emotions in effective ways?
- What resources or sources of support are available in my community?
- How can I identify and support those struggling with mental and emotional issues?

Scope and Sequence

- Students will engage in up-to-date emotional intelligence learning linked to Dr. Marc Brackett and the Yale Center for Emotional Intelligence.
- Students will identify different types of feelings that can be detrimental to one's mental/emotional health, including stress, anxiety, and panic.
- Students will discuss how to deal with negative emotions such as fear, anger, guilt, disappointment, rejection, separation from friends and family, etc., including in the post-high school world.
- Students will learn how to support others struggling with mental/emotional issues.
- Students will apply strategies to maintain and improve one's mental/emotional health by acknowledging strengths and weaknesses, focusing on the positive, and being one's best self.
- Students will learn about the mind-body connection and how a negative thinking pattern can affect one's health.
- Students will learn when and how to access mental health professionals.

Assured Assessments

Formative Assessment:

- Students will search for and select a personal mantra/slogan inspirational to them.
- Students will develop a resource guide of health-related services available within the community in which they anticipate living within the upcoming year.
- Students will hand in a "Daily News" reflection based on their thought patterns throughout the day and how they could become more positive.

Time Allotment

- Approximately three classes

UNIT 4

Effective Communication

Part A: Relationships

Unit Goals

At the completion of this unit, students will:

- | | |
|------------|---|
| CSHE.H.5.1 | Compare and contrast skills for communicating effectively with family, peers, and others. |
| CSHE.H.5.6 | Prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts. |
| CSHE.H.8.7 | Analyze the power of choice with personal relationships and examine the responsibility and consequences regarding actions/behaviors related to sexuality. |

Unit Essential Questions

- How do I know if I have a healthy or unhealthy relationship?
- How can I communicate boundaries in a relationship?
- What decision-making skills do I need to maintain my sexual health in a relationship?

Scope and Sequence

- Students will identify the different types of relationships in their lives.
- Students will identify the various components of a healthy relationship (e.g., communication, respect, kindness, safety, etc.) vs. an unhealthy relationship.
- Students will learn how to communicate effectively, and/or resolve conflicts, when boundaries are crossed in a relationship.
- Students will learn how to comfortably apply their communication and decision-making skills to not feel pressured in situations involving sexual health and abuse.

Assured Assessments

Formative Assessment:

Students will participate in problem-solving of authentic scenarios and realistic role-playing based upon identified criteria and rubrics for success.

Time Allotment

- Approximately three classes

Part B: Self-Advocacy

Unit Goals

At the completion of this unit, students will:

- | | |
|----------------|---|
| CSHE.H.3.2 | Analyze personal health status to determine needs. |
| SHAPE.S4.H1.L1 | Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. |

Unit Essential Questions

- How can I communicate effectively in an assertive and respectful manner to express what is important to me?
- When is it appropriate to advocate for myself?

Scope and Sequence

- Students will define self-advocacy.
- Students will identify and discuss ways to advocate for themselves.
- Students will apply self-advocacy in the context of interviewing skills.
- Students will discuss what is appropriate and inappropriate in relation to potentially uncomfortable situations such as those involving power imbalances.

Assured Assessments

Formative Assessment:

Students will participate in problem-solving of authentic scenarios and realistic role-playing related to peer and authority interactions.

Time Allotment

- Approximately two classes

Part C: Drug, Alcohol, and Sexual Refusal Skills

Unit Goals

At the completion of this unit, students will:

- | | |
|------------|--|
| CSHE.H.1.6 | Use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood. |
| CSHE.H.3.3 | Distinguish between safe, risky, or harmful behaviors affecting themselves and others in the community. |

Unit Essential Questions

- How can I clearly say “no” when making a decision?
- What interpersonal communication skills do I need in order to have a positive effect on my health and wellness?

Scope and Sequence

- Students will learn various refusal techniques for situations that they may face.
- Students will role-play scenarios and discuss how they can effectively say “no,” including when asked to participate in something others are comfortable doing but they are uncomfortable doing.
- Students will discuss interpersonal communication principles and how to convey the healthiest decision in a situation based on its pros and cons.

Assured Assessments

Formative Assessment:

Students will participate in problem-solving of authentic scenarios and realistic role-playing related to refusal skills.

Time Allotment

- Approximately three classes

UNIT 5

Your Best Self

Part A: Physical Safety

Unit Goals

At the completion of this unit, students will:

- | | |
|----------------|--|
| CSHE.H.3.3 | Distinguish between safe, risky, or harmful behaviors affecting themselves and others in the community. |
| SHAPE.S4.H5.L1 | Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). |

Unit Essential Questions

- How can I prevent an unsafe situation from occurring?
- What can I do if something that concerns me has happened?

Scope and Sequence

- Students will discuss the possible safety risks they may face in college and adult life, and ways to avoid these concerns.
- Students will discuss strategies to effectively avoid potentially unsafe situations and how to handle themselves during such situations should they arise.
- Students will research the resources and specialists available at their next intended destination (e.g., college, workplace, military, etc.).
- Students will discuss the bystander approach and its implication for their future lives.

Assured Assessments

Formative Assessment:

Students will develop a list of safety resources and specialists available at their next stage of life (e.g., college, workplace, military, etc.).

Time Allotment

- Approximately two classes

Part B: Using Resources Effectively

Unit Goals

At the completion of this unit, students will:

- | | |
|------------|---|
| CSHE.H.2.1 | Evaluate the validity of health information and the cost of products and services. |
| CSHE.H.2.2 | Demonstrate the ability to access and evaluate resources from home, school, and community that provide valid health information and services for themselves and others. |

Unit Essential Questions

- How can I find resources when I am struggling with various situations after high school?
- How will I know where to access accurate health-related information?
- How will I know how to assess health-related information for accuracy and bias?

Scope and Sequence

- Students will brainstorm problems they may face in social, emotional, and physical situations in their next stage of life.
- Students will research possible specialists they can use when facing such situations.
- Students will learn about credible resources and how to decipher if the information they are reading is accurate and credible, and will apply that learning in the context of real-world resources.

Assured Assessments

Formative Assessment:

Students will review real-world health-related sources, distinguishing credible ones from non-credible ones based on identified and articulated criteria.

Time Allotment

- Approximately two classes

Part C: Financial Resources

Unit Goals

At the completion of this unit, students will:

- | | |
|------------|---|
| CSHE.H.3.4 | Apply and assess strategies to improve or maintain personal, family, and community health by examining influences, rules, and legal responsibilities that affect decisions. |
|------------|---|

CSHE.H.8.1 Evaluate the effectiveness of methods for accurately expressing health information, concepts, and skills.

Unit Essential Questions

- How can I budget my money and make sure that I am financially stable after high school?
- How can I effectively budget and track my finances?

Scope and Sequence

- Students will research possible resources for financial assistance they may need in the future, considering wants vs. needs.
- Students will learn about factors that affect one’s credit and future financial wellness.
- Students will participate in facilitated discussion based on ways individuals can budget their money and be financially responsible (e.g., a budget plan of what students will buy in a week/month for housing, food, gas, miscellaneous items, etc.).

Assured Assessments

Formative Assessment:

Students will develop a possible budget based on a designated dollar amount.

Time Allotment

- Approximately two classes

Part D: Self-Image

Unit Goals

At the completion of this unit, students will:

CSHE.H.4.2 Evaluate the effects of media, technology, and other factors on personal, family, and community health.

CSHE.H.5.4 Analyze situations and demonstrate healthy ways to express needs, wants, and feelings.

Unit Essential Question

- How can I improve my self-image to positively affect my health and wellness?

Scope and Sequence

- Students will discuss the various components that comprise self-image.
- Via the “Your Best Self” video, students will discuss how having a positive self-image can affect many parts of one’s life in beneficial ways.
- After learning what a “Johari Window” is, students will highlight positive characteristics and attributes of their peers.

Assured Assessments

Formative Assessment:

Students will collaborate in the “Johari Window” exercise.

Time Allotment

- Approximately two classes

Part E: Decision-Making

Unit Goals

At the completion of this unit, students will:

- | | |
|------------|---|
| CSHE.H.6.2 | Demonstrate the ability to make health-enhancing decisions using the collaborative decision-making process. |
| CSHE.H.7.1 | Demonstrate various strategies when making goal-setting decisions to enhance health. |

Unit Essential Questions

- What are the steps in making an educated healthy decision?
- How can I overcome negative influences when making decisions about my personal health?

Scope and Sequence

- Students will analyze why and how making an educated decision is the healthiest approach.
- Students will participate in role-playing to practice decision-making skills, such as related to the “This Is Water” video.
- Students will apply decision-making skills to choices they will be making in the upcoming year.

Assured Assessments

Formative Assessment:

- Students will participate in problem-solving of authentic scenarios and realistic role-playing related to the effective use of decision-making skills.
- Students will reflect in writing about decisions they have to make related to the topics they brainstorm in Unit 1.

Time Allotment

- Approximately two classes

CULMINATING SUMMATIVE ASSESSMENT

The final exam for Senior Seminar will be a Wellness Capstone Project. Students will develop and complete a project in small groups and present their findings to the class. This project will give students the opportunity to undertake a more profound exploration of a wellness topic via a project to benefit the student and possibly the larger community in need of health-related information. Upon successful completion of this project, the student will be able to analyze research related to health promotion and disease prevention, to work collaboratively with peers, and to present health-related information effectively to his/her class of peers.

The project will be discussed at the start of the semester and is designed to be worked on throughout the semester, incorporating time management skills into the project. Student presentations of their projects will be the last three days of the course.

COURSE CREDIT

0.25 credit in Wellness
One class period every other day for a half year

PREREQUISITES

None

TEXT

None

CURRENT REFERENCES

Unit 4: Effective Communication Resources

- https://classroom.kidshealth.org/classroom/9to12/personal/growing/healthy_relationships.pdf
- <http://www.poehealth.org/wp-content/uploads/2014/07/Healthy-Relationships-Session-Outline.pdf>
- https://www.mcgill.ca/connectionslab/files/connectionslab/peer_relationships_1.pdf
- <https://www.youtube.com/watch?v=M9MtJ0J3Gis>
- <https://www.youtube.com/watch?v=2QQ87wlaFgg&feature=youtu.be> (unhealthy relationship)
- <http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html>
- <https://teachingselfadvocacy.wordpress.com/teaching-self-advocacy-skills/>
- http://www.ct.gov/brs/lib/brs/pdfs/guidepostdocs/steppingforward_color_interactive_14.pdf
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- Connecticut State Department of Education. *A Statewide K-12 Sexual Assault & Abuse Prevention & Awareness Program*. 2016. Print.
- <http://crisispregnancy.ie/wp-content/uploads/2012/06/PPP-Teacher-workbook2.pdf>
- <http://www.uen.org/Lessonplan/preview.cgi?LPid=30959>
- <http://www.realityworks.com/documents/resources/curriculumsample-healthychoices.pdf>

Unit 5: Your Best Self Resources

- <http://www.cdc.gov/features/collegehealth/>
- <http://www.going-to-college.org/campuslife/resources.html>
- <https://studentaid.ed.gov/sa/types/grants-scholarships>
- <https://studentaid.ed.gov/sa/prepare-for-college/budgeting/budgeting-tips>
- <http://www.mtstcil.org/skills/image-3.html>
- <https://www.youtube.com/watch?v=dJVp8b1SQhA>
- <https://open.buffer.com/daily-success-routine/> (“Your Best Self”)
- <http://sinema7.net/wp-content/uploads/2014/10/JohariWindow.png> (Johari Window)
- <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1271#.V64o9mVh21s>
- <http://ruralinstitute.umt.edu/transition/articles/planningworkbook.pdf>
- <https://www.youtube.com/watch?v=pfw2Qf1VfJo> (“This Is Water”)