

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



**HEALTH I**

**October 2018**

BOE Approved February 2019

**New Milford Board of Education**

David Lawson, Chairperson

Mr. Bill Dahl, Vice Chairperson

Tammy McInerney, Secretary

Robert Coppola, Assistant Secretary

Angela Chastain

Wendy Faulenbach

David Littlefield

Brian McCauley

J.T. Schemm

**Interim Superintendent of Schools**

Dr. Steven Tracy

**Assistant Superintendent**

Ms. Alisha DiCorpo

**Authors of Course Guide**

**Denise Duggan**

BOE Approved February 2019

## **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.

**Stage 1 Desired Results**

<p><b>ESTABLISHED GOALS</b> NHS-S2 - Students will analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors</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>CCSS.ELA Literacy.SL.8.Initiates and participates in a range of collaborative discussions (one-on-one, in groups,and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on other’s ideas and expressing their own clearly and persuasively</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Enhance their self-esteem using knowledge of their strengths, weaknesses, values and coping skills, and communicate with others in a positive manner in order to advocate for themselves and practice health-enhancing behaviors.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Positively handling emotions, conflict and stress is necessary to one’s mental health</li> <li>● Communication skills are necessary in order to build a positive relationship with others.</li> <li>● Self- reflection is necessary in order to access one’s journey to self-improvement</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What are positive ways to handle emotions, conflict and stress?</li> <li>● What are effective and ineffective communication skills?</li> <li>● What are signs or symptoms that need to be recognized to help myself or others deal with mental health issues?</li> <li>● What resources can students access to deal with emotional issues?</li> </ul>

<b>Acquisition</b>	
<i>Students will know...</i>	<i>Students will be skilled at...</i>
<ul style="list-style-type: none"> <li>● <i>Ways to express emotions in an appropriate manner</i></li> <li>● <i>Types of stress and coping mechanisms to express stress in a positive manner</i></li> <li>● <i>Effective communication skills</i></li> <li>● <i>Symptoms and behaviors for negative coping skills when dealing with emotions</i></li> <li>● <i>Available resources for getting help with mental health concerns</i></li> <li>● <i>Smart goal setting</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Recognizing positive and negative emotions and the impact they have on our mental health.</i></li> <li>● Identifying personal stressors and how to positively cope in the situation</li> <li>● Role play situations displaying effective communication skills and conflict resolution skills</li> <li>● Advocating for themselves and others using valid resources within our school and community.</li> <li>● Recognizing signs and symptoms of self destructive behavior</li> <li>● Using the Decide model</li> <li>● SMART goal setting</li> </ul>

**Stage 2 – Evidence**

Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>Four point rubric , completion of the brochure as per guideline , guided questions,</p> <p>Worksheet completion</p> <p>Participation in the “book tasting”. activity ( peer share)</p> <p>SMART goal setting using the four point rubric</p>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal</b>-To create a brochure to inform the community about the various mental health topics discussed in class. To have appropriate strategies and resources to deal with mental health issues.</p> <p><b>Role</b>- Health Educator/Student</p> <p><b>Situation</b>- “ Book tasting” review by peers and guided questions</p> <p><b>Audience</b>- Classmates/ Community members</p> <p><b>Products</b>- Brochure disseminating information about a chosen Mental Health Issue. Stress management plan, and a list of community resources for mental health issues</p> <p><b>Standards</b>-National Health standards rubric - Performance assessment for concepts and advocacy</p>
		<p>OTHER EVIDENCE:</p> <p>Worksheets</p> <p>Guided discussion</p> <p>Role Plays</p> <p>Unit test</p>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<b><i>Students will self assess through the use of a wellness inventory worksheet, value cards and strength/weakness inventory</i></b>	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A	<ul style="list-style-type: none"> <li>Teacher will prepare notes and lecture on various topics on mental health <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Students receive feedback from teacher and peers during discussions</li> </ul>
A	<ul style="list-style-type: none"> <li>Teacher introduces the goals of the unit and the performance tasks <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>One on one discussion with teacher during worksheet completion</li> </ul>
T	<ul style="list-style-type: none"> <li>Students take a wellness self-assessment on the various topics to be discussed throughout the unit. <b>E</b></li> </ul>	<ul style="list-style-type: none"> <li>Group cooperation and peer to peer think pair share discussions</li> </ul>
T,M	<ul style="list-style-type: none"> <li>Students take a personality self-assessment to look at their values <b>E</b></li> </ul>	<ul style="list-style-type: none"> <li>Completion of worksheets on various topics and exit tickets</li> </ul>
T,M	<ul style="list-style-type: none"> <li>Students get into groups of similar values and use value cards to rate their values <b>R,E2</b></li> </ul>	<ul style="list-style-type: none"> <li>Preparation of role plays and appropriate solutions to the given topics</li> </ul>
T	<ul style="list-style-type: none"> <li>Class discussion on values and why different people have different values. Discuss how we act upon our values <b>E,E2,T</b></li> </ul>	<ul style="list-style-type: none"> <li>LLC Research and teacher one on one discussions</li> </ul>
T	<ul style="list-style-type: none"> <li>Students use a strength &amp; weaknesses worksheet to look at their strength &amp; weaknesses in terms of working on their self-improvement <b>E,R,E2</b></li> </ul>	<ul style="list-style-type: none"> <li>Ability to self assess and reflect on the applicable worksheets</li> </ul>
T,M	<ul style="list-style-type: none"> <li>Class discussion about the various values and how the groups rated them &amp; why <b>H,E,E2,T</b></li> <li>Teacher will show a self-esteem PowerPoint and show students various “dove” videos pertaining to where we get our self-esteem, and unrealistic expectations shown in the media <b>H</b></li> </ul>	<ul style="list-style-type: none"> <li>Ability to name appropriate resources when dealing with various mental health issues</li> </ul>
T,M	<ul style="list-style-type: none"> <li>Teacher will discussion the eight dimensions of health. <b>W</b></li> <li>Students will come up with their own definitions for the eight dimensions of health. <b>E,E2,T</b></li> <li>Teacher will give the students the definitions and discuss their versions <b>W,T</b></li> </ul>	<ul style="list-style-type: none"> <li>Summative unit assessment</li> </ul>

<p>T</p> <p>T,M</p> <p>A</p> <p>T</p> <p>T,M,A</p> <p>T,M,A</p>	<ul style="list-style-type: none"> <li>• Teacher will show the video “ Inside out”. Teacher will guide the discussion on the various emotions expressed in the video and positive expression of our emotions <b>W</b></li> <li>• Students will reflect on the video using guided questions <b>E,E2</b></li> <li>• Teacher will give examples of positive communication techniques using “I” messages. <b>W</b></li> <li>• Students will role play situations using effective communication skills/ conflict resolution skills <b>H,E,R T</b></li> <li>• Teacher will show a PowerPoint and video on eating disorders <b>W</b></li> <li>• Student will complete an exit ticket pertaining to the presentation <b>E2</b></li> <li>• Teacher will show a PowerPoint on depression and suicide and discussion the concept of sadness versus depression.<b>W</b></li> <li>• Students will take notes and discuss the signs and symptoms to look for if someone is contemplating suicide. <b>R,T ,E2</b></li> <li>• Teacher will discuss appropriate resources for help with issues of mental health within the school and community <b>W,T</b></li> <li>• Teacher will put students in a “stressful situation” ( tell students there is a quiz) the teacher will then go through the physical symptoms of stress, and the harm they cause to the body <b>W,E2</b></li> <li>• Teacher will lead stress reduction exercises <b>W,T</b></li> <li>• Students will complete a stress management plan worksheet using a stress management technique to effectively deal with the situation.<b>H,R,E2,O</b></li> <li>• Teacher will guide students through a project that is a culmination of all the topics discussed in the unit. <b>W</b></li> <li>• Students will compose a brochure portraying one of the topics discussed in the Mental Health unit, and will share the brochure at a “book tasting” with their peers. <b>H,E,E2,T,O</b></li> </ul>	
---	---	--

***Essential resources***

- (2006) Battling Eating disorders, United States of America:Meridian Education Corp
- Copingskillsforkids.org
- Health Smart ETR Associates
- Friedman,D.,Stine,C., & Whalen,S. ( 2004). Lifetime Health. New York:Harcourt Education Company.
- Health Teacher, (2014) Retrieved from [www.healthteacher.com](http://www.healthteacher.com)
- (2015) Inside Out, Disney Pixar video
- Teenhealth.org
- Youtube “Dove videos”Self Esteem”
- Other related/similar material

**Stage 1 Desired Results**

<p>ESTABLISHED GOALS</p>	<p><b>Transfer</b></p>	
<p>NHS-S2 - Students will analyze the influences 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... analyze the impact substance use has on their lives involving their relationships, physical consequences and future goals.</i></p>	
<p>NHS-S3 Students will demonstrate the ability to access valid information products, and services to enhance health</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>CCSS.ELA Literacy.SL.8.Initiates and participates in a range of collaborative discussions (one-on-one, in groups,and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues,building on other's ideas and expressing their own clearly and persuasively</p>	<p><b>Meaning</b></p>	
	<p>UNDERSTANDINGS  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Substance use,misuse, abuse affects the physical, emotional and social aspects of a person's life.</li> <li>● Substance abuse impacts the ability to make appropriate, responsible life choices</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● What are the physical , emotional and social consequences of drug use,misuse, abuse.</li> <li>● What negative and positive influences affect the decision to get involved or not get involved in using, misuse,abusing substances.</li> <li>● What are the available resources and techniques that can help someone make a personal commitment to not use, misuse or abuse substances.</li> </ul>

<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The physical effects alcohol, marijuana, opioids and illicit drugs have on the body</li> <li>● Various methods of drug intake and the results on the body</li> <li>● The terminology regarding substances and substance abuse</li> <li>● The DECIDE model for making responsible choices</li> <li>● Resources for helping themselves or others with substance use, misuse, abuse issues</li> <li>● SMART goal setting</li> </ul>
	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Giving an informed opinion on the impact of using/ misusing. abusing drugs on individuals, family and society</li> <li>● Role playing situations using the DECIDE model for refusing substances</li> <li>● Accessing and evaluating resources for assistance with substance issues.</li> <li>● Writing SMART goals for healthy choices regarding substance use misuse /abuse</li> </ul>

**Stage 2 – Evidence**

Code	Evaluative Criteria	Assessment Evidence
<p><b>T,M,A</b></p>	<p>Discussion</p> <p>Ability to apply /create a role play using the DECIDE model</p> <p>Persuasive essay rubric</p> <p>SMART goal setting using the 4 point rubric</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal - Students will use information from class and the DECIDE model to practice refusal skills using various scenarios applicable to “real world” situations.</p> <p>Students will create SMART goals when making choices about substance use, misuse,abuse.</p> <p>Role- Student</p> <p>Audience- Peers</p> <p>Situation- “Real World” situations with pressure to use, misuse,abuse substances</p> <p>Products- Ability to act out role plays / Create SMART goals</p> <p>Standards- Role plays/ persuasive essay/ Smart goal 4 point rubric</p>

		<p>OTHER EVIDENCE:</p> <p>Quiz Unit test</p>
--	--	--

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<b><i>Students will take a quiz on facts about alcohol, marijuana, prescription drugs , vaping and opioids to assess their prior knowledge about these substances.</i></b>	
	Summary of Key Learning Events and Instruction	Progress Monitoring
<b>A</b>	Teacher will prepare lectures,PowerPoints,discussion questions and scenarios regarding substance use, misuse,abuse of alcohol, marijuana, prescription drugs and opioids. <b>W</b>	<ul style="list-style-type: none"> <li>● Students receive feedback from teacher and peers during discussions</li> <li>● One on one discussion with teacher during worksheet completion</li> <li>● Group cooperation and peer to peer think pair share discussions</li> <li>● Completion of worksheets on various topics and exit tickets</li> <li>● Preparation of role plays and appropriate solutions to the given topics( DECIDE)</li> <li>● Ability to self assess and reflect on the applicable worksheets</li> <li>● Ability to name appropriate resources when dealing with various substance use, misuse, abuse issues</li> </ul>
<b>A</b>	Students will complete a worksheet on alcohol and how it affects the body <b>E,T</b>	
<b>A</b>	Students will label a worksheet specific to the body systems and how alcohol affects them <b>E,E2</b>	
<b>T,A</b>	Teacher will show a video depicting real life situation regarding teenage alcohol use <b>W</b>	
<b>T,A</b>	Students will participate in a role play depicting drinking alcohol at a party, and the consequences of their actions when using alcohol .( DECIDE model emphasized)	
<b>T,M</b>	Teacher will use guided research to lead students to find facts about marijuana use <b>W,E,E2</b>	
<b>T,M</b>	Students will research marijuana and report their findings to the class <b>E,R,E2,T</b>	
	Teacher will show a video that emphasizes the impact marijuana has on adolescent brain development. <b>W,H</b>	

	<p>The teacher will invite the Resource Officer and an Administrator into the classroom to discuss the consequences of substance use, misuse, abuse. Students will also be given a list of guidance counselors and community resources available to them. Counselors will be invited to speak to the class about resources and resource materials. <b>H, E E2</b></p> <p>Teacher will show students a PowerPoint on prescription drugs with the emphasis on use, misuse and abuse of these substances. <b>W, H</b></p> <p>Teacher will give students information on vaping and the consequences to their health and wellness <b>W, H</b></p>	<ul style="list-style-type: none"> <li>● Ability to do research on substance topics using guided resources and questions</li> <li>● Ability to create a SMART goal</li> </ul>
<b>T</b>	<p>Students will view a video on the facts and consequences of vaping. <b>E</b></p> <p>Teacher will show a powerpoint on the use of opioids and the consequences of use with emphasis on the growing epidemic and harm caused by their usage to individuals, families and socially <b>W, H</b></p>	<ul style="list-style-type: none"> <li>● Completion of the letter to a student using facts from class notes, discussions, video information, guest speakers and research.</li> </ul>
<b>T</b>	<p>Students will view a video “Marin’s story” on opioids. <b>W, H, E2</b></p>	<ul style="list-style-type: none"> <li>● Parental discussion and comment on a homework concerning use, misuse and abuse of substances.</li> </ul>
<b>A, T</b>	<p>Students will create a SMART goal after the information given to them throughout this unit <b>E, R, E2, T, O</b></p>	
<b>A, T, M</b>	<p>Students will write a “Dear Abby” letter to a student thinking about using, misusing or abusing a substance discussed in class <b>E, E2., O, R</b></p>	
<b>A, T, M</b>	<p>Parent input homework assignment on use, misuse, abusing substances will go home and a parent will add a comment and signature. ( Parental involvement) <b>T, E</b></p>	

***Essential resources:***

- Administrator/Guidance
- AIMS Multimedia. (2017) . The Teen Files: The Truth about Drinking. United States of America: Discovery Education
- Drug Free World. (2014) Retrieved from [www.drugfreeworld.org](http://www.drugfreeworld.org)
- Friedman,D.,Stine,C., & Whalen,S. (2004) . Lifetime Health.New York: Harcourt Education Company.
- Health Smart, ETR Associates
- Human Relations medica (2004) The Marijuana Papers. United States of America
- School Resource officer
- [www.hrmvideo](http://www.hrmvideo) “Vaping more dangerous than you think” (2015)
- Other related/similar material

Subject/Course: Health  
Timeframe: 4 weeks

Unit: Sexuality

Grade: 9

**Stage 1 Desired Results**

**ESTABLISHED GOALS**

NHS-S2 - Students will analyze the influences 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

***Transfer***

*Students will be able to independently use their learning to...*

Use strategies and information from class in order to make responsible decisions regarding their sexual health, and inform their ability to choose healthy relationships.

***Meaning***

**UNDERSTANDINGS**

*Students will understand that...*

- It is necessary to understand the male & female anatomy in order to comprehend the concepts related to sexual health.
- There are many influences and decisions that need to be made regarding one's sexual health, and one needs strategies and appropriate information to make those decisions.

**ESSENTIAL QUESTIONS**

- What information is necessary in order to understand the male and female reproductive anatomy?
- What influences impact sexual behavior?
- What strategies can one use to make positive choices regarding their sexual health?
- How does one set boundaries and form healthy relationships?

<p>CCSS.ELA Literacy.SL.8.Initiates and participates in a range of collaborative discussions (one-on-one, in groups,and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on other’s ideas and expressing their own clearly and persuasively.</p>		
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The anatomy of the male and female reproductive system</li> <li>● Characteristics of a healthy relationship and red flags for unhealthy relationships</li> <li>● Effective pregnancy and disease prevention method</li> <li>● Signs and symptoms of Sexually Transmitted Infections</li> <li>● Various methods of Contraception and their effectiveness in preventing STI’s and pregnancy.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Labeling the male and female reproductive anatomy</li> <li>● Recognizing red flags in an unhealthy relationship</li> <li>● Researching the methods of contraception</li> <li>● Recognizing the general signs and symptoms of STI’s</li> <li>● Listing the consequences of teen pregnancy</li> </ul>

**Stage 2 – Evidence**

Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>Discussions</p> <p>Completed research on contraceptives, STI's</p> <p>Participation in Women's Center presentation</p> <p>Reflection assignment on Teen Pregnancy and Parent input</p> <p>DECIDE Model</p> <p>SMART goal setting using the 4 point rubric</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal: The ability to form healthy relationships and make responsible decisions about their sexual health</p> <p>Role: Health educator/Student</p> <p>Audience: Peers/ Parents</p> <p>Situation: Classroom/ Relationships</p> <p>Products: LLC Research, Parent input assignment, Women's center reflection, SMART goal, Letter to Devin</p> <p>Success: Completion of worksheets after researching STI's, and Contraception, Parent input assignment on teen pregnancy, DECIDE Model reflection, SMART goal</p>
		<p>OTHER EVIDENCE:</p> <p>Worksheets</p> <p>Quiz</p> <p>Unit test</p>

### Stage 3 – Learning Plan

Code  
T,M,A

#### *Pre-Assessment*

*Students will complete a KWL chart to assess their prior knowledge, inform teaching and learning by stating what they would want to learn, and reflect on their learning at the end of the unit.*

	Summary of Key Learning Events and Instruction	Progress Monitoring
T,M,A	<ul style="list-style-type: none"> <li>Teacher will prepare notes, worksheets, role plays and stations for information discovery <b>W</b></li> <li>Students will complete a KWL chart at the beginning of the unit and will use it to reflect on their learning at the end of the unit</li> </ul>	<ul style="list-style-type: none"> <li>Teacher on one discussions</li> <li>Peer to peer discussions</li> <li>Class discussions</li> </ul>
T	<ul style="list-style-type: none"> <li>Students will read an article on gender stereotypes <b>E,E2</b></li> </ul>	<ul style="list-style-type: none"> <li>Participation in the Women’s Center presentation</li> </ul>
T,M,A	<ul style="list-style-type: none"> <li>Students will participate in a forum of agree/ disagree about gender roles <b>H,E,E2 T</b></li> </ul>	<ul style="list-style-type: none"> <li>Completion of worksheets and LLC research</li> </ul>
T,A	<ul style="list-style-type: none"> <li>Students will complete a “choose a mate” worksheet asking them to choose actual characteristics they want in a mate.<b>E,E2 T</b></li> </ul>	<ul style="list-style-type: none"> <li>Questions in the anonymous box in class</li> </ul>
	<ul style="list-style-type: none"> <li>Teacher will discuss the role of the media in our perception of healthy &amp; unhealthy relationships <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Completion of Parental input assignment with comment and signature</li> </ul>
	<ul style="list-style-type: none"> <li>Teacher will discuss the topic of “sexting” and show a video on the topic, and discuss age as a factor in sexting instances.<b>W,H</b></li> </ul>	<ul style="list-style-type: none"> <li>Letter to Devin</li> </ul>
T,M,A	<ul style="list-style-type: none"> <li>Students will self- reflect on their use of the media when it comes to relationships <b>E,E2 T</b></li> </ul>	<ul style="list-style-type: none"> <li>Smart goal</li> <li>Class Discussion</li> </ul>
T	<ul style="list-style-type: none"> <li>Students will complete a worksheet on the male/female anatomy <b>E</b></li> </ul>	<ul style="list-style-type: none"> <li>LLC research</li> </ul>
	<ul style="list-style-type: none"> <li>Teacher will review the worksheet and discuss the anatomy and physiology as it pertains to pregnancy and sexual health <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Participation in the Women’s Center presentation</li> </ul>
	<ul style="list-style-type: none"> <li>Teacher will show a video “ nine month journey” and discuss teen pregnancy and the consequences <b>W</b></li> </ul>	

<p><b>T,M,A</b></p>	<ul style="list-style-type: none"> <li>• Students will complete a worksheet on the consequences positive and negative of being a teen parent. Emphasis will be on abstinence. Students will share this worksheet with parents for a comment and signature ( parental involvement) <b>H,E,E2,R T</b></li> </ul>	
<p><b>T,M</b></p>	<ul style="list-style-type: none"> <li>• Students will complete research in the LLC on contraceptive methods <b>E, E2, R, O</b></li> </ul>	
<p><b>A</b></p>	<ul style="list-style-type: none"> <li>• Teacher will review the contraceptive worksheet and clear up any misconceptions students might have after the research. Abstinence will be stressed as the best way to prevent pregnancy. <b>W,E</b></li> </ul>	
<p><b>T,M,A</b></p>	<ul style="list-style-type: none"> <li>• Students will write anonymous questions using a box in the room to give students the opportunity to ask questions they might not want to ask in class. <b>E ,E2,R,T</b></li> </ul>	
<p><b>T,M,A</b></p>	<ul style="list-style-type: none"> <li>• Students will complete stations around the room on the topic of STI's <b>E, E2, O</b></li> <li>• Teacher will review the worksheet, and stress abstinence as the best way to prevent an STI. <b>W</b></li> </ul>	
<p><b>A</b></p>	<ul style="list-style-type: none"> <li>• Teacher will answer any questions on the topic using the anonymous box in the classroom <b>W,E</b></li> <li>• Teacher will introduce the Women's Center of Greater Danbury as a resource for information on Sexual Assault and Dating violence <b>W</b></li> </ul>	
<p><b>T,M,A</b></p>	<ul style="list-style-type: none"> <li>• Students will have two classes with the Women's Center ( Dating Violence and Sexual Assault) <b>W,E,E2, T</b></li> </ul>	
<p><b>T,M,A</b></p>	<ul style="list-style-type: none"> <li>• Students will self- reflect on the information given in the Women's Center topics regarding dating issues <b>E,E2,R, T</b></li> </ul>	

<b>T,M,A</b>	<ul style="list-style-type: none"><li>● Students will compose a letter to Devin involving decision making in regards to sexual relationships <b>E,E2,R,O,T</b></li></ul> <p><b>Essential Resources:</b></p> <ul style="list-style-type: none"><li>● AIMS Multimedia . (2013) Fetal Development: A Nine Month Journey. United States of America. Discovery Education</li><li>● Friedman, D., Stine,C., &amp; Whalen,S. ( 2004) . Lifetime Health. New York: Harcourt Education Company.</li><li>● Healthguidance.org</li><li>● Stay Teen. (2014) Retrieved from <a href="http://www.stayteen.org">www.stayteen.org</a></li><li>● Teen Health (2014). Retrieved from <a href="http://teenhealth.org">teenhealth.org</a></li><li>● Video: Dating Violence ( Women’s Center )</li><li>● Women’s Center of greater Danbury - Guest Speakers</li><li>● Other related/similar material</li></ul>	
--------------	---	--

Subject/Course: First Aid/ CPR  
 Timeframe: 3 weeks

Unit: CPR Unit

Grade:9

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</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>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to... help others who succumb to emergency and life threatening situations</i>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● There are essential principles that guide and protect one who responds to an emergency</li> <li>● Knowing that there are correct emergency steps to take when providing care in an emergency situation that can save lives.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● What are the essential steps to know in protecting yourself in an emergency?</li> <li>● What are the emergency action principles to use in order to give effective care in an emergency situation?</li> <li>● What are the essential skill steps to take in order to care for someone in an emergency situation?</li> </ul>

<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● They must care for people in emergency situations acting according to the Good Samaritan Law</li> <li>● There are three emergency action principles to use in an emergency situation</li> <li>● There is a difference of care between heart attack and cardiac arrest victims</li> <li>● Knowing how to correctly perform the skills of checking a conscious victim, unconscious victim, conscious choking, unconscious choking, care for a heart attack victim, performing the skill of CPR can save lives.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Applying their knowledge of emergency care to various scenarios given in class.</li> <li>● Protecting themselves from disease transmission during an emergency situation</li> <li>● Following the guidelines of the Good Samaritan law</li> <li>● Proficiently performing the skills of checking a conscious victim, unconscious victim, choking conscious victim, unconscious choking, recognizing a heart attack, performing CPR.</li> <li>● Assessing victims in various emergency situations and correctly performing the required skill for them.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>Students ability to read and understand the Red Cross text and worksheet completion.</p> <p>Ability to complete the given scenarios, and use the appropriate first aid assessment and skills to help in the given scenario</p> <p>Ability to perform the skill in groups, and then individually for the teacher using the Red Cross skills sheets as a guide for assessment.</p> <p>SMART goal setting using the 4 point rubric</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal: The ability to perform life saving skills proficiently according to the Red Cross guidelines. To obtain Red Cross Adult CPR certification</p> <p>Role: First Responder</p> <p>Audience: Peers , Community Members</p> <p>Situation : Classroom, Community</p> <p>Products : Completion of all required skills for Red Cross Certification</p> <p>Success: Passing the Red Cross CPR exam with an 80% and gaining certification.</p>
		<p>Other Evidence</p> <p>Completion of “Real World “ emergency situations using the skills learned for CPR. Quiz Tests</p>

**Stage 3 – Learning Plan**

**Code**

***Pre-Assessment***

***Asking students if they have ever helped in an emergency. What skills are they familiar with for care of various emergency situations. Role plays on skills steps for helping others in emergency scenario situations***

	Summary of Key Learning Events and Instruction	Progress Monitoring
<b>T</b>	<p>Teacher will prepare lectures, PowerPoint and skill situations <b>W</b></p> <p>Teacher will assign students to groups and choose group leaders <b>W</b></p> <p>Teacher will design stations around the room for skill practice and appropriate feedback <b>W</b></p> <p>Students will read the text and complete worksheets on the various skills from this unit <b>E,E2</b></p> <p>Teacher will show the Red Cross video depicting the various skills to be learned for CPR certification <b>W</b></p> <p>Teacher will demonstrate each skill for students <b>W</b></p>	<ul style="list-style-type: none"> <li>● Class discussions</li> <li>● Completion of all worksheets</li> <li>● Teacher one on one feedback</li> <li>● Student group practice</li> <li>● Student leader group discussions and feedback</li> <li>● Student check out on the proficiency of their skills</li> <li>● Role play situations</li> </ul>
<b>T,M,A</b>	<p>Students will practice skills using group leaders to facilitate the correct steps for each skill. <b>H,E,E2,T,O</b></p> <p>Teacher will assess each student individually on their performance of the CPR skills. <b>W</b></p>	<ul style="list-style-type: none"> <li>● Red Cross CPR certification test 80% or better.. Review if necessary students can re- exam taking Test B</li> </ul>
<b>T,M,A</b>	<p>Students will role play emergency situations and the care necessary to help in the situation <b>H,E,E2,T,O</b></p>	
<b>T,M,A</b>	<p>All materials and teacher driven assignments, skill demonstrations and lecture will be in accordance with the Red Cross Instructor training requirements.<b>W,E2,E,O,T</b></p>	

***Essential Resources***

- American Red Cross, First Aid/CPR/AED Participant manual. United States of America
- America: Stay Well Health & Safety Solutions, 2011. DVD
- American Red Cross, First Aid/CPR/ AED 2011 DVD
- American Red Cross Instructors Corner. Retrieved from [www.redcross/ instructors corner.org](http://www.redcross/instructorscorner.org)
- Other related/similar material

Subject/Course: Health

Unit: Lifestyle Disease

Grade:9

Timeframe: 5 weeks

**Stage 1 Desired Results**

**ESTABLISHED GOALS:**

INHS-S2 - Students will analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors

NHS-S3 Students will demonstrate the ability to access valid information products, and services to enhance health

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

***Transfer***

*Students will be able to independently use their learning to*

*Make healthy lifestyle choices to enhance their ability to avoid disease, and improve their overall health and wellness.*

***Meaning***

**UNDERSTANDINGS**

*Students will understand that...*

- Knowing the risk factors and early warning signs for disease can decrease our chances of developing heart disease, cancer and diabetes.
- Healthful nutrition and exercise habits contribute to prevention of disease

**ESSENTIAL QUESTIONS**

- What important skills are needed to make healthy food choices?
- What early warning signs need to be recognized in order to avoid disease?
- What lifestyle influences contribute to healthy and unhealthy nutrition behaviors?

<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● <i>The risk factors for heart disease, cancer and diabetes</i></li> <li>● <i>Their baseline blood pressure and personal risk factors for heart disease, cancer and diabetes</i></li> <li>● <i>The warning signs for heart disease, cancer and diabetes</i></li> <li>● <i>The food plate and the requirements for a healthy diet</i></li> <li>● <i>Portion size and its relationship to healthy eating</i></li> <li>● <i>The importance of reading a food label in order to make healthy food choices</i></li> <li>● <i>How the various fats in our diet affect our cardiovascular health</i></li> <li>● <i>The consequences of how poor nutrition and lack of exercise influence our overall wellness.</i></li> <li>● <i>The signs and symptoms of a diabetic emergency</i></li> <li>● <i>The seven warning signs of cancer</i></li> <li>● <i>The importance of exercise in conjunction with a healthy diet to improve wellness.</i></li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● <i>Tracing the blood flow through the heart .</i></li> <li>● <i>Assessing their personal risk factors for heart disease, cancer and diabetes</i></li> <li>● <i>Using the Harvard School of Public Health version of the food plate to improve their dietary choices</i></li> <li>● <i>Reading a food label to make healthy dietary choices</i></li> <li>● <i>Calculate portion/serving sizes as a way to improve their dietary choices</i></li> <li>● <i>Calculate the percentage fat in the foods we choose.</i></li> <li>● <i>Using various resources in order to decipher if a food is a health choice</i></li> <li>● <i>Create an exercise program using all the parts of an effective program learned in class.</i></li> <li>● <i>Detecting the warning signs of hypo and hyperglycemia in a diabetic emergency</i></li> <li>● <i>Listing the seven warning signs of cancer and connecting the signs to the importance of early detection.</i></li> </ul>

--	--	--

<b>Stage 2 – Evidence</b>		
<b>Code</b>	<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<b>T,M,A</b>	<p>Completion of all worksheets</p> <p>Use of the appropriate APPs for nutrition and exercise</p> <p>Class discussions</p> <p>Ability to create a healthy nutrition and exercise program ( rubric)</p> <p>Ability to use CAUTION as a cancer prevention strategy.</p> <p>SMART goal setting using the 4 point rubric</p>	<p>PERFORMANCE TASK(S)</p> <p>Goal: To use all the information learned in class to create a diet that is healthy according to all the required guidelines for adolescents , and include the parts of an exercise program to add to one’s overall wellness. To be able to recognize the early signs of disease in order to be proactive in prevention of disease.</p> <p>Role- Students</p> <p>Audience- Peers, family, community members</p> <p>Situation: Classroom,</p> <p>Product: A healthy representation of food choices and exercise for an adolescent.</p> <p>Success: Evidence by reflection and worksheets of changes in diet choices and exercise habits .Creating a dietary and exercise plan from the pre-assessment plan.CAUTION cards for early disease detection and prevention</p>

		<p>OTHER EVIDENCE:</p> <p>Worksheets CAUTION quiz Unit test</p>
--	--	---

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<b><i>Students will participate in a risk factor exercise to determine their personal risk factors for cardiovascular disease, diabetes and cancer. Students will produce a one day diet and exercise plan that depicts their current food choices and exercise routine.</i></b>	
	Summary of Key Learning Events and Instruction	Progress Monitoring
<b>A</b>	<p>Teacher will prepare worksheets, PowerPoints , appropriate resource lists, rubrics, and stations on cancer <b>W</b></p> <p>Teacher will teach students about the heart anatomy and function and relate this to risk facts for cardiovascular disease <b>W</b></p> <p>Students will complete a worksheet on the structure and function of the cardiovascular system <b>E</b></p>	<ul style="list-style-type: none"> <li>● Class discussions</li> <li>● Completion of all worksheets</li> <li>● Teacher one on one feedback</li> <li>● Student group practice</li> <li>● Student ability to use the apps to look at their personal food choices</li> <li>● Student reflections on current and future dietary and exercise habits</li> <li>● Students ability to use class information to create an improved diet and exercise program poster using the given rubric</li> <li>● Smart Goal</li> </ul>
<b>T,A</b>	<p>Teacher will take the students blood pressure as a baseline reading <b>H,W,E</b></p> <p>Students will read an article about blood pressure and complete a blood pressure worksheet. <b>E,E2,T</b></p>	
<b>T,M,A</b>	<p>Teacher will guide students through the use of Harvard School of Public Health food plate, and show students how to find information on requirements for a healthy diet <b>W</b></p> <p>Students will use manipulatives in groups to start to create a healthy food plan <b>H,E,E2,T</b></p> <p>Teacher will teach students how to read a food label to assess it's criteria as a healthy food choice. <b>W</b></p>	

<p><b>T,M</b></p>	<p>Students will bring in food labels from home and assess them to see if they are a healthy food choice. <b>H,E,E2</b></p>	
<p><b>T,M,A</b></p>	<p>Students will use various apps such as” fooducate” to look at foods and check their rating of healthiness.<b>H,E,E2 T</b></p>	
<p><b>T,M,A</b></p>	<p>Student will work in groups to look at snack foods and rate them as a healthy choice. <b>E,E2,O</b></p>	
	<p>Teacher will create a lesson to show students the various portion sizes and how they impact our dietary intake <b>W</b></p>	
	<p>Teacher will teach students about the various types of fats in our diet and how they impact our cardiovascular health <b>W</b></p>	
<p><b>T</b></p>	<p>Students will read an article and look at the various fats in our diet related to how they contribute to heart disease. <b>E</b></p>	
	<p>Teacher will prepare stations around the room on Genetically modified crops and healthy food choices</p>	
<p><b>T,M,A</b></p>	<p>Students will read an article on Genetically Modified Crops and watch the” Eyesofnye” video to learn about Genetically Modified food sources.Students will complete a worksheet on Genetically Modified food crops.<b>E,E2</b></p>	
	<p>Teacher will show the video “Fed Up” and discuss the issues with too much sugar in our diets</p>	
	<p>Teacher will use the pre- assessment information student gave about their diet and exercise habits to guide students through a project using all the information from class to create a healthy food and exercise plan for a teenager. <b>H,W</b></p>	

<p><b>T, M,A</b></p>	<p>Students will take the information on calories, serving size, fats, food plate requirements and recreate their original diet using the healthy guidelines given in the nutrition portion of the class using the project rubric <b>E,E2,R,T,O</b></p> <p>Teacher will discuss with students the importance of exercise to our overall wellness <b>W</b></p> <p>Teacher will explain to students the necessary parts to a healthy exercise program <b>W</b></p>	
<p><b>T,M,A</b></p>	<p>Students will participate in an exercise that teaches students about target heart rate. <b>E,E2</b></p> <p>Students will be introduced to APPS such as Map My Run, Map My Walk and Strava to track their exercise habits. <b>E,E2,T</b></p>	
<p><b>T,M,A</b></p>	<p>Students will develop an exercise program for someone their age and add this to the nutrition poster to present a healthful nutrition and exercise program for an adolescent to follow to improve their overall wellness.<b>E,E2,R,T,O</b></p> <p>Teacher will list the signs and symptom of hyper and hypo glycemia for students. <b>W</b></p> <p>Teacher will show a video about teens and diabetes <b>W</b></p>	
<p><b>T,A</b></p>	<p>Students will complete a worksheet on diabetes <b>E</b></p> <p>Teacher will list various types of cancer on the board and have students correlate the types of cancer to the seven warning signs of cancer. <b>W,E,E2</b></p> <p>Teacher will show a video on cancer to better explain the terminology involved in understanding concept related to cancer <b>W</b></p>	

<p><b>T,M,A</b></p>	<p>Students will complete a worksheet on cancer using stations around the room displaying types of cancer, signs and symptoms of cancer and importance of early detection. <b>E,E2,O</b></p>	
<p><b>T,A</b></p>	<p>Students will make flash cards for CAUTION an acronym for the seven warning signs of cancer <b>E,E2,O</b></p> <p><b><i>Essential resources</i></b></p> <ul style="list-style-type: none"> <li>● Blood Pressure equipment</li> <li>● Cancer models/ American Cancer Society</li> <li>● Exercise APPs: examples, Fooducate, Strava, Map my run,Map my walk</li> <li>● Eyesofnye video on GMO's</li> <li>● Friedman,D.,Stine,C.,&amp; Whalen,S.(2004) . Lifetime Health. New York:Harcourt Education Company</li> <li>● Harvard School of Public Health: Food Plate</li> <li>● Human relations Media . (2012). Cancer Update.Unites States of America</li> <li>● Human relations Media. (2012). Diabetes: Why Many Teens Are at Risk.United States of America</li> <li>● Spurlock,M. (2004) Super Size Me. Hart Sharp</li> <li>● Fed Up video ,Laurie David (2014)</li> <li>● Other related/similar material</li> </ul>	

--	--	--