

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 8 Emotional Health

June 2017

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Authors of Course Guide

Scott Hoffman

New Milford's Mission Statement

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Subject/Course:

Unit:

Grade:

Stage 1 Desired Results		
ESTABLISHED GOALS Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Students will demonstrate the ability to access valid information, products, and services to enhance health. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Students will demonstrate the ability to use decision-making skills to enhance health.	Transfer	
	<i>Students will be able to independently use their learning to receive help for emotional concerns, identify and reduce their risk of depression/suicide, and act as a support for peers who experience emotional distress.</i>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> There are ways to prevent and receive help for mental health concerns. There are ways students can help and support peers who experience emotional distress.	ESSENTIAL QUESTIONS Is there help for emotional problems? What causes depression and suicide? What do we need to know to help ourselves and others experiencing depression/suicide?
	Acquisition	

<p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><i>Students will know...</i></p> <p><i>The resources available during emotional distress.</i></p> <p><i>The symptoms of clinical depression.</i></p> <p><i>The warning signs of suicide.</i></p> <p><i>Helpful ways to improve upon self-esteem.</i></p>	<p><i>Students will be skilled at...</i></p> <p>Selecting appropriate resources for specific emotional scenarios.</p> <p>Differentiating between sadness and clinical depression.</p> <p>Identifying warning signs of suicide.</p> <p>Supporting peers who are experiencing depression/suicide.</p> <p>Improving self-esteem.</p>
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<p>CCSS.ELA-Literacy.SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>		
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T,M,A	A 4 point rubric scoring for receiving and giving support, identify warning signs, prevention, and self-esteem tips.	<p>PERFORMANCE TASK(S):</p> <p>G-To create an action plan for 7th graders who may be experiencing or have friends experiencing marked sadness.</p> <p>R- As an older role-model to 7th graders, 8th grade students are to create an action plan that both educates about depression and suicide, ways to help prevent marked sadness, and encourages 7th graders to take action steps when they or a friend are in need.</p> <p>A- 7th graders</p> <p>S- There is a need to improve on peer support in our school community.</p> <p>P- A creative video to send the message, a PSA, skit, musical performance for example, brochure...</p> <p>S-</p>

	T,M,A	<p>OTHER EVIDENCE:</p> <p>Teacher observations of class activities. Identifying sadness vs. depression. Identification of suicidal warning signs and supportive options in scenarios.</p>
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Stage 3 – Learning Plan

Code	<p><i>Pre-Assessment</i></p> <p><i>Questionnaires, writing prompts.</i></p>	
<p>A</p> <p>M</p> <p>T</p> <p>M</p> <p>A</p> <p>M</p> <p>A</p> <p>T</p> <p>A</p>	<p>Summary of Key Learning Events and Instruction</p> <p>Teacher introduces to goal of this unit and the performance task. W</p> <p>Students Think Pair Share recent emotions and situations which caused them. H</p> <p>Teacher discusses emotions as clues to mental health. E</p> <p>Students discuss decision making steps to resolving emotional situations. E</p> <p>Students work on scenarios identifying emotions, problems, and steps to resolving emotional distress. E-2, R</p> <p>Students discuss the difference between sadness and depression. H</p> <p>Students search for information on depression. E</p> <p>Students play a review game on depression is and is not. E-2, T</p> <p>Students research information on suicide. E</p> <p>Students categorize information on suicide. E-2, T</p> <p>Students identify suicidal warning signs in scenarios sharing/discussing their findings with the class.R</p> <p>Students think, pair, share the role of self-esteem and what they believe is the most effective way for improving it. H</p> <p>Students are introduced to maladaptive thought</p>	<p>Progress Monitoring</p> <p>Recording steps to resolving emotional distress.</p> <p>Students play a review game on depression is and is not.</p> <p>Students identify suicidal warning signs in scenarios sharing/discussing their findings with the class.</p> <p>Students record personal maladaptive thoughts with replacements.</p>

M T A	replacement. E-2 Students practice replacing negative statements. E-2 Students record personal maladaptive thoughts with replacements. E-2, R, T Students explore other methods for improving self-esteem. E	
	Resources: Health Smart ETR Associates Kidshealth.org And other similar materials.	

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 8

Substance Abuse Prevention

June 2017

BOE Approved December 2017

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Stage 1 Desired Results		
<p>ESTABLISHED GOALS Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...identify side-effects of Alcohol, Tobacco and Other Drugs(ATOD), advocate against ATOD, and resist drug pressures.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>addiction is a slow process that can not easily be self-monitored, but likely to be observable in or by others.</p> <p>drugs interfere with major functions of the brain that keep us safe and healthy.</p> <p>ATODs cause many health problems.</p> <p>they have the right to remain drug free and most teens don't use drugs.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How do drugs impair cognition? How do drugs affect each aspect of health? What skills are needed to resist drugs? What protective factors will best protect us from drug abuse?</p>

<p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>ATOD will impact every facet of life.</p>	
Acquisition		
<p>CCSS.ELA-Literacy.SL.8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>CCSS.ELA-Literacy.SL.8.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their</p>	<p><i>Students will know...</i></p> <p><i>the process of addiction and how drugs impair different regions of the brain.</i></p> <p><i>how misuse/abuse of medicines, marijuana, alcohol, and tobacco products impair all facets health.</i></p> <p><i>strategies that are helpful in resisting drugs.</i></p>	<p><i>Students will be skilled at...</i></p> <p>identifying stages of addiction.</p> <p>identifying side-effects resulting from various forms of drug use.</p> <p>accessing trustworthy resources for information.</p> <p>resisting peer pressure situations.</p>

<p>own views in light of the evidence presented.</p> <p>CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)</p>		
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Teacher Rubric: Effective resistance skill chosen/presented. Previous reasons learned for avoiding particular substance given. Students speak loudly, clear, confident.</p>	<p>PERFORMANCE TASK(S):</p> <p>G-To create a role-play that displays effective resistance skills.. R- Student groups are given the role of a high school students who are faced with drug pressure situations. A-Peers. S- The students are given a typical scenario where peers they trust are making poor drug decisions and they are faced with resisting peer pressure. P- Students create a role-play</p>

		<p>OTHER EVIDENCE:</p> <p>quizzes, review games, feedback for role-plays</p>
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Stage 3 – Learning Plan		
Code	Pre-Assessment	
	<i>Pre-quiz, review of previous learned information</i>	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A	Students are briefed on their end of unit performance task and begin a brainstorm of specifics they remember about the effects of drug use. W, H	class activity puzzling brain regions, major functions, specific drugs, and how major regions become impaired when under the influence. E-2
A	Students begin reading about major regions of the brain and their functions and complete a worksheet identifying those regions to everyday functions. E	
M	Students review how major functions are impaired as a result of drug use. E, R	addiction response letters
T	Students participate in a class review activity. E-2	student debates and scenario responses
A	Students Think, Pair, Share to recall information they remember about addiction. H	
A	Students read sections of an article on addiction. E, R	post quiz
	Students watch a video further explaining the process of addiction. R	marijuana bingo and response letter
TM	Students explain the process of addiction and advocate against substance abuse. E-2	
	Students review information on recovery from addiction and protective factors. E-2	alcohol review game
M		

	District substance abuse counselor is invited to add to a review about addiction/recovery and protective factors. E-2, R	teacher reviews tobacco worksheets
A	Students debate the severity of misusing “Over-the-counter” medicine vs prescribed medicines.	students provide feedback for role-plays
A	H	
TM	Students practice reviewing the definition of misusing medicine vs abusing it with teacher guided discussion and examples. E, R	
	Students work in groups reviewing scenarios they determine as misuse or abuse. E-2,	
A	Students take a post quiz differentiating between misuse and abuse. E-2	
	Students take a pre quiz on marijuana facts.	
A	Student groups each receive a different articles to participate in a jigsaw activity. E	
	Students discuss findings and make corrections to their prequiz. E-2	
	Students receive a marijuana information and complete a worksheet. H,E,E-2	
	Students play a game for review. E-2	
TM	Students write a Dear Abby letter to advocate against marijuana use. E-2, R	
A	Students complete a Do Now to recall previously learned facts on alcohol. H	
M	Students review alcohol facts. E, E-2,	
	Students participate in an activity reviewing alcohol information. E-2, R	
A	Students watch a video on tobacco and complete worksheets. E	
T	Students discuss vaping. E	

	Students participate in role-play activities after reviewing resistance skills. E-2	
	Resources: Health Smart ETR Associates www.healthteacher.com www.drugabuse.gov Substance Abuse Prevention Activities by Patricia Rizzo Toner And other similar materials.	

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 8 Nutrition

June 2017

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Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...select foods based on their nutrient content to create meals that incorporate all 6 essential nutrients and describe their role/major function in the body.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>all 6 essential nutrients play an important role in maintaining/improving normal functions of the body.</p> <p>a healthy diet can prevent diseases.</p> <p>it is critical to self-monitor diet as a personal age appropriate responsibility.</p>	<p>ESSENTIAL QUESTIONS</p> <p>What needs to be understood about the six essential nutrients and their role in health status?</p> <p>What dietary goals can improve health?</p>

<p>Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>CCSS.ELA-Literacy.SL.8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>CCSS.ELA-Literacy.SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>		
	Acquisition	
	<p><i>Students will know...</i></p> <p><i>the six essential nutrients and their major function in the body. common foods each nutrient can be found in. symptoms of lacking specific nutrients. healthy vs unhealthy types of three of the six nutrients. nutrients they are lacking in vs have in excess in their diet.</i></p>	<p><i>Students will be skilled at...</i></p> <p>selecting foods and creating meals based on nutrients types.</p> <p>identifying nutrients and their major function in the body.</p> <p>identifying nutrients a person has in excess or a deficiency in based on health symptoms.</p> <p>evaluating their diet and setting dietary goals.</p>

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
	<p>Healthy and tasty menu plan.</p> <p>Neat and organized chart showing diet related symptoms, a daily healthy meal plan, and a breakdown of nutrients in each meal.</p> <p>Well written and informative letter for the board to review.</p> <p>Teacher Rubric</p>	<p>PERFORMANCE TASK(S):</p> <p>G- To improve the health and educate medical patients who have dietary related health problems.</p> <p>R- You are a dietary consultant for a local hospital.</p> <p>A- A medical board of retired doctors and doctors with no training in current nutritional knowledge.</p> <p>S- A medical board from a local hospital has reached out to nutritional consultants who can help them to develop a dietary plan for a number of their patients. Each patient has different medical problems, many of which are directly related to diet.</p> <p>P- Students working in teams, all have been given a patient in which student nutritionists have to develop a patient chart that doctors can follow which identifies specific symptoms proper nutrition can improve, the nutrients either lacking in or being eaten in excess, and a daily dietary meal plan that can improve patient symptoms/health problems with a breakdown of all nutrients for each meal. In order to receive payment, students must also write a letter to the medical board explaining what was concluded using dietary expertise and explaining plans in place for doctors to follow.</p> <p>S- Healthy and tasty menu plan.</p> <p>Neat and organized chart showing diet related symptoms, a daily healthy meal plan, and a breakdown of nutrients in each meal.</p> <p>Well written and informative letter for the board to review.</p>

		<p>OTHER EVIDENCE:</p> <p>Quiz, review games, worksheets, diet evaluation</p>

Stage 3 – Learning Plan		
Code	Pre-Assessment	
	Quiz	
	Summary of Key Learning Events and Instruction	Progress Monitoring
	Students agree/disagree with common dietary myths. H	quiz
	Teacher explains what the unit objectives are and a brief description of the performance task students will be working on. W	agree vs disagree teacher
	Students complete worksheet on the three calorie containing nutrients. E	guided discussion
A	After reviewing the first three nutrients, students will select cardboard food cut-outs creating small meals based on the types of carbohydrates, fats, and complete/incomplete proteins. E-2, R, T	worksheets
TM	Students complete a matching worksheet and display answers on the board for review of the first three nutrients. E-2	created meals
M	Students receive worksheets on Vitamins ADEK + BC and minerals Calcium, Potassium, Zinc, Iron, Sodium + fiber to review with a partner. E	matching worksheet
A	Students review scenarios of people who are experiencing diet related symptoms and have to investigate what essential nutrients people in the scenarios have too much or not enough of and also what foods they can be found in. E-2, R,	nutrient investigation
TM		review game
M		self-evaluations
TMA		

	<p>Students play a review game of all 6 essential nutrients. R</p> <p>Students use choosemyplate.gov to receive personalized caloric intake sheets to record and compare their diets. After entering their daily diet, breaking it into food groups, and calculating servings, students evaluate their diets and set dietary goals to make improvements. E, E-2, R, T</p> <p>Sources: Health Smart ETR Associates www.choosemyplate.gov And other similar materials.</p>	
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New Milford, Connecticut



Communicable Diseases and
Relationships

June 2017

BOE Approved December 2017

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	<p><i>Students will be able to independently use their learning to make responsible decisions in dating relationships.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p><i>Sexually active teens are at risk for developing sexually transmitted diseases.</i></p> <p><i>Having sex is a huge responsibility.</i></p> <p><i>Consent must actively given and never assumed.</i></p> <p><i>It's easy to confuse infatuation and love where major decisions may be made.</i></p> <p><i>There are many positive reasons for maintaining abstinence.</i></p>	<p>ESSENTIAL QUESTIONS</p> <p>What role does disease play in relationships?</p> <p>What skills can prevent sexual abuse and developing sexually abusive behaviors?</p> <p>What needs to be considered to maintain a healthy responsible relationship?</p>

<p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>CCSS.ELA-Literacy.SL.8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>CCSS.ELA-Literacy.SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>CCSS.ELA-Literacy.SL.8.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their</p>		
	Acquisition	
	<p><i>Students will know...</i></p> <p><i>Signs, symptoms, routes of transmission, statistics, and ways to prevent STDs/STIs and HIV</i></p> <p><i>The risk level for acquiring HIV in different scenarios.</i></p> <p><i>The difference between love and infatuation.</i></p> <p><i>How to identify consent and consent laws.</i></p> <p><i>Reasons for maintaining abstinence.</i></p>	<p><i>Students will be skilled at...</i></p> <p>Identifying the warning signs of STDs/STIs.</p> <p>Identifying qualities in a loving and healthy relationship.</p> <p>Identifying consent.</p> <p>Advocating for abstinence.</p>

<p>own views in light of the evidence presented.</p> <p>CCSS.ELA-Literacy.SL.8.4</p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.8.5</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>		
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T,M,A	Teacher Rubric	<p>PERFORMANCE TASK(S):</p> <p>G- To increase awareness of making healthy decisions in relationships.</p> <p>R- Working for a local counseling center to improve decision making among teens.</p> <p>A- Teens</p> <p>S- The center is seeing an increase in relationship related problems including STDs.</p> <p>P- A brochure that shows knowledge of STDs, Love/Infatuation, healthy relationships and reasons for maintaining abstinence.</p> <p>S-</p>

		<p>OTHER EVIDENCE:</p> <p>Student STD scenario identifications. Rating HIV situations. Identifying love/infatuation scenarios Identifying consent Letters that advocate for maintaining abstinence.</p>
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Stage 3 – Learning Plan

Code	Pre-Assessment	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A	Students complete a worksheet on communicable diseases and related terms. W, E	Student STD scenario identifications.
M	Students participate in an activity to simulate how STDs spread within a community. W, H	Rating HIV situations.
TM	Students participate in an activity where they have to identify STDs. E, E-2, R, T	Identifying love/infatuation scenarios
A	Students review STDs with the teacher. E-2	Identifying consent
A	Students research basic facts about HIV/AIDS. E-2	
A	Students watch a video on how HIV is transmitted. E-2	Letters that advocate for maintaining abstinence.
TM	Students participate in an activity where they rate situations as definite risk,high risk, low risk or no risk. R, T	
	Students think, pair, share their perception of Love vs Infatuation and then with the teacher. E,E-2	
M	Students discuss the importance of knowing the difference between love and infatuation. E	
T	Students read a story and identify examples of love and infatuation. E-2	
	Students work on scenarios identifying them as love or infatuation. E-2	
T		

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