

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Health II

May 2019

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New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Health II

Grades 10-12

Health II is a course for students in the 10th, 11th & 12th grades. The concepts of Health I are explored in more detail, with the progression of adolescent development and needs taken into account. The topics within the units of Mental Health, Illicit Drug & Substance Safety, and Sexuality were chosen in consultation with the guidance department and analysis of the attitudes and behaviors survey designed by the Search Institute given in 8th, 10th & 12th grades. The professional wellness and communication units emphasize professional communication so that students can improve their communication skills, and become aware of the appropriate manner in which to use technology and media. The overall goal of the course is to help students self-assess and reflect on their own health & wellness and become ready for professional situations, in order to attain their personal future goals.

Pacing Guide

Unit 1: Mental Health - 3 Weeks

Unit 2: Communication - 3 Weeks

Unit 3: Professional Wellness - 3 Weeks

Unit 4: Sexuality - 3 Weeks

Unit 5: Illicit Drugs and Substance Safety - 3 Weeks

Unit 6: Culminating Project: Dissemination of Health, Wellness and Safety Information to the School Community - 2 Weeks

Unit 1: Mental Health

| Stage 1 Desired Results | | |
|--|--|---|
| ESTABLISHED GOALS | Transfer | |
| | <i>Students will be able to independently use their learning to...</i> Enhance their knowledge of the various mental health illnesses in order to recognize the signs and symptoms of each illness to self- reflect on the impact they have, and develop appropriate coping skills for themselves and others. | |
| | Meaning | |
| <p>NHS-S1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>NHS-S3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>NHS-S4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>NHS-S7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>NHS-S8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> | UNDERSTANDINGS | ESSENTIAL QUESTIONS |
| | <i>Students will understand that...</i> <ul style="list-style-type: none"> • <i>There are stigmas related to the topics of mental illness that negatively affect getting appropriate treatment.</i> • <i>There are signs and symptoms of various mental health illnesses that can be recognized in order to be proactive in treatment of the illness.</i> • <i>Coping skills enhance our ability to positively deal with mental illness for ourselves and others.</i> | <i>Students will keep considering...</i> <ul style="list-style-type: none"> • <i>What are stigmas about mental illness that must be dealt with in order to move past them to receive treatment for mental illness?</i> • <i>What are the signs and symptoms of various mental health illnesses that need to be recognized to get help for mental illness?</i> • <i>What coping skill will one need in order to improve their sense of personal balance and wellness.</i> |

| | Acquisition | |
|--|--|---|
| | <i>Students will know...</i> | <i>Students will be skilled at...</i> |
| | <ul style="list-style-type: none"> • The difference between mental health and mental illness. • pyramid of mental health to distinguish different levels of mental health • personal attitudes about mental health. • signs and symptoms of various mental illnesses. • coping strategies for anger management, grief/loss & sleep deprivation. | <ul style="list-style-type: none"> • identifying barriers to getting treatment for mental illness • using the mental health pyramid to analyze the different levels of mental illness. • self- reflecting on their own attitudes and beliefs towards issues of mental illness for themselves and others. • recognizing the signs and symptoms of each mental illness discussed in this unit. • connecting the mental illness to the appropriate resource and treatment for the illness. • Role playing coping skills for situations dealing with issues of anger management, grief , loss, how to advocate for others in crisis |

| Stage 2 – Evidence | | |
|--------------------|--|---|
| Code | Evaluative Criteria | Assessment Evidence |
| A M T | <ul style="list-style-type: none"> • Discussion • Completed of mental health research project according to rubric. • Participation in class role plays. | <p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Goal: Students will be able to cope with mental illness by recognizing the signs and symptoms of various mental health issues and be able to seek out appropriate treatment for themselves or others.</i></p> <p><i>Role: Health Educator & Student</i></p> <p><i>Audience: Peers</i></p> <p><i>Situation: Real world situations to self- reflect on attitudes, recognition and treatment of mental illness.</i></p> <p><i>Product: Presentation on various mental illness behaviors and participation in class role plays.</i></p> <p><i>Standard: Rubrics, peer assessment, teacher feedback</i></p> |
| | | <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Quizzes • Tests |

Stage 3 – Learning Plan

| Code | Pre-Assessment Students will self assess through a mental health personal attitude inventory. | |
|---|---|---|
| <div>T</div> <div>M, T</div> <div>A</div> | SUMMARY OF KEY LEARNING EVENTS & INSTRUCTION: <ul style="list-style-type: none"> Teacher will prepare notes and lectures on various mental health topics.W Teacher introduces the goals of the unit and the performance task.E Teacher will lead a whole-class discussion of the definition of “stigma,” and the relationship between stigma, stereotyping and discrimination.H Students will take a mental health personal attitude inventory.E Teachers will share statistics on dealing with mental illness. H Teachers will provide students with the acronym “WALLS” to help reduce stigma. (Watch your language, Ask questions, Learn more , Listen to experiences, Speak Out). W,E Students will apply WALLS to teacher created scenarios.R,E2 Students will complete a carousel activity with: physical & mental health, physical illness, mental illness.R,E Teacher will introduce the various parts of the mental health pyramid by creating real-life examples of different levels of mental stress.W,E | PROGRESS MONITORING: <ul style="list-style-type: none"> Students will receive feedback from teacher and peers during discussion. 1-1 discussion with teacher during worksheet completion. Group cooperation and peer to peer think pair share discussions. Completion of worksheets and exit tickets. Preparation of role plays and appropriate solutions to the given topic. Ability to self assess and reflect on the applicable worksheets. |

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| A,M | <ul style="list-style-type: none"> Students will differentiate the levels of mental stress leading up to Mental Disorder/Illness using the Mental Health Pyramid. E,E2 | |
| A, M, T | <ul style="list-style-type: none"> Students will participate in a jigsaw activity on the signs and symptoms and available treatment for: anxiety, OCD, PTSD, BiPolar, self/harm/resiliency O,E,E2 Teacher will introduce the stages of grief according to Elizabeth Kubler-Ross, . E | |
| M, T | <ul style="list-style-type: none"> Students will do a role playing activity demonstrating coping Skills for: anger management, resiliency & grief/loss.and recognition of behaviors of mental disorders. E,R,E2 <p>Essential Resources:</p> <ul style="list-style-type: none"> www.canwetalk.ca https://www.sharonelby.com/anxiety/what-are-18-things-mentally-strong-people-do-take-the-quiz Canadian Mental Health Association Health & Wellness,McGraw-Hill Education 2008. Health, Glencoe 2015. other related/similar material | |

Unit 2: Communication

| Stage 1 Desired Results | | |
|--|---|---|
| ESTABLISHED GOALS NHS-S2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. NHS-S4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. NHS-S5: Students will demonstrate the ability to use decision-making skills to enhance health. NHS-S7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. NHS-S8: Students will demonstrate the ability to advocate for personal, family, and community health. | Transfer | |
| | <i>Students will be able to independently use their learning to...</i> <i>Advocate for themselves practicing effective communication skills to cope with essential life circumstances.</i> | |
| | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • <i>communication skills are important when advocating for oneself or others.</i> • <i>it is necessary to deal with conflict and find a resolution in an appropriate manner.</i> • <i>effect communication and listening techniques can improve your relationships with others.</i> | ESSENTIAL QUESTIONS <i>Students will keep considering...</i> <ul style="list-style-type: none"> • <i>What are the communication techniques that should be practiced for effective communication?</i> • <i>What strategies can be practiced when confronted with conflicts?</i> • <i>What communication skills contribute to strengthening healthy relationships?</i> |

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| | Acquisition | |
| | <i>Students will know...</i> <ul style="list-style-type: none"> ● that there are many options when one has to resolve a conflict. ● the 6 steps of decision making including the “HELP” model. ● affirmations of positive self talk ● the “I like, I wish, I wonder” methods of giving constructive feedback ● various types of family arrangements in society today. ● situations of family pressures and conflict for adolescents. | <i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● exploring conflict through discussion and role play ● applying 6 steps of decision making to lifetime goals. ● identifying positive affirmations to improve positive self talk ● giving constructive feedback to peers ● knowing that family relationship influence their overall health |

| Stage 2 – Evidence | | |
|--|---|---|
| Code | Evaluative Criteria | Assessment Evidence |
| A T T A | <ul style="list-style-type: none"> • Discussion • Completion of affirmations project • Participation in class role plays. • Worksheet completions | <p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Goal: Students will use information from class to improve their communication skills when dealing with real world situations pertaining to decision making, conflict resolution and family situations.</i></p> <p><i>Role: Health Educator & Student</i></p> <p><i>Audience: Peers</i></p> <p><i>Situation: “Real-World” situations pertaining to decision making, conflict resolution and family situations.</i></p> <p><i>Product: Completion of; conflict resolution table, class discussion, role play, affirmation project, decision making worksheet, family relationships discussions</i></p> <p><i>Standards: Rubric, peer assessment/feedback, teacher feedback</i></p> |
| | | <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Quizzes • Tests |

Stage 3 – Learning Plan

| Code | Pre-Assessment | |
|---------|--|--|
| | Students will be able to list the effective communication skills they use when dealing with conflicts or making life decisions. | |
| | SUMMARY OF KEY LEARNING EVENTS & INSTRUCTION: <ul style="list-style-type: none"> Teacher will provide students with an opportunity to begin thinking about different ways to resolve conflict. O,W Students will brainstorm ways to resolve a conflict R,E2 Teacher will provide scenarios of relevant conflict situations. (TPT) O,W Students will participate in a active listening activities. (The Right Family, Mystery Drawing) H Teacher will facilitate discussion on class activities. R Students will use 6 steps in making decisions including the HELP strategy. (HEALTH, Glencoe. pg 41-42) E,R,E2 Student will complete "Conflict Resolution" Role Playing E,E2 Students will be provided positive thinking task card and will work in groups to discuss their thoughts about the various cards. W,E,R,E2 Teacher will brainstorm with the class examples of positive self talk and discuss how it impacts their lives. W,H Students will choose 6 positive affirmations that will help them deal with life challenges.E2,T | PROGRESS MONITORING: <ul style="list-style-type: none"> Students will receive feedback from teacher and peers during discussion. 1-1 discussion with teacher during worksheet completion. Group cooperation and peer to peer think pair share discussions. Completion of worksheets and exit tickets. Preparation of role plays and appropriate solutions to the given topic. Ability to self assess and reflect on the applicable worksheets. KWL Chart- Decisions Making |
| A, M | | |
| A, M, T | | |
| M, T | | |
| T | | |
| M, T | | |
| M | | |

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| <p>T</p> <p>A, M</p> | <ul style="list-style-type: none"> • <i>Students will create a display of their 6 affirmations. T</i> • <i>Teacher will ask students to create a drawing of their favorite activity. W</i> • <i>Student will use constructive feedback using the model “I Like, I Wish, I Wonder” about other students work. (www.planetsmartypants.com) E,T</i> • <i>Teacher will provide article and statistics on Teenage Family Responsibilities: Caring for family members (Choices January 2019, pg 16. Health, Glencoe, pg W</i> • <i>Teacher will facilitate class discussion on Alternative Families/Definition of Family. (Choices, February 2019, pg 14) W</i> <p>Essential Resources:</p> <ul style="list-style-type: none"> • <i>TPT.com</i> • <i>Choices (Scholastic)</i> • <i>HEALTH Glencoe</i> • <i>other related/similar material</i> | |
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Unit 3: Professional Wellness

Stage 1 Desired Results

| ESTABLISHED GOALS | Transfer | |
|---|--|---|
| <p>NHS-S2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> | <p><i>Students will be able to independently use their learning to...</i></p> <p>Safely navigate social media and self reflect on their ability to be prepared to enter the world of postsecondary education, military or the workforce.</p> | |
| | Meaning | |
| <p>NHS-S3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>NHS-S4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>NHS-S5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>NHS-S6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>Safe social media use is essential in life.</i> • <i>Presenting oneself in a positive manner will increase one's chances of success in professional life situations.</i> • <i>Self reflection is important in order to assess one's capabilities to enter a career we seek.</i> | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • <i>What are important safety measures one should take when using social media?</i> • <i>What characteristics or attitude are essential when networking or interviewing for a career position.</i> • <i>Why is it important to reflect on our abilities when choosing a postsecondary major or career?</i> |

| Acquisition | | |
|-------------|--|--|
| | <i>Students will know...</i> | <i>Students will be skilled at...</i> |
| | <ul style="list-style-type: none"> • The characteristics one should possess in professional situations • How to use social media and technology to enhance their communication skills • How to express themselves in an appropriate manner using oral and written communication • How to research information when exploring postsecondary and workforce requirements and opportunities. | <ul style="list-style-type: none"> • Self-reflecting on realistic goals for their postsecondary and workforce exploration • Using social media in an appropriate manner to enhance their ability to communicate in a professional setting • Interview skills necessary for professional advancement and attainment of their future goals. |

| Stage 2 – Evidence | | |
|--|---|--|
| Code | Evaluative Criteria | Assessment Evidence |
| A M T A | <ul style="list-style-type: none"> • Discussion • Educational Program: Critical Thinking for Decision Making • Participation in class role plays. <ul style="list-style-type: none"> ○ interview skills • Worksheet completions | <p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Goal/challenge: To explore future professional goals, and be able to communicate with others in a professional manner in order to advance toward their desired goals.</i></p> <p><i>Role: student/candidate</i></p> <p><i>Audience: Teacher/ Peers/ Professional business partners</i></p> <p><i>Situation: Interview and business communication role plays</i></p> <p><i>Product: Professional portfolio and a mock interview</i></p> <p><i>Standards: Successful examples of professional written communication and completion of a professional interview.</i></p> |
| | | <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Quizzes • Tests |

Stage 3 – Learning Plan

| Code | Pre-Assessment Students will complete a career inventory and self reflection on career opportunities. | |
|---|--|--|
| <div>T</div> <div>A, M</div> <div>A, T</div> <div>A, T</div> <div>T</div> <div>M, T</div> <div>M, T</div> | SUMMARY OF KEY LEARNING EVENTS & INSTRUCTION: Soft Skills <ul style="list-style-type: none"> Personal Qualities <ul style="list-style-type: none"> Students will complete the personal qualities inventory. E2 Teachers will present a powerpoint on personal qualities needed employability and professionalism. W Communication <ul style="list-style-type: none"> Students will learn the appropriate use of Social Media. R Students will complete the Listening IQ “<i>Check It Out</i>”. T Students will complete the Good Grammar “<i>Check It Out</i>”. T Students will role play starting and ending conversations/interviews/networking W,E,T,E Teachers will provide examples of professional written communication W,E Students will practice professional written communication skills. T Educational Programs: Problem Solving and Decision Making <ul style="list-style-type: none"> Teacher will prepare appropriate websites and research material for career exploration. W O Students will complete research on 3 different careers pertaining to their self reflection. E,R,E2 | PROGRESS MONITORING: <ul style="list-style-type: none"> Students will receive feedback from teacher and peers during discussion. 1-1 discussion with teacher during worksheet completion. Group cooperation and peer to peer think pair share discussions. Completion of worksheets and exit tickets. Preparation of role plays and appropriate solutions to the given topic. Ability to self assess and reflect on the applicable worksheets. Feedback on student examples of Professional communication. |

Unit 3: Sexuality

Stage 1 Desired Results

| ESTABLISHED GOALS | Transfer | |
|--|---|---|
| <p>NHS-S2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> | <p><i>Students will be able to independently use their learning to...</i></p> <p>Understand that there are influences and pressures that impact our sexual decisions, and that respect of sexual differences is important to being an ally towards others.</p> | |
| | Meaning | |
| <p>NHS-S3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>NHS-S4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>NHS-S5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>NHS-S7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>There are differences between gender identity, gender expression, sexual orientation and biological sex.</i> • <i>dealing with sexual pressure is important to consider when entering into a relationship.</i> • <i>It is important to practice refusal skills in order to meet the standards and values that one sets for oneself.</i> | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • <i>What are the decisions one has when it come to issues of a sexual nature?</i> • <i>Why is refusing sexual pressure important to forming healthy relationships.</i> • <i>How do refusal skill guide our ability to stand by our decisions?</i> |

| | Acquisition | |
|--|---|---|
| <p>NHS-S8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● It is important to be accepting of others and their preferences when it comes to their definition of sexual identity and expression ● Relationships should have boundaries set and accepted by those we choose as partners ● Refusal skills are important to practice when situations arise, and make us feel we have to go against our personal values regarding our sexual behavior | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Students will be able to distinguish between biological sex, concepts of social gender roles and personal gender identity ● Discuss the 4 major factors that influence our sexuality ● Define the terms of sexual coercion, force, , fraud ● Recognizing the red flags of risky sexual behavior ● Creating action plans that advocate for others and help those in situations of sexual variance discrimination and sexual exploitation. |

| Stage 2 – Evidence | | |
|--------------------|--|--|
| Code | Evaluative Criteria | Assessment Evidence |
| A M M T | <ul style="list-style-type: none"> Class discussion Brainstorm gender roles & identity concepts Develop plans of action to improve acceptance in issues of sexual variance, and help those involved in issues of unhealthy sexual behavior and sexual coercion Participation in role play activities | <p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of</i></p> <p><i>Goal- To be able to discuss and express their feelings about the diversity of human sex and gender, and recognize signs and red flags of sexual coercion.</i></p> <p><i>Role: Health Educator & Student</i></p> <p><i>Audience - Peers</i></p> <p><i>Situation - “Real world” stories about lack of understanding of gender variance and instances of sexual coercion.</i></p> <p><i>Product: Design and presentation on action plan of diversity and acceptance.</i></p> <p><i>Standards- Action plans for diversity acceptance within our school and community, and helping others in circumstances of sexual coercion</i></p> |
| | | <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> Exit tickets Reading assignments- Guided questions Journal entries Quiz |

Stage 3 – Learning Plan

| Code | Pre-Assessment | |
|----------------|---|---|
| | Students will be given various terms that define sexuality and gender role to assess their knowledge of these ever changing concepts. | |
| | SUMMARY OF KEY LEARNING EVENTS & INSTRUCTION: | PROGRESS MONITORING: |
| A, M, T | <ul style="list-style-type: none"> Teacher will start the unit by asking students to respond to the quote “ Sexuality is one of the biggest parts of who we are”. (Carla Gugino) W,O Students will discuss the 4 major factors that influence Sexuality- Biology, Personality, Culture, laws and policies R Teacher will do a “feather” exercise with students to help students to understand the importance of taking care of something precious (their body, love, loved ones) E2 Teacher will give students critical thinking questions about the feather exercise H,W | <ul style="list-style-type: none"> Participation in discussions Teacher feedback Worksheet and journal entry completion True false quiz Action plan for school and community regarding issues of sexual variance Reading and analysis of stories regarding sexual exploitation Action plan for safety in potentially unhealthy sexual situations |
| A, M | <ul style="list-style-type: none"> Students will complete journal entries and discuss reflection questions about the exercise E2 Teacher prepares a quiz of true or false statements about gender variance W | |
| T | <ul style="list-style-type: none"> Students will use the discussion of the quiz answers to come up an action plan to help others in our school and community that are dealing with issues concerning sexual variance R,E2,T Teacher will discuss with students their definitions of force, coercion and fraud. W | |
| M | <ul style="list-style-type: none"> Students will write a journal entry for the question. ”What is | |

| | | |
|-------------|---|--|
| | <p>a person worth? E2</p> <ul style="list-style-type: none"> Teacher will provide students with statistics on sexual exploitation H Teacher will give students scenarios of instances of strategies used to employ others to participate in risky sexual behaviors W | |
| A, M | <ul style="list-style-type: none"> Students will identify the red flags in the given stories R Teacher will prepare a powerpoint presentation on how people use technology to build relationships for abuse and exploitation W,O | |
| M, T | <ul style="list-style-type: none"> Students will identify ways to reduce the risk of negative sexual behavior in physical and digital settings.R | |
| T | <ul style="list-style-type: none"> Students will create an action plan for safety in potentially risky sexual situations R,E2,T <p>Essential Resources:</p> <ul style="list-style-type: none"> https://protectnow.org/our-program/protect-overview/ https://www.lgbthistorymonth.org.uk/documents/LessonPlan-GenderVariance.pdf https://www.youthdoit.org/assets/Uploads/YOUTH-DO-IT-TRAINERS-Sexuality-Final.pdf https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/28/Human%20Trafficking%20Lesson%20Plan%20pdf.pdf https://www.tolerance.org/magazine/spring-2011/human-trafficking https://love146.org/wp-content/uploads/2017/03/NotaNumber-Preview-2017-reduced.pdf | |

Unit 4: Illicit Drugs and Substance Safety

Stage 1 Desired Results

| ESTABLISHED GOALS | Transfer | |
|--|--|---|
| <p>NHS-S1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> | <p><i>Students will be able to independently use their learning to...</i></p> <p>Connect the potential dangers of using substances that will affect the way the mind and body functions to the ability to achieve one's goals and future aspirations.</p> | |
| <p>NHS-S2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>NHS-S3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>NHS-S4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>NHS-S5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> | Meaning | |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>Substances can affect the functions of the body and cause irreparable harm to body systems</i> • <i>Use of substances can have an impact on decisions and can lead to unhealthy risk taking behaviors</i> • <i>Driving under the influence and using substances can impact one for a lifetime, and effects not only the person using the substance , but others in their lives.</i> | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • <i>How do substances negatively affect the various systems of our body?</i> • <i>What risk taking behaviors are associated with the use of the various substances in this unit?</i> • <i>How does one use refusal skills in order to avoid situations involving substance use?</i> • <i>How can using substances impact our ability to drive , and the impact this decision has on our family and future?</i> • <i>What are the consequences for using substances from the perspective of the legal impact, impact within our school community, and the impact on our future goals?</i> |

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| <p>NHS-S7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>NHS-S8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> | | |
| | Acquisition | |
| | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The physical effects of illicit drugs (Meth, hallucinogens, inhalants, heroin, synthetics, vaping, misuse and abuse of prescription drugs) on the body systems. • Various methods of intake of illicit drugs • The impact drugs have on the ability to make decisions, and the risky behaviors involved in using the substances, and the aspect of becoming addicted to a substance. • Refusal skills to avoid being involved in instances of risky behaviors including opportunities for sexual coercion under the influence of substances. • The effect alcohol and other drugs have on your ability to drive a car safely • The legal ramifications of being under the influence of a substance. The consequences within our school community. | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Connecting the various substances to the damage they cause to specific organs of our body. • Describing how each of the drugs are used, and the method used to take the substance into the body including the damage to the body from this intake method. • Discussing the risky behaviors involved in using various drugs. The impact they have on us physically, socially and emotionally. The impact of addiction. • Participating in role play exercises to practice refusal skills. • Experiencing simulation of driving under the influence and self reflection on the exercise. • Discussing the legal ramifications of substance use with the SRO officer and a school administrator. Naming the consequences of being caught using an illicit substance, and reflecting on how that will impact their future goals. |

| Stage 2 – Evidence | | |
|--------------------|---|---|
| Code | Evaluative Criteria | Assessment Evidence |
| M | <ul style="list-style-type: none"> Self-reflection assignments | <p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Goal: Students will use the information from class to discuss and self- reflect on the impact using substances has on us physically socially, and the impact it has on our future goals.</i></p> <p><i>Role: Health Educator & Student</i></p> <p><i>Audience: Peers</i></p> <p><i>Situation: Real world situations and examples of the consequences of using and misusing substances.</i></p> <p><i>Product: Self- reflections, Journals, Role play participation, Simulation of alcohol consumption, and discussion on the impact this would have if you had to drive a car.</i></p> <p><i>Standard: Creation of poster/flyer to inform peers of the consequences of substance use/misuse/abuse.</i></p> |
| T | <ul style="list-style-type: none"> Journal entries | |
| T | <ul style="list-style-type: none"> Participation in Role Play activities | |
| M | <ul style="list-style-type: none"> Participation in class discussion | |
| T | <ul style="list-style-type: none"> Guest speaker journal entries | |

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| | | <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Worksheet completion • Quizzes • Exit tickets • Unit test |
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Stage 3 – Learning Plan

| Code | Pre-Assessment Students will be given a true /false quiz on the various substances that will be discussed in the unit. | |
|--|--|--|
| T A, M A, T A T | SUMMARY OF KEY LEARNING EVENTS & INSTRUCTION: <ul style="list-style-type: none"> Teacher will prepare a true/false quiz pertaining to the various substances that will be discussed in the unit.H,W Students will take the quiz and the class will discuss the answers.E Students will read article “Not Fit For Consumption” and answer critical thinking questions E2 Teacher will create stations on the various drugs and the impact each has on specific body systems W,O Students will explore the effects on the body by completing the stations around the room E2 Students will take notes from a teacher prepared presentation on the different methods of drug intake.E Teacher will invite guest speaker on the topic of addiction. H Students will prepare questions on addiction for guest speaker.E Teacher will invite school resource officer, ESS personnel, Guidance, school psychologist and school social worker to discuss the resources available in the school community regards substance use/abuse.W, H Teacher will lead a discussion on the various substances and their effect on the body through a powerpoint | PROGRESS MONITORING: <ul style="list-style-type: none"> Participation in discussions/Role plays/Simulations/ Presentations Teacher feedback Worksheet and journal entry completion True/false quiz Journal and guest speaker reflection Letter to a student on the impact of substance use/misuse on their lives, and the lives of those around them. |

**Unit 5: Culminating Project: Dissemination of Health, Wellness
 Information and Safety to the School Community**

Stage 1 Desired Results

| ESTABLISHED GOALS | Transfer | |
|--|---|--|
| <p>NHS-S1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> | <p><i>Students will be able to independently use their learning to...</i></p> <p>Use the information from class, and their research to create a culminating project that will inform others about the important aspects of the health, wellness and safety topics presented in the Health II course.</p> | |
| | Meaning | |
| <p>NHS-S3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>NHS-S4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>NHS-S5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>NHS-S6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>NHS-S8: Students will demonstrate the ability to advocate for personal, family,</p> | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>Gathering resources concerning information on health, wellness and safety is important for community awareness and disease prevention.</i> ● <i>Bringing awareness to peers about dangerous health practices improves school culture and safety.</i> ● <i>Preparing for future goals using professional communication is essential in the workforce and secondary educational setting.</i> | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● <i>What resources within the community are available to help when issues arise in the various topics related to Health , Wellness and Safety</i> ● <i>How can school wide initiatives inform students effectively to help them improve their Health , Wellness and Safety ?</i> ● <i>How can one present themselves to professionals to enhance their opportunities for success in their future?</i> |

| and community health. | Acquisition | |
|-----------------------|--|--|
| | <i>Students will know...</i> | <i>Students will be skilled at...</i> |
| | <ul style="list-style-type: none"> • There are resources within the community available to them regarding health, wellness and safety. • The important health, wellness and safety topics that concern the school community obtained from the student & faculty and community surveys. • Various methods of appropriate professional communication written, oral and technological. | <ul style="list-style-type: none"> • Researching resources within the school and community on the topics discussed in the class, and putting them together in a usable form for student access. • Using the survey results that pertains to our school community Health , Wellness and Safety and designing an initiative to inform students awareness about the topic in a school wide forum. • Designing a professional portfolio and interview strategy that will be a self-evaluation of their professional readiness for secondary education or the workforce. |

| Stage 2 – Evidence | | |
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| Code | Evaluative Criteria | Assessment Evidence |
| <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>M, T</p> | <ul style="list-style-type: none"> Research outline completion and project approval Completes plan according to the given rubrics and guidelines Evidence of a school wide initiative that was executed, and a written summary and self- reflection of the results of their efforts Compilation of Community resources presented in a usable form for students Portfolio presented according to the rubric, and professional interview completed with self reflection and feedback for areas of improvement. Student feedback, and displays of student involvement in the various projects | <p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Goal: The ability to inform others about their chosen topic in order to present prevention strategies, and communication techniques for improved health, wellness and safety</i></p> <p><i>Role: Health Educator & Student</i></p> <p><i>Audience: Peers/ Staff/ Community members</i></p> <p><i>Situation: School wide initiatives, community involvement, Professional presentation</i></p> <p><i>Products: Research, Planning and rubric, School/community initiative results, portfolio and interview completion, resource guide</i></p> <p><i>Standard: Follow through and evidence of school/community initiative planned and executed for the school/town community. Presentation of a business portfolio and completion of a professional interview according to given rubrics and guidelines. Community resource guide.</i></p> <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> Drafts of initiatives Graded research worksheets Displays of student responses to the completed projects |

Stage 3 – Learning Plan

| Code | Pre-Assessment Students will complete an assessment on how to plan a project , and what skills are needed to research a topic using appropriate resources. | |
|------|---|---|
| | SUMMARY OF KEY LEARNING EVENTS & INSTRUCTION: <ul style="list-style-type: none"> Teacher will present the various topics that can be used to create the project assignment and present a rubric. W,E Students will be given a exemplar to assess themselves on the criteria for success.E Students will complete the pre-assessment as a self-reflection on the skills needed to complete the project W Students will outline in groups their plan for completion E Teacher will approve the various projects, and give feedback to students on what they might do to improve their plan for execution of their idea W,E,O Students will complete a timeline and begin research on their project R Teacher will meet with groups to evaluate their progress and give ideas for completion and rubric discussion. W,E,T Students will initiate their project according to the given rubric, and produce evidence of the completion of the project O,E,R,T Students will conduct a “ book club” style presentation of the projects, which will include community feedback and displays of student/community feedback.O,E,R,E2 Students will complete a self reflection on the perceived | PROGRESS MONITORING: <ul style="list-style-type: none"> Teacher will look at the feasibility of each project. Teacher will provide feedback and assistance in the completion of the projects. Teacher will collect evidence of completion of the various projects. Rubrics and guideline will be discussed and reviewed with students. Peer discussion on problem solving ideas and techniques to complete the projects. Book club presentations by students at the end of the projects. |

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| M, T | success of their project, and give ideas for future improvement. E2 | |
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