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 is a course that is an alternative course for those students who did not take the Health I as a way of meeting the graduation requirement. The course is an in-depth look at the topics covered in Health I. The focus is on decision making skills, lifestyle changes and lifelong wellness. The topics include: American Red Cross CPR skills, Nutrition, Mental Health, Substance Abuse Prevention, and Human Sexuality.
## Pacing Guide

<table>
<thead>
<tr>
<th>Unit Title</th>
<th># of Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPR/AED/First Aid Certification</td>
<td>4 weeks</td>
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<tr>
<td>Nutrition</td>
<td>3 weeks</td>
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<tr>
<td>Mental Health</td>
<td>3 weeks</td>
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<tr>
<td>Substance Abuse Prevention</td>
<td>3 weeks</td>
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<tr>
<td>Human Sexuality</td>
<td>2 weeks</td>
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</table>
# Identify Desired Results

<table>
<thead>
<tr>
<th>Common Core Standards</th>
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- NHES – S1: Comprehend concepts related to health promotion and disease prevention to enhance health.
- NHES – S4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- CCR-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textural evidence when writing or speaking to support conclusions drawn from the text.
- CCR-W 9: Draw evidence from literacy or informational texts to support analysis, reflection, and research.

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
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<tbody>
<tr>
<td>Generalizations of desired understanding via essential questions (Students will understand that …)</td>
<td>Inquiry used to explore generalizations</td>
</tr>
</tbody>
</table>

- There are essential principles that guide and protect one who responds to an emergency.
- Knowing the necessary emergency steps to take when providing care in an emergency situation can save lives.
- What are the steps necessary to protect yourself when helping in an emergency?
- What are the emergency action steps one should follow in an emergency situation?
- How should one provide care to someone with a life threatening condition?

<table>
<thead>
<tr>
<th>Expected Performances</th>
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<tbody>
<tr>
<td>What students should know and be able to do</td>
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</table>

Students will know the following:
- Students will know how to care for people in emergency situations according to the Good Samaritan Law.
- Student will know the three emergency actions steps to help in emergencies.
- Students will know the acronym, “SAMPLE” in order to assess a victim.
- Students will know the basic function of the heart related to cardiac emergencies.
- Students will know how to perform the skills to care for people who are experiencing the following conditions: unconscious, heart attack, shock, cardiac arrest, conscious choking, and provide basic first aid needs.

Students will be able to do the following:
- Students will be able to interview a conscious victim using the acronym, “SAMPLE.”
• Students will complete scenarios to assess to accident scenes and victims and be able to apply the three basic emergency action steps to help in these emergency situations.

• Students will be able to draw the heart and label the anatomy. They will also be able to trace the circulation of blood through the heart. They will be able to relate the structure & function of the heart to cardiac emergencies.

• Students will be able to practice and correctly perform the skills of caring for an unconscious victim, heart attack, shock, cardiac arrest, conscious choking, and provide basic first aid needs.

<table>
<thead>
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<tbody>
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<td>Responsibility</td>
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<tr>
<th>Technology Competencies</th>
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<td>Students access and apply digital tools to gather, evaluate and use information.</td>
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<tr>
<td>Students will correctly use an external automated defibrillator.</td>
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</table>

### Develop Teaching and Learning Plan

**Teaching Strategies:**
- Teacher will assign textbook readings and prepare guided worksheets.
- Teacher will prepare scenarios to expose students to emergency situations.
- Teacher will show the Red Cross video demonstrating the necessary skills for Red Cross certification.
- Teacher will demonstrate correct technique for the various skills.
- Teacher gives lecture notes using a Prezi presentation listing the steps for each skill in the unit.
- Teacher breaks the class into groups and assigns group leaders.
- Teacher trains group leaders on each skill and gives feedback for correct technique.
- Teacher checks student out on each skill using the Red Cross step guidelines.

**Learning Activities:**
- Students will take notes and read the assigned sections in the Red Cross text.
- Students will complete the worksheet for each section of the unit.
- Student will complete the worksheet on the anatomy and function of the heart and relate the information to questions regarding cardiac emergencies.
- Students will practice the various skills from the unit.
- Students will demonstrate competency of the skills for the teacher using the proper technique.
- Students will participate in drills and scenarios using the Red Cross CPR skills.
- Students will pass the Red Cross certification exam with an 80% in order to be CPR certified by the
- Teacher prepares assessments such as situation drills, quizzes, exit tickets, tests.
- Teacher will prepare worksheets and lecture on the basic anatomy and physiology of the heart.
- Teacher enters successful participants into the Red Cross system and distributes certificates to students.

### Assessments

<table>
<thead>
<tr>
<th>Performance Task(s)</th>
<th>Other Evidence</th>
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<tbody>
<tr>
<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
<td>Application that is functional in a classroom context to evaluate student achievement of desired results</td>
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</table>

| Goal: To score an 80% or better on the Red Cross Certification exam | • Various quizzes an exit tickets  
• Group leaders helping peers complete the required skills for certification |
| Role: First responder | |
| Audience: Peers | |
| Situation: Classroom | |
| Performance: Skills | |
| Standard for Success: Red Cross certification standards | |

### Suggested Resources

- American Red Cross, First Aid/CPR/AED. 2016. DVD
New Milford Public Schools

| Committee Member(s): Denise Duggan, Christine Benson and Mariann Schirizzo |
| Course/Subject: Health II |
| Grade Level: 10-12 |
| # of Weeks: 3 |

### Identify Desired Results

#### Common Core Standards

- **NHS-S2**: Students will analyze the influence 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-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.
- **CCRA-R1**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCRA-W 9**: Draw evidence from literacy or informational texts to support analysis, reflection, and research.

### Enduring Understandings

**Generalizations of desired understanding via essential questions**

(Students will understand that …)

- Physical fitness and nutrition can contribute to the prevention of disease.
- There are lifestyle changes to reduce the risk of developing cardiovascular disease, diabetes, and cancer.

### Essential Questions

**Inquiry used to explore generalizations**

- How can one establish personal wellness goals?
- What important skills are necessary to make healthy choices regarding nutrition and physical fitness?

### Expected Performances

**What students should know and be able to do**

Students will know the following:

- Students will know the risk factors for cardiovascular disease.
- Students will know their baseline blood pressure and its relationship to cardiovascular disease.
- Students will know food recommendations according to, “My Plate.”
- Students will know proper portion sizes.
- Students will know how to read a food label for nutritional health.
- Students will know types of fat found in foods and their relationship to heart disease.
• Students will know the signs and symptoms of diabetic emergencies.
• Students will know the seven warning signs of cancer.
• Students will know how to assess their personal fitness using the behavioral change stairway.
• Students will know how to make a personal fitness plan using the physical activity pyramid.

Students will be able to do the following:
• Students will create a healthy meal using recommendation from My Plate.
• Students will read a food label.
• Students will complete a flipped lesson on portion size.
• Students calculate fat percentage on a food label.
• Students will identify healthy food choices using information from class.
• Student will list the signs and symptoms of a diabetic emergency.
• Students will identify the seven warning signs of cancer.
• Students will be able to assess their physical fitness level.
• Students will be able to create a personal physical fitness plan.

Character Attributes

• Cooperation
• Responsibility

Technology Competencies

• LMC Computer lab
• Personal devices
• SMART board
• My Fitness Pal

Develop Teaching and Learning Plan

Teaching Strategies:
• Teacher accesses the website, MyPlate.gov, and explains the importance of each part of the nutritional plate.
• Teacher draws a diagram of the heart on the board and discusses the relationship between the heart anatomy and cardiovascular disease.
• Teacher assigns reading(s) from the book, Lifetime Health, to further understand learning.
• Teacher prepares a lesson on how to read a food label. The teacher

Learning Activities:
• Students will complete readings and notes from class.
• Students will complete a packet on the heart and discuss the relationship of diet and heart disease.
• Students will complete a packet on blood pressure and have their baseline blood pressure taken.
• Students will access their personal devices and use a teacher prepared YouTube to learn about serving size.
• Students will analyze their food diary as a tool to assess healthy and unhealthy food choices.
collects snack food labels of foods that students consume. They are analyzed using a prepared rubric.
- Teacher assigns reading from an article, "What's the Fuss about Fat", which includes a chart for students to compare different types of fat.
- Teacher provides fast food restaurant menus for students to look up a typical meal and compare how much fat, sodium, and calories are in that meal.
- Teacher facilitates discussion on healthy fast food choices.
- Teacher sets up stations on blood pressure and cancer for students to rotate through and answer questions on a worksheet provided.
- Teacher sets up a station to take students' blood pressure.
- Teacher displays different food items for students to guess the portion sizes and the calories.
- Teacher designs a flipped lesson on portion sizes and caloric intake.
- Teacher introduces the physiology of Diabetes related to Diabetic emergencies.
- Teacher relates the concept of the seven warning signs of cancer using the, "CAUTION" acronym.
- Teacher introduces the behavioral-change stairway as a way to assess students' personal fitness.
- Teacher guides students using the physical activity pyramid to create personal fitness plans.
- Students will learn the five important healthy ingredients to look for on a food label and how to calculate % fat in the foods they eat.
- In groups, students will complete a simulation using food cards of a typical day’s diet. They will later in the unit analyze the diet and make it healthy using the information from class on what makes a diet healthy.
- Students will take notes on Diabetes and be able to relate this information to dietary concerns. They will be able to name the signs and symptoms of a diabetic emergency.
- Students will be able to make flash cards on CAUTION.
- Student will view video on cancer.
- Students will complete a worksheet using teacher prepared cancer stations
- .Students will assess their physical fitness according to the behavioral-change stairway.
- Students will create a personal fitness plan using the physical activity pyramid.

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<th>Assessments</th>
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<td><strong>Performance Task(s)</strong></td>
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<tr>
<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
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<tr>
<td>Goal: Students will be able to create a healthy nutrition and exercise plan for</td>
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<tr>
<td>personal wellness.</td>
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<tr>
<td>Role: Student</td>
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<tr>
<td>Audience: Peers</td>
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<tr>
<td>Situation: Classroom</td>
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<tr>
<td>Product or Performance: Personal nutrition and fitness plan</td>
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<tr>
<td>Standards for Success: Teacher rubric</td>
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</tbody>
</table>

## Suggested Resources

- Food models from the American Dairy Association
- Food product labels
- Teacher-prepared PowerPoint, drawings, worksheets
- Rubric for nutritional assessment of a meal
- Access to government website (www.MyPlate.gov)
- My Fitness Pal App
- Fooducate App
# Identify Desired Results

### Common Core Standards

- **NHS-S2**: Students will analyze the influence 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-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.
- **CCRA-R1**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCRA-W 9**: Draw evidence from literacy or informational texts to support analysis, reflection, and research.
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## Enduring Understandings

**Generalizations of desired understanding via essential questions**

(Student will understand that …)

- Positively handling life crisis is necessary to one’s mental health.
- Expressing emotions in healthful ways is important to mental health.

## Essential Questions

Inquiry used to explore generalizations

- What are positive ways to deal with life crisis?
- How does one promote and develop positive self-esteem?
- What resources can students access to deal with emotional issues?

## Expected Performances

What students should know and be able to do

Students will know the following:

- Students will know how stress affects their health status.
- Students will know how to prevent and deal with stressful situations.
- Students will know how to promote their self-esteem.
- Students will know anger management skills.
- Students will know how to cope with a life crisis.
- Students will know how to get help and be resilient.

Students will be able to do the following:
- Students will identify stressful situations and apply stress management skills to reduce stress.
- Students will identify life crisis situations and how to positively cope.
- Students will role-play situations displaying effective communication skills.
- Students will deal with conflict resolution situations concerning adolescent issues.
- Students will recognize signs and symptoms of anger and respond with anger management techniques.
- Students will demonstrate the ability to access resources and information that provide valid mental health service.

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<td>Cooperation</td>
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<table>
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<tr>
<th>Technology Competencies</th>
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<tbody>
<tr>
<td>Students access personal devices to research community resources for mental health services</td>
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### Develop Teaching and Learning Plan

<table>
<thead>
<tr>
<th>Teaching Strategies:</th>
<th>Learning Activities:</th>
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<tbody>
<tr>
<td>Teacher will prepare notes and lecture on various topics on mental health.</td>
<td>Students will take notes and read assigned chapter in textbook.</td>
</tr>
<tr>
<td>Teacher will prepare scenarios concerning effective and ineffective coping skills.</td>
<td>Students will participate in role play scenarios regarding anger management and conflict resolution.</td>
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<tr>
<td>Teacher will go over appropriate steps for anger management and conflict resolution.</td>
<td>Students will work in groups to discuss conflict resolution/anger management strategies when dealing with life crisis.</td>
</tr>
<tr>
<td>Teacher will facilitate discussions about scenarios and role plays discussed/demonstrated in class.</td>
<td>Students will recognize the signs and symptoms of destructive behaviors such as eating disorders.</td>
</tr>
<tr>
<td>Teacher discusses the various types of life crisis emphasizing coping skills and prevention.</td>
<td>Students will identify appropriate community resources that deal with mental health issues.</td>
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<tr>
<td>Teacher will show a video on eating disorders and discuss signs and symptoms.</td>
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<tr>
<td>Teacher will list mental health</td>
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<tr>
<td>Assessments</td>
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<tr>
<td><strong>Performance Task(s)</strong></td>
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<td>Application that is functional in a classroom context to evaluate student achievement of desired results</td>
</tr>
<tr>
<td>Goal: Students will have appropriate strategies and resources to deal with life crisis situations.</td>
<td>• Completion of unit assessment</td>
</tr>
<tr>
<td>Role: Student</td>
<td>• Creation of personal resource diagram</td>
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<tr>
<td>Audience: Peers</td>
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<tr>
<td>Situation: Classroom</td>
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<tr>
<td>Product or Performance: Participation in scenarios and formulate a list of school community resources.</td>
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<tr>
<td>Standards for Success: Demonstration of positive conflict resolution/anger management skills.</td>
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<tr>
<th>Suggested Resources</th>
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<tbody>
<tr>
<td>• Teacher created scenarios and role-play rubric</td>
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## Identify Desired Results

**Common Core Standards**

- NHS-S2: Students will analyze the influence 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-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.
- CCRA-R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCRA-W9: Draw evidence from literacy or informational texts to support analysis, reflection, and research.

### Enduring Understandings

**Generalizations of desired understanding via essential questions**

(Student will understand that …)

- Substance abuse affects the physical, emotional and social aspects of a person’s life.
- Substance abuse impacts the ability to make positive decisions regarding one’s life.

### Essential Questions

Inquiry used to explore generalizations

- What are the physical, emotional, and social consequences of using/abusing substances?
- Why do people who follow a drug free lifestyle have decreased risk of injuries, violence and accidents?
- What influences affect the decision to use or not use substances?
- What resources and techniques are available to help make a personal commitment not to misuse/abuse substances?

### Expected Performances

What students should know and be able to do

Students will know the following:

- Students will know the thirteen risk factors for drug misuse and abuse.
- Students will know how alcohol, marijuana and opioid drugs affect a person’s
Students will know terminology regarding substances and substance use, misuse and abuse.
Students will know and recognize peer pressure regarding drug misuse and abuse.
Students will know the protective factors and refusal and decision making skills to make responsible decisions to prevent drug misuse and abuse.
Students will know the four intervention steps to take to help someone who is misusing and abusing drugs.
Students will know resources for help with substance abuse issues.

Students will be able to do the following:
• Students will discuss and self-reflect on the thirteen risk factors for drug misuse and abuse.
• Students will be able to discuss and list the impact of drug use and abuse on individuals, family and society.
• Students will be able to apply the thirteen protective factors to scenario situations for reducing drug misuse and abuse.
• Students will be able to identify the four steps of intervention when dealing with peers suspected of drug misuse and abuse.
• Students will be able to demonstrate the ability to access and evaluate resources for assistance with substance misuse and abuse.

Character Attributes

• Integrity
• Responsibility
• Honesty
• Cooperation

Technology Competencies

• LLC Computer lab
• Personal device
• Smart Board

Develop Teaching and Learning Plan

Teaching Strategies:
• Teacher will prepare lectures and notes on the various substances that will be discussed in the unit.
• Teacher will prepare worksheets on the terminology necessary to understanding the various substances.
• Teacher will design self-reflection

Learning Activities:
• Students will take notes and complete reading assignments for the unit.
• Students will complete all worksheets for the unit.
• Students will self-reflect on the thirteen risk factors for drug misuse and abuse.
• Students will participate in role-play situations using skills learned involving

physical, emotional and social well-being.
worksheet on the thirteen risk factors for drug misuse and abuse.

- Teacher will prepare role play situations in order for students to practice the skills involving the thirteen protective factors to reduce drug misuse and abuse.
- Teacher will show students various videos depicting the real life consequences of substance misuse and abuse and provide guided questions.
- Teacher will provide a worksheet that will guide students in using the four steps of intervention to help peers involved in drug misuse and abuse.
- Teacher will guide students in the research of appropriate resources available to help with substance misuse and abuse issues in the community.

the thirteen protective factors to reduce drug misuse and abuse.

- Students will view a video and complete a worksheet on the consequences of substance misuse and abuse.
- Students will respond to a situation regarding drug misuse and abuse using the four steps of intervention learned in class.
- Students will research and compile a list of resources that they can use to help with issues of substance misuse and abuse.

**Assessments**

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**Goal:**

Students will be able to apply strategies learned in class to make responsible decisions regarding substance misuse and abuse.

Students will know the physical, emotional and social consequences of using/abusing substances.

**Role:** Student

**Audience:** Peers

**Situation:** Classroom

**Product or Performance:**

- Participation in school and community forums and surveys regarding drug misuse and abuse.

Product: Participation in role-plays and
Standards for Success:
Completion of all worksheets and assignments
Participation in class discussions and role-plays
  • List of community resources

### Suggested Resources

- Guidance Department NMHS
## Identify Desired Results

### Common Core Standards

- **NHS-S2**: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
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- **CCRA-W9**: Draw evidence from literacy or informational texts to support analysis, reflection, and research.

### Enduring Understandings

**Generalizations of desired understanding via essential questions**

(Students will understand that …)

- It is necessary to understand the male and female anatomy in order to comprehend the physical and emotional changes of adolescence.
- There are many influences on sexual behaviors and adolescents need strategies to help them make positive decisions regarding their sexuality.
- Respecting sexual limits is important to forming healthy dating relationships.

### Essential Questions

**Inquiry used to explore generalizations**

- What information is necessary in order to understand the male & female reproductive system related to sexual health?
- What influences impact sexual behavior?
- What strategies can one use to make positive choices regarding their sexuality? How does one set boundaries and form healthy relationships?
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Students will know the following:
- Students will know the anatomy of the male and female reproductive systems
- Students will know characteristics of a healthy and unhealthy relationships
- Students will know effective pregnancy and sexual disease prevention methods
- Students will know signs and symptoms of sexually transmitted infections
- Students will know various contraceptive methods while stressing abstinence
- Students will know the, “Talk Strategy” to deal with conflicts in dating relationships.
- Students will apply positive communication skills when developing relationships.

Students will be able to do the following:
- Students will be able to set limits for expressing physical affection.
- Students will be able to discuss responsible decisions regarding sexual health and relationships.
- Students will be able to participate in role-play scenarios using resistance skills when pressured to be sexually active.
- Students will be able to apply the, “Talk Strategy” to deal with conflict in dating.
- Students will be aware of the consequences of teen pregnancy and parenthood.

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<td>Students will use teacher guided websites to research STI’s and contraceptive methods.</td>
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<th>Develop Teaching and Learning Plan</th>
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<tr>
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<td>Teacher will prepare notes, lectures and worksheets.</td>
<td>Students will take notes and complete assigned readings.</td>
</tr>
<tr>
<td>Teacher will review the male and female anatomy and physiology.</td>
<td>Students will complete a worksheet on the male and female anatomy.</td>
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<tr>
<td>Teacher will design scenarios and role-plays relating to dating and dating conflicts while stressing abstinence.</td>
<td>Students will discuss the, “Talk Strategy” as a way of dealing with dating conflicts.</td>
</tr>
<tr>
<td>Teacher will guide students on how to apply the, “Talk Strategy” to conflicts in dating.</td>
<td>Students will participate in role plays concerning relationship issues and positive decision making.</td>
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<tr>
<td>Teacher will design stations around</td>
<td>Students will complete the worksheets assigned using stations around the</td>
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</table>
the room for student directed learning about STI's.

- Teacher will direct students to access appropriate websites to learn about various contraceptive methods.
- Teacher will facilitate discussion on the various STI's and contraceptive methods.
- Teacher will show the video “Nine Month Journey” and discuss the topic of teen pregnancy.
- Teacher will design a worksheet on teen pregnancy, including an opportunity for parent input.

room. These stations will be designed so the lessons are student directed.

- Students will complete research in the LLC on contraceptive methods.
- Students will view the video, *The Nine Month Journey*, and discuss the consequences of teen pregnancy.
- Students will complete a worksheet on teen pregnancy and for homework have further discussion on the topic with a parent or guardian.

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<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
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</tbody>
</table>

**Goal:**

Students will be able to label the parts of the male & female reproductive system.

Students will be able to name characteristics of healthy and unhealthy relationships.

Students will participate in discussions, role plays and scenario situations in order to be able to gain strategies to help them set boundaries and form healthy relationships.

**Role:** Student

**Audience:** Peers

**Situation:** Classroom

**Product or Performance:** Participation in role-plays and completion of research

**Standards for Success:** Participation in the

- Completion of assignment with parental input
various class activities and completion of all worksheets.

<table>
<thead>
<tr>
<th><strong>Suggested Resources</strong></th>
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<tr>
<td>• Video: Fetal Development: A Nine Month Journey.</td>
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<tr>
<td>• Video: Dating Violence.</td>
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<tr>
<td>• Teacher prepared worksheets and PowerPoint</td>
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