

LONG BRANCH PUBLIC SCHOOLS

"Where Children Matter Most"
Long Branch, New Jersey

2016

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Course Introduction:

Comprehensive Health & Physical Education focus on preparing the students to lead an active and productive lifestyle. Physical education is an essential and integral part of the total education program. Quality physical education programs promote the physical growth and development of all students contributing to their general health and wellness.

The goals of this program are to:

- Develop motor skills that allow for safe, successful and satisfying participation in physical activities.
- Develop the whole child by promoting good character through providing students with opportunities to assume leadership, cooperate with others, and accept responsibility for their own behavior.
- Reinforce knowledge learned in other subject areas such as science, math and social studies.
- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engage in a physically active lifestyle.
- Become knowledgeable about health and wellness and how to access health resources.
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Help children become more confident, assertive, independent, and self-controlled through effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Become accepting and respectful of individual and cultural differences.
- Advocate for personal, family, community, and global wellness and become knowledgeable about national and international public health and safety issues.

Assessments

Students will be assessed formally and informally throughout their experiences in health and physical education. Assessments will vary according to the grade-level standards. For grading purposes, the physical education department will utilize the standards based report card (K-5) or the universal grading system (6-12) that the school district has implemented.

New Jersey Legislative Statutes Summary

- **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**

Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

- **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.**

Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

- **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**

Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

- **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**

The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

- **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.**

A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

- **Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.**

Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

- **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.**

Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

- **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.**

Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21- 2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

- **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines.**

The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.

• Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.

The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective 4 or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

• Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.

The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program.

Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence.

Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self-esteem," or any

other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

- **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.**

Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

9th Grade

Health Unit

Unit Plan	
Grade: 9	Unit Title: Decision Making and Goal setting
Subject/Content Area: Health	Anticipated time frame: 3 days
Desired Outcomes	
Unit Summary/Rationale: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. They will distinguish consequences of decision making on oneself, friends, family, and community and Identify factors that support or hinder achievement of personal health goals	
Standards Addressed/Learning Targets: Standards 2.2.12. B.1. Predict the short and long term consequences of good and poor decision-making on oneself, friends, family, and others. 2.1.12. B.2. Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.	
Unit Enduring Understandings <ul style="list-style-type: none"> Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime. Setting health goals and making responsible decisions promote health. 	Unit Essential Questions <ul style="list-style-type: none"> What characteristics do making responsible decisions demonstrate? What steps can be made to reach a health goal? Describe three decision-making styles. How can a person make restitution for loss, damage, or harm? Give an example of a health goal.
Learners will know: <ul style="list-style-type: none"> How to make responsible decisions. Decision-making styles. How to make restitution. How to set a health goal. What a person is communicating when they use resistance skills to turn down participation in irresponsible activity. 	Learners will be able to: <ul style="list-style-type: none"> Make responsible decisions. Use decision-making styles. Set health goals. Develop resistance strategies.
Primary interdisciplinary connections: LAL- Read articles and respond. History- research celebrities and decisions they made in their life.	

21st Century Themes:	
9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.	
<ul style="list-style-type: none"> • Research using the internet of celebrities who made a bad decision in their life. • What were their consequences and did they learn from them or did they continue to make bad decisions? 	
Technology: Computers, internet, power point, YouTube	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

Unit Objective (Learning Targets)

Students will:

- Understand why it is important to make a responsible decision.
- Be able to describe the three decision-making styles.
- Know why effective communication skills enhance a person's ability to express and defend their beliefs.
- Be able to explain their health goal and why it can play an important role in their life.
- Fully understand the difference between the three decision making styles.
- Understand which one of the three decision making styles they fall into.

Evidence of Learning**Summative Assessment**

- Pre-Test
- Written test
- Role Playing
- Rubric
- Teacher observation
- Written Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)

Formative Assessments

- Teacher Observation
- Do Now
- Homework
- Class Participation
- Portfolio
- Discussions
- Written Assessments
- Quiz
- Journal writing

Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: <ul style="list-style-type: none"> • Power point on the three decision making styles • Students will read several scenarios given to them and they will discuss in a group. 	1 Day
Lesson 2: <ul style="list-style-type: none"> • Drawing activity • Decision making style worksheet • Discussion 	1 Day
Lesson 3: <ul style="list-style-type: none"> • Test • You Tube Clips with discussion 	1 Day
Teacher Notes: timeframe may vary due to the progression of the class	
Equipment needed: <ul style="list-style-type: none"> • Computer for Power Point Presentations • Videos/DVD • Internet/websites • YouTube • Handouts/Review Packets 	

Unit Plan	
Grade: 9	Unit Title: Health
Subject/Content Area: Wellness: Personal Growth and Development	Anticipated time frame: 2 Days
Desired Outcomes	
Unit Summary/Rationale: All students will acquire health promotion concepts and skills to support a healthy and active lifestyle.	
Standards Addressed/Learning Targets: Standards: 2.1.12. A.1. Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. 2.1.12. A.2. Debate social and ethical implications of the availability and use of technology and medical advances to support wellness.	
Unit Enduring Understandings Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	Unit Essential Questions <ul style="list-style-type: none"> • Name factors that affect health status. • Identify health skills you can practice. • What are the steps you can follow to comprehend health concepts related to health promotion and disease prevention? • How do you access health information, products, and services?

<p>Learners will know:</p> <ul style="list-style-type: none"> • Health concepts related to promotion and disease prevention are part of taking responsibility for health. • Accessing valid health information and health-related products and services are essential. • Practicing healthful behaviors reduce health risks. • Culture, media, technology, and other factors influence health. • Being a health advocate for personal, family, and community health promotes wellness. • How media can affect health status. • Skills of a health-literate person. • Concepts related to health and disease prevention. 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Develop resistance strategies to use if offered a chance to drink underage. • Make people aware of health issues in the community. • Write a strategy to evaluate the effect of video games on health. • Access available emergency services in the area. • Create a behavior contract. • Describe a situation in which they responded to a positive health influence.
<p>Primary interdisciplinary connections: LAL- Reading articles and writing response. Science- Understanding their bodies and why keeping it healthy is important. They will understand why that will benefit them later on in life.</p>	
<p>21st Century Themes: 9.3.12. ED-PS.3- Identify resources and support services to meet learners' needs.</p> <ul style="list-style-type: none"> • Students will use their mobile devices to search different APPS that can be used for their own personal health. 	
<p>Technology:</p> <p>2.1.12. A.2. Debate social and ethical implications of the availability and use of technology and medical advances to support wellness.</p> <p>Power point, lab tops (if available), mobile device</p>	

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.1 Wellness: Personal Growth and development	2.1.12.A.1- Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness
	2.1.12. A.2- Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
Unit Objective (Learning Targets) <i>Students will:</i> <ul style="list-style-type: none"> • Better understand why making good healthy decisions requires the ability to access and evaluate reliable resources • Understand why eating healthy is important to their health. • Communicate with their family members about staying healthy • Know different ways to exercise and why it is important 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • Preparation • Quiz • Rubric • Teacher observation • Written Assessments 	
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none"> • Teacher Tutoring • Peer Tutoring • Modified Assignments • Differentiated Instruction • Response to Intervention (RTI) • Follow all IEP modifications/504 plan 	

Formative Assessments <ul style="list-style-type: none"> • Teacher Observation • Homework • Class Participation • Portfolio • Discussions • Written Assessments • Journal writing 	
Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: <ul style="list-style-type: none"> • Introduction • Discussion • Power point • Start group project 	1 Day
Lesson 2: <ul style="list-style-type: none"> • Review from previous day • Finish Group project • Closure about this topic 	1 Day
Teacher Notes: Timeframe may vary due to the progression of the class	
Learning Resources <ul style="list-style-type: none"> • Power Point Presentations • Videos/DVD • Mobile Devices • Internet/websites • YouTube • Handouts 	

Unit Plan	
Grade: 9	Unit Title: Human Relationships and Sexuality: Relationships
Subject/Content Area: Health	Anticipated time frame: 2 Days
Desired Outcomes	
Unit Summary/Rationale: All students will acquire knowledge about physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle	
Standards Addressed/Learning Targets: Standards 2.4.12. A.1. Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide. 2.4.12. A.2. Compare and contrast the current and historical role of life commitments, such as marriage. 2.4.12. A.3 Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood. 2.4.12. A.4. Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage. 2.4.12. A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).	

<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another. 	<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is the role of parents and guardians in a healthful family? • What are skills children can learn and practice in healthful families? • What causes a dysfunctional family relationship? • In what ways might a divorce of parents affect teens? • What are some suggestions for teens whose parent loses a job? • How might having balanced friendships affect a teen’s emotional and physical health? • How might dating at an early age affect a teen’s physical and emotional health? • Why might people get involved in harmful relationships? • What are the negative effects of harmful relationships on mental-motional health and physical health? • What steps can be taken to end a harmful relationship?
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<p>Learners will know:</p> <ul style="list-style-type: none"> • Key vocabulary terms and concepts: intimacy emotional, mental, social, physical health, dating violence, date rape, divorce, relationship. • Will know about how divorce can affect a person's long term relationship in the futures as well as now. • How to make a decision on how to continue on with or without a current relationship. • Why it is important to know about mental and emotional health for healthy relationships 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Will be able to explain how relationships vary from individual to individual • Will be able to explain what when a person may have experienced date rape • Will be to define intimacy. • How to promote healthy relationships. • Explain dating appropriate behavior • Evaluate positive and negative effects in a relationship.
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Character Education: Core Values – Responsibility, Assertion, Self-control • LAL- Read articles and respond 	
<p>21st Century Themes:</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <ul style="list-style-type: none"> • Students will work in groups and discuss celebrities who have/are abusive to their partners. • Share with class and have a group conversation. 	
<p>Technology:</p> <p>Mobile device use to look up videos of different types of relationships, examples appropriate dating behaviors, information on date rape.</p>	

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
<p>2.4.12. A: Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.</p> <p>Relationships:</p>	<p>2.4.12. A.1. Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.</p> <p>2.4.12. A.2. Compare and contrast the current and historical role of life commitments, such as marriage.</p> <p>2.4.12. A.3 Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.</p> <p>2.4.12. A.4. Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.</p> <p>2.4.12. A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).</p>
<p>2.2.12.B. Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.</p>	<p>2.2.12. B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</p>
<p>Unit Objective (Learning Targets)</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Be able to understand the development of a healthy relationship. • Be able to explain signs of potential unhealthy relationship. • Be able to explain what to do if you think you have been date raped or know someone that has. • Define what intimacy means. • Discuss qualities of a healthy relationship. • Discuss how mental, social, physical and emotional health plays a role in relationships. • Discuss how one should be treated in a relationship/appropriate dating behaviors. 	

Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • Preparation • Pre-Test • Written tests • Projects • Rubric • Teacher observation • Written Assessments 	
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none"> • Teacher Tutoring • Peer Tutoring • Modified Assignments • Differentiated Instruction • Response to Intervention (RTI) • Follow all IEP modifications/504 plan 	
Formative Assessments <ul style="list-style-type: none"> • Teacher Observation • Homework • Class Participation • Portfolio • Discussions • Written Assessments • Quizzes • Journal writing 	
Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: Introduction: Relationships – types, healthy vs. unhealthy	1 Day

Lesson 2: Companionship, Dating, Intimacy	1 Day
Teacher Notes: timeframe may vary due to the progression of the class	
Learning Resources <ul style="list-style-type: none"> • Power Point Presentations • Videos/DVD • Mobile Devices • Internet/websites • YouTube • Handouts/Review Packets 	

Unit Plan	
Grade: 9, 12	Unit Title: Human Relationships and Sexuality: STI, Contraception, & Sexuality
Subject/Content Area: Health	Anticipated time frame: 10 Days
Desired Outcomes	
<p>Unit Summary/Rationale:</p> <p>This unit builds upon students' understanding of the physical, emotional, and social aspects of human relationships and sexuality. The focus is on various types of sexuality and important aspects of sexuality, which include sexually transmitted infections and contraception.</p>	
<p>Standards Addressed/Learning Targets:</p> <p>Standards</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>2.4 Human Sexuality: All students will acquire knowledge about physical, emotional, social relationship and sexuality and apply these concepts to support a healthy active lifestyle.</p> <p>9.1 21st- Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.</p>	

Unit Enduring Understandings	Unit Essential Questions
<ul style="list-style-type: none"> • The decision to become sexually active affects one's physical, social, and emotional health • Responsible actions regarding sexual behavior impact the health of oneself and others • Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all. • Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease. 	<ul style="list-style-type: none"> • Why does choosing sexual abstinence promote health? • What are the changes that occur during adolescence? Why are they important? • What is puberty? • What is Gonorrhea and how is it contracted? • What are the symptoms of Toxic Shock Syndrome? • What is a Pap smear? • What are the risk factors for breast cancer? • Why is a testicular self-exam important for a male? • How often should females conduct breast self-examination? • What can males and females do to protect their fertility? • What does STI stand for? • What is an example of a barrier method of contraception • What is an example of an oral contraception? • What are some symptoms of Syphilis?

<p>Learners will know:</p> <ul style="list-style-type: none"> • The structure and function of the male and female reproductive systems. • Habits that protect female reproductive health. • Habits that protect male reproductive. • Types of diseases as they pertain to the male/female. • Types of health care that should be done in regard to male/female reproductive systems 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Explain reproductive health. • Practice preventative healthcare strategies. • Analyze beliefs about gender identity sexual orientation, and gender equity across cultures. • Understand how to protect themselves against STI's • List different types of STI's • Explain the different types of contraception methods • Discuss the contraceptive methods and how they work
<p>Unit Summary/Rationale:</p>	
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Anatomy/Science: understand the human reproductive system and how it works. • Character Education: Core Values – Responsibility, Assertion, Self control 	

21st Century Themes:

9.1.12.C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

- Students will gain a better understanding of how to take charge of a group while working together in groups to attain a common goal.

9.3. HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

- Students will work in groups and discuss different health scenarios and the elected group leader will present their findings

9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- Students will gain an understanding of how important communication is while participating in cooperative learning activities/assignments.

Technology:

8.1.12. A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model).

- Mobile device use to look up videos of different types of possible health problems as they relate to the male/female reproductive system.

Content Statements**CPI #****Cumulative Progress Indicator (CPI)**

<p>2.4.12.B: The decision to become sexually active affects one's physical, social, and emotional health.</p> <p>Responsible actions regarding sexual behavior impact the health of oneself and others.</p> <p>Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.</p> <p>Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.</p>	<p>2.4.12. B.1. Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.</p> <p>2.4.12.B.2. Evaluate information that supports abstinence form sexual activity using reliable research data.</p> <p>2.4.12.B.3 Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.</p> <p>2.4.12.B.4. Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.</p> <p>2.4.12.B.5. Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g. Breast/testicular exams, Pap smear, HPV vaccine).</p>
<p>2.2.12.A. Technology increases the capacity of individuals to communicate in multiple and diverse ways.</p> <p>2.2.12.B. Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.</p>	<p>2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</p> <p>2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</p>

Unit Objective (Learning Targets)

Students will:

- Be able to understand why a pap smear is important to get starting in the teenage years.
- Be able to explain signs breast cancer or testicular cancer.
- Be able to explain why it is important to do self-exams on oneself.
- Discuss the importance of contraception and how it helps prevent the spread of diseases
- Discuss long term effects of early onset of sexual activity.
- Explain the signs and symptoms of the different sexually transmitted diseases.
- Explain the different types of contraceptive methods

Evidence of Learning**Summative Assessment**

- Preparation
- Pre-Test
- Written tests
- Projects
- Rubric
- Teacher observation
- Written Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Homework
- Class Participation
- Notebook/Portfolio
- Discussions
- Written Assessments
- Quizzes
- Journal writing

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Introduction & Review of male/female reproductive systems and discussion of diseases.	1 Day
Lesson 2: Finish diseases to the reproductive system.	1 Day
Lesson 3: Quiz on Male/Female systems and their respective disease. Begin Contraception	1 Day
Lesson 4: Continue contraception methods Compare/contract the methods	2 Days
Lesson 5: Introduction/Discussion on types of Sexual Transmitted Diseases. Sign/Symptoms/Treatments Video & Project	3 Days
Lesson 6: Review Unit	1 Day
Lesson 7: Unit Test	1 Day

Teacher Notes: timeframe may vary due to the progression of the class

- **Learning Resources**
- Power Point Presentations
- Videos/DVD
- Mobile Devices
- Internet/websites
- YouTube
- Handouts/Review Packets

Unit Plan	
Grade: 9 & 12 th	Unit Title: Pregnancy and Parenting
Subject/Content Area: Health	Anticipated time frame: 5 days
Desired Outcomes	
Unit Summary/Rationale: This unit builds upon students' understanding of the physical, emotional, and social aspects of human relationships and sexuality. The focus is on Abstinence, Pregnancy and Parenting.	
Standards Addressed/Learning Targets: Standards 2.4.12. C.1. Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality 2.4.12. C.2. Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities. 2.4.12. C.3 Evaluate the methods and resources available to confirm pregnancy. 2.4.12. C.4. Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination. 2.4.12. C.5. Evaluate parenting strategies used at various stages of child development based on valid sources of information. 2.4.12. C.6 Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting. 2.4.12. C.7 Analyze factors that affect the decision to become a parent.	

Unit Enduring Understandings	Unit Essential Questions
<ul style="list-style-type: none"> • Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others. • The effects of alcohol and tobacco can have on a fetus. • The responsibility that comes along with being a parent. 	<ul style="list-style-type: none"> • What is the difference between an embryo and a fetus? • What is infant mortality? • How does Fetal Alcohol Syndrome occur? • What is premature birth? • What is sudden infant death syndrome (SIDS)? • What is low birth weight and what are the causes? • How is a pregnancy confirmed? • What is an elective pregnancy termination and what physical, social, emotional, cultural, religious, ethical, and legal issues accompany this decision. • What parenting strategies are used at various stages of child development? • How are the legal rights and responsibilities of adolescents different than adults regarding pregnancy, abortion, and parenting? • What are the factors that would affect the decision to become a parent?

<p>Learners will know:</p> <ul style="list-style-type: none"> • Key vocabulary terms and concepts: amniotic sac, amniotic fluid, umbilical cord, placenta, Fetal Alcohol Syndrome, etc. • Will know about the HCG. • How to test for pregnancy at home and at the doctor's office. • Why sonograms are performed • How often to attend doctors' visits. 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Will be able to explain the different trimesters during pregnancy. • Will be able to explain what happens throughout the pregnancy • Will be to explain what an embryo is versus a fetus. • How labor begins and what is required for the process to begin • Explain how parenting strategies can help during the various stages in child development. • Explain how abstinence could prevent pregnancy
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Anatomy/Science: understand the human reproductive system and how it works. 	
<p>21st Century Themes:</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <ul style="list-style-type: none"> • Students will work in groups and discuss different scenarios related to pregnancy and the elected group leader will present their findings <p>9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p> <ul style="list-style-type: none"> • Students will gain an understanding of how important communication is while 	
<p>Technology:</p> <ul style="list-style-type: none"> • Mobile device use to look up videos of how a baby grows inside a woman's body, the development of the baby, and childbirth. 	

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
<p>2.4.12.C Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.</p>	<p>2.4.12. C.1 Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.</p>
	<p>2.4.12. C.2. Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.</p>
	<p>2.4.12. C.3 Evaluate the methods and resources available to confirm pregnancy.</p>
	<p>2.4.12. C.4. Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.</p>
	<p>2.4.12. C.5. Evaluate parenting strategies used at various stages of child development based on valid sources of information.</p>
	<p>2.4.12. C.6 Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion.</p>
<p>2.2.12.A. Technology increases the capacity of individuals to communicate in multiple and diverse ways.</p> <p>2.2.12.B. Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.</p>	<p>2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</p>
	<p>2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</p>

Unit Objective (Learning Targets)

Students will:

- Be able to understand the development of the fetus throughout the pregnancy.
- Be able to explain the process of how a zygote turns into a fetus.
- Be able to explain how if one chooses to be abstinent the risk of pregnancy does not occur.
- Define the stages of labor.
- Define what the umbilical cord is and what it is attached to.
- Discuss parenting skills need in child development.
- Discuss parenting skills needed once the baby is born.

Evidence of Learning**Summative Assessment**

- Preparation
- Pre-Test
- Written tests
- Projects
- Rubric
- Teacher observation
- Written Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments <ul style="list-style-type: none"> • Teacher Observation • Do Now • Homework • Class Participation • Portfolio • Discussions • Written Assessments • Quizzes • Journal writing 	
Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: Introduction: Grading rubrics, expectations, and requirements. Pre-test	1 Day
Lesson 2: Decision making, abstinence, introduction to pregnancy	1 Day
Lesson 3: Stages of fetus/baby development & stages of labor	1 Day
Lesson 4: Parenting skills, teen pregnancy issues, and possible risks during pregnancy, fetal alcohol syndrome and sudden infant death syndrome.	1 Day
Lesson 5: Group project- Research the stages of pregnancy and follow rubric.	1 Day

Teacher Notes: timeframe may vary due to the progression of the class.

Learning Resources

- Power Point Presentations
- Videos/DVD
- Mobile Devices
- Internet/websites
- YouTube
- Handouts/Review Packets

Unit Plan	
Grade: 9, 12	Unit Title: Integrated Skills: Drugs, Alcohol, and Tobacco
Subject/Content Area: Health	Anticipated time frame: 5 Days
Desired Outcomes	
Unit Summary/Rationale: This unit builds upon students' development of personal and interpersonal skills to support a healthy, active lifestyle. The focus is on the chemical dependence in regard to drugs, alcohol, and tobacco while making healthy choices to support an active lifestyle.	
Standards Addressed/Learning Targets: Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. 2.4 Human Sexuality: All students will acquire knowledge about physical, emotional, social relationship and sexuality and apply these concepts to support a healthy active lifestyle. 9.1 21st- Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.	

Unit Enduring Understandings	Unit Essential Questions
<ul style="list-style-type: none"> • Drug misuse affects wellness and there are many consequences to abusing prescription and over-the-counter drugs. • Substance abuse impacts and affects all individuals and communities in the United States and other countries. • There are many factors that can contribute to the increase in alcohol use among individuals at various life stages. • Intravenous drug use leads to many negative health consequences especially the contraction of deadly diseases such as HIV/AIDS and hepatitis. • Herbal supplements and experimental medicines may have potential benefits however it is important to research and understand that they may come with negative consequences. • There are immediate and long-term consequences of risky behavior associated with substance abuse. • Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective. <p>Essential Questions: Why</p>	<ul style="list-style-type: none"> • What is the difference between drug misuse and drug abuse? • Why do you think some drugs require a prescription while other drugs are sold over the counter? • What are the types of tobacco products? • Why does a drug taken by mouth take longer to have an effect on the body than a drug that is injected? • What is the incident rate and impact of substance abuse on individuals and communities in the United States and other countries? • What occurs at various life stages that can contribute to the increase use of alcohol? • How does injection drug use increase the risk of contracting STI's and other communicable diseases? • What are the risks and benefits associated with new or experimental medicines and herbal supplements? • What are the types of tobacco products? • What is the most commonly used illegal drug? • What is binge drinking? • What are the four factors that affect blood alcohol concentration (BAC)? • How can drugs cause a person to be less likely to control sexual feelings? • Why do some people find a need to increase the amount of a drug they are taking? • How does alcohol or drug use increase the risk of violence and accidents? • Describe how a drug-free lifestyle reduces the risk of HIV infection. • Explain how needing instant gratification is a problem for drug abusers. • Describe the symptoms of withdrawal. • What makes some people find the need to increase the amount of a drug they are taking?

<p>Learners will know:</p> <ul style="list-style-type: none"> • How to use resistance skills if pressured to misuse or abuse drugs. • How to choose a drug-free lifestyle to reduce the risk of HIV infection and unplanned pregnancy. • The resources for the treatment of drug misuse and abuse. • The dangers of drinking alcohol. • To avoid tobacco use and secondhand smoke. • How to use resistance skills if pressured to misuse or abuse drugs. • Conclude the criteria for evaluating the effectiveness of the medication. 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Avoid drinking alcohol. • Avoid tobacco use and secondhand smoke. • Avoid illegal drug use. • Use resistance skills when pressured with drug misuse or abuse. • Choose a drug-free lifestyle. • Use resources for the treatment of drug misuse and abuse. • Follow guidelines for the safe use of OTC drugs. • Analyze prescription information.
<p>Unit Summary/Rationale:</p>	
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Character Education: Core Values – Responsibility, Assertion, Self-control • English: communication, listening, and writing 	
<p>21st Century Themes:</p> <p>9.1.12.C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <ul style="list-style-type: none"> - Students will gain a better understanding of how to take charge of a group while working together in groups to attain a common goal. <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <ul style="list-style-type: none"> - Students will work in groups and discuss different health (drug/alcohol/tobacco related) scenarios and the elected group leader will present their findings <p>9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p> <ul style="list-style-type: none"> - Students will gain an understanding of how important communication is while participating in cooperative learning activities/assignments. 	

Technology:

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model).

Mobile device use to look up videos/information on drugs, alcohol, and tobacco use and misuse and how to get treatment.

Content Statements

CPI #	Cumulative Progress Indicator (CPI)
2.3.12.A. Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective	2.3.12.A.1 Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements. 2.3.12.A.2 Summarize the criteria for evaluating the effectiveness of a medicine. 2.3.12.A.3 Relate personal abuse of prescription and over-the-counter medicines to wellness.
2.3.12.B There are immediate and long-term consequences of risky behavior associated with substance abuse.	2.3.12.B.1 Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.

<p>2.3.12.C The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.</p> <p>2.3.12.C Substance abuse impacts individuals from all cultural and socioeconomic backgrounds</p>	<p>2.3.12.B.2 Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.12.B.3 Correlate increased alcohol use with challenges that may occur at various life stages.</p> <p>2.3.12.B.4 Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</p> <p>2.3.12.B.5 Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.</p> <p>2.3.12.C.1 Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.</p> <p>2.3.12.C.2 Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.</p> <p>2.3.12.C.3 Analyze the societal impact of substance abuse on the individual, family, and community.</p>
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Unit Objective (Learning Targets)

Students will:

- Be able to understand why it is important to not use/abuse drugs.
- Explain how one can get treatment if you have an alcohol or drug abuse problem.
- Be able to come up with strategies of how to avoid situations where one could be peer-pressured into trying drugs or alcohol.
- Explain the importance of being able to say NO.
- List what signs of abuse are in relation to drugs and alcohol.
- Classify what category certain drugs fall into.
- Explain what happens to a person who might be going through withdrawal.
- Explain how treatment is a lifelong process for some.
- Explain how outside factors can contribute to use/abuse of drugs and alcohol.

Evidence of Learning**Summative Assessment**

- Preparation
- Pre-Test
- Written tests
- Projects
- Rubric
- Teacher observation
- Written Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Homework
- Class Participation
- Notebook/Portfolio
- Discussions
- Written Assessments
- Quizzes
- Journal writing

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Introduction to Alcohol, Drugs, and Tobacco	1 Day
Lesson 2: Continue teaching classification of drugs	1 Day
Lesson 3: Teach about treatment options and what happens when one begins withdrawal	1 Days
Lesson4: Conclude the unit, review.	1 Day
Lesson 5: Unit Test	1 Day
Teacher Notes: timeframe may vary due to the progression of the class	

Learning Resources

- Power Point Presentations
- Videos/DVD
- Mobile Devices
- Internet/websites
- YouTube
- Handouts/Review Packets

Unit Plan	
Grade: 9 th /12 th	Unit Title: Nutrition
Subject/Content Area: Health	Anticipated time frame: 5 Days
Desired Outcomes	
Unit Summary/Rationale: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Standards Addressed/Learning Targets: Standards 2.1.12. B.1. Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12. B.2. Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries. 2.1.12. B3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.	

<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness. • There are many short and long term health benefits and risks associated with nutritional choices. 	<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why is it important to eat a well-balanced meal? • What are common symptoms of dehydration? • What are the recommended numbers of daily servings for each food group in MyPyramid? • What constitutes a serving size for each group in MyPyramid? • What dietary guidelines can you follow to reduce the risk of developing premature cardiovascular disease and cancer? • How can you limit your fat intake? What is diabetes? • What is fast food? • What is the difference between caloric intake and caloric expenditure? • When is a person considered overweight? • What are the causes, symptoms, and treatment of eating disorders? • What makes a food healthy? • What causes optimal growth and development?
<p>Learners will know:</p> <ul style="list-style-type: none"> • To select foods containing nutrients and evaluate food labels. • The importance of proper nutrition. • That proper nutrition helps the body perform better • How to identify and defend ways of losing, maintaining, or gaining weight in our society. 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Create a healthy nutritional plan for 1 week • Identify and defend healthy ways of losing, maintaining, or gaining weight in our society. • Determine the calories in a product. • Name foods that are high in saturated fats that can be found in the school cafeteria. • Prevent dehydration. • Balance the food you eat with physical activity

Primary interdisciplinary connections: <ul style="list-style-type: none"> • Math – Students will be able to calculate serving sizes from food labels. • LAL- Read articles pertaining to nutrition and write a response. • History- Recognize the difference between the United States and other countries regarding nutrition and obesity. 	
21st Century Themes: 9.3.12. AG.2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy. <ul style="list-style-type: none"> • Students will be able to use the internet to explore how other countries live. Meaning; how they eat, what they grow, how they cook, do they have fast food in their countries? • They will get to better understand obesity rates in the United States and compare to other countries. 	
Technology: 8.1.8. C.1- Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. 8.1.12. C.1- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. <ul style="list-style-type: none"> • Students will research different websites or apps that are based around weight management and calorie counting. Students will develop a healthy menu that adolescents can base food choices around to help fight the obesity problem in the US. 	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)

2.1.12.B- Nutrition	<p>2.1.12. B1- Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>2.1.12. B2-Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</p> <p>2.1.12. B3- Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.</p>
<p>Unit Objective (Learning Targets)</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Key Terms: nutrient, calorie, protein, carbohydrate, amino acid, fiber, vitamin, mineral, supplements, dietary guidelines, saturated fat, cholesterol, and food group, food labels, cardiovascular diseases. • One pound equals 3500 calories • The new requirements of my plate • Describe possible causes of eating disorders and strategies to overcome them • List ways to make healthy food choices • Learn how to read a nutrition label 	
Evidence of Learning	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • Teacher observation • Student/teacher conferencing • Student Presentations • Student folders • Homework • Written tests • Projects 	

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Homework
- Class Participation
- Assessments
- Open-ended Questions
- Self and Peer Assessments
- Portfolio
- Discussions
- Written Assessments
- Q/A feedback

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: <ul style="list-style-type: none">• Introduction to nutrition and the essential nutrients• Learn about food labels and identify ways that people gain, lose, or maintain their weight	1 Day
Lesson 2: <ul style="list-style-type: none">• Review from day 1• Food labels and how to read them• Make their own food label	1 Day
Lesson 3: <ul style="list-style-type: none">• Worksheet and computer lab/library• Research and answer questions	1 Day
Lesson 4: <ul style="list-style-type: none">• Rubric• Start food menu project	1 Day

Lesson 5: <ul style="list-style-type: none"> • Finish project • Quiz • Closure 	1 Day
Teacher Notes: timeframe may vary due to the progression of the class	
Learning Materials: Textbooks, portfolios, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.	

Unit Plan	
Grade: 9-12	Unit Title: Mental Health- Self Esteem, Bullying, and Suicide Prevention
Subject/Content Area: Health	Anticipated time frame: 2 Days
Desired Outcomes	
<p>Unit Summary/Rationale:</p> <p>This unit is designed to educate the students on the importance of building a positive self-esteem and to understand how everyone around them effects how they may feel. The unit also educates the students on different types of bullying and how it can affect another individual's self-esteem and overall mental health. The unit concludes by discussing possible side effects of bullying, such as depression, and how it could lead to dreadful events such as suicide. The objective is to teach our students how to prevent this from occurring.</p>	
<p>Standards Addressed/Learning Targets:</p> <p>Standards</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p>	

<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • People with positive mental health have high self-esteem, can meet daily challenges and can develop healthy relationships. • A person's self-esteem basically determines their everyday behavior. Someone with high self-esteem is more likely to succeed, and more likely to challenge themselves and attempt new things. • A person can maintain positive mental health by surrounding themselves with positive people, by engaging in activities that make them feel good about themselves, and by using strategies like positive self-talk. • Bullying can occur because of variety of reasons. Sometimes it can be because somebody is different from the others, while other times it can just be being in the wrong place at the wrong time. Bullies usually pick on others because they are trying to gain attention and make themselves feel better. • Friends can help friends by following act: Acknowledge, Care, Tell (ACT). 	<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why is positive mental health important? • How does self-esteem affect one's life? • How can I maintain positive mental health? • Why does bullying occur? • What can I do if I am concerned about my friend or myself?
<p>Learners will know:</p> <ul style="list-style-type: none"> • The understanding of being depressed • How people deal with depression • Why people are bullies • Why some people have higher self-esteem than others • Why someone has low self-esteem • That National Suicide Prevention Week is the week of September 7th-13th 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Tell the difference between high self-esteem and low self-esteem. • Understand why someone is a bully • Know how to deal with being bullied • Know what to do if someone they know is being bullied • Know what to do if one of their peers was depressed and talked about suicide

Primary interdisciplinary connections: <ul style="list-style-type: none"> • Career: 9.2 A- Critical thinking-decision making. • Character Education (Core Values) - Responsibility, Assertion, Self-Control. • Public Speaking: Students will act out scenario given to them. • School Base- Guest Speaker 	
21st Century Themes: 9.3. HT-RFB.4 Demonstrate leadership qualities and collaboration with others. <ul style="list-style-type: none"> • Students will work in groups and discuss different scenarios related to bullying and the elected group leader will present their findings. 9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues. <ul style="list-style-type: none"> • Students will gain an understanding of how important communication is while participating in cooperative learning activities/assignments. 	
Technology: Power point, Boy Interrupted Documentary, you tube	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)

2.1.12.A.1	Analyze the role of personal responsibility in maintain and enhancing personal, family, community, and global wellness.
2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
2.1.12.E.2	Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.

Unit Objective (Learning Targets)

Students will:

- Identify and describe what mental health is and how to maintain positive mental health.
- Define self-esteem and will be able to illustrate how a person can build positive self-esteem.
- Create a foundation for their personal value system.
- Define body image and will be able to list the multiple factors that influence it.
- Explain the variety of ways a person can be bullied, why it occurs, and will understand the appropriate actions to take when they either witness or experience any type of bullying act.
- Recognize the signs of both depression as well as the warning signs of suicide.
- Illustrate what it means to ACT.

Evidence of Learning**Summative Assessment**

- Pre-Test
- Written test
- Role Playing
- Rubric
- Teacher observation
- Written Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)

Formative Assessments

- Teacher Observation
- Do Now
- Homework
- Class Participation
- Portfolio
- Discussions
- Written Assessments
- Quiz
- Journal writing

Lesson Plans & Pacing	
Lesson	Timeframe
<p>Lesson 1: Introduction to Mental Health and Self-Esteem development.</p> <p>Class Discussion</p> <p>Guest Speaker</p> <p>Role Playing</p>	1 Day
<p>Lesson 2: Class Discussion about body image and explain how everything in our life has an influence on how we see ourselves.</p> <p>Worksheet and group work</p> <p>Boy Interrupted Documentary</p>	1 Day
Teacher Notes: timeframe may vary due to the progression of the class	
Learning Resources/Equipment needed <ul style="list-style-type: none"> • Computer for Power Point Presentations • Videos/DVD • Internet/websites • YouTube • Handouts/Review Packets 	

10th Grade

Health Unit

Unit Plan	
Grade: 10	Unit Title: Driver's Ed.
Subject/Content Area: Physical Education	Anticipated time frame: 8 weeks
Desired Outcomes	
<p>Unit Summary/Rationale:</p> <p>In this unit, students will be introduced to, and comprehend laws, techniques, strategies and skills necessary to begin the process of receiving a New Jersey Class D driver's license. In compliance with the New Jersey Motor Vehicle Commission (NJMVC) standards, students will be required to participate in a minimum of 30 hours of classroom instruction, and be in good academic standing with a passing grade at marking period's end, to be eligible to take the New Jersey State Written Drivers Examination. Course content is based upon the latest edition of the New Jersey Basic Automobile Driver Manual</p>	
<p>Standards Addressed/Learning Targets:</p> <p>Standards</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>9.1 21st- Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.</p> <p>9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>	

Unit Enduring Understandings	Unit Essential Questions
<ul style="list-style-type: none"> • Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices. • New Jersey motor vehicle laws and regulations promote health and safety. • The need for appropriate attitudes and behaviors for developing safe driving skills. • Basic care and maintenance of an automobile is essential for driving a safe vehicle • There are anti-theft, safety devices and protective systems required in all motor vehicles • Basic vehicle control is a skill that must be practiced and learned • Time and space management are factors when driving a vehicle 	<ul style="list-style-type: none"> • How can I develop into a safe driver? • What is defensive driving? • What factors compromise driving safely and what could I do to minimize these factors • How can I prepare myself to pass the New Jersey written drivers examination? • What skills must I master to pass the New Jersey road test? • What does BAC stand for and what is the legal limit in New Jersey? • What does the 6 point ID consist of? • How often must you renew your license? • How do you register a vehicle in New Jersey?

Learners will know:	Learners will be able to:
<ul style="list-style-type: none"> • Key vocabulary terms and concepts: acceleration, deceleration, parking (angle, parallel, perpendicular), lateral maneuvers, speed control, blind spots, turn a bouts, K turns, U turns, two point turns, right of way, check systems, odometer, speedometer, oil pressure gauges, ammeter, intersections, flowing distances, closing speed, space gaps, two second rule, defensive driving • Traffic signs are identified by shape and color • How to judge correct following distances for various speeds and conditions. • How to read the vehicles check systems. • How to perform lateral maneuvers when passing, changing lanes, parking, and leaving a curb. • How to avoid potential driving problems and prevent accidents or unsafe situations • Injury prevention strategies. • How to protect themselves from abuse (including bullying and dating violence). • The correlation between drug/alcohol use and motor vehicle accidents. • To comply with traffic safety laws. • The dangers of distracted driving. • New Jersey motor vehicle laws. 	<ul style="list-style-type: none"> • Explain the correct procedure for putting a car in motion. • Demonstrate how to check a vehicle's oil, tires, and signals for proper function. • Explain how to safely pass another vehicle on a two lane roadway. • Explain following distance rules. • Show knowledge of proper braking and turning guidelines. • Identify various traffic signs (i.e. stop, yield, and warning) • Explain how to avoid potential driving problems and prevent accidents or unsafe situations. • Explain how to perform lateral maneuvers when passing, changing lanes, parking, and leaving a curb. • Properly adjust the seat and mirrors of a vehicle. • Prevent injury. • Protect themselves from abuse • Comply with traffic safety laws. • Analyze New Jersey motor vehicle laws

Unit Summary/Rationale:	
Primary interdisciplinary connections: <ul style="list-style-type: none"> • Physics: through the understanding of how automobiles and their occupants react to forces of movement. • Social Studies: through the examination and understand of how driving decision can affect the health and wellbeing of an individual, a group, and a community at large. • Civics: through understanding local, state, and national laws, the reason for these laws, as well as the consequences for violations. 	
21st Century Themes: 9.1.12.C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. <ul style="list-style-type: none"> - Students will gain a better understanding of how to take charge of a group while working together in groups to attain a common goal. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. <ul style="list-style-type: none"> - Students will work in groups and discuss different driving scenarios and the elected group leader will present their findings 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues. <ul style="list-style-type: none"> - Students will gain an understanding of how important communication is while participating in cooperative learning activities/assignments. 	
Technology: 8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model). Mobile device use to look up videos of how to properly execute a 3-point turn, parallel park, laws pertaining to drinking and driving, etc.	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.1.8.D Evaluating the potential for injury prior to engaging in unhealthy/risky behavior impacts choices.	2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others. 2.1.8.D.3 Analyze the cause and the consequences of noncompliance with the traffic safety system

Unit Objective (Learning Targets)

Students will:

- Demonstrate the ability to relate traffic laws to a variety of driving situations.
- Demonstrate an understanding of the basic state law driving laws and the graduated licensing system
- Demonstrate the ability to properly identify and respond to traffic signs and markings
- Describe the procedures for safely executing basic driving skills such as managing speed, turning, passing, changing lanes, entering/exiting a highway and braking.
- Define the meaning of “right of way”
- Define the principles of defensive driving.
- Comprehend and be able to implement following distance formulas.
- Describe methods to counter factors that comprise safe driving such as, distractions, fatigue, highway hypnosis, reduced visibility, inclement weather, and night driving.
- Describe the effects of alcohol and drugs abuse on the driving skills.

Evidence of Learning**Summative Assessment**

- Preparation
- Pre-Test
- Written tests
- State Exam
- Projects
- Rubric
- Teacher observation
- Written Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Homework
- Class Participation
- Notebook/Portfolio
- Discussions
- Written Assessments
- Quizzes
- Journal writing

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Introduction: Grading rubrics, expectations, and requirements. Pre-test	1 Day
Lesson 2: Chapter 1: The New Jersey Driver License System Types of Licenses, 6 Point ID, GDL system, Permits, Laws governing licenses.	2 Days
Lesson 3: Chapter 2: New Jersey Driver Test Requirements for a Basic Driver License, Road Test, Reasons for Rejection	1 Day
Lesson 4: Chapter 3: Safe Driving Rules and Regulations: Seat belt laws, car seats, air bags, child restraint law, car condition, steering, starting a parked car, proper braking, stopping distance, signals, turning, parking. Unit Review	4 Day
Lesson 5: Unit 1 Test (Chapter 1,2,3) Begin reading Chapter 4	1 Day

<p>Lesson 6:</p> <p>Chapter 4 Safe Driving Rules & Regulations: Speed control, passing, keeping to the right, yield to right of way, pedestrians in crosswalk, intersections, entering/exiting highways, curves, interchanges, turning regulations, stopping regulations, using headlights, parking regulations, Cellular telephones, littering, Road Signs</p>	4 Days
<p>Lesson 7:</p> <p>Chapter 5: Defensive Driving Prevent collisions, aggressive driving, distractions, tired driver, highway hypnosis, communicating and driving, keep safe following distance, Do not tailgate, following distances, changing lanes, passed by another vehicle, road conditions, night driving, reduced visibility, vehicle failure</p>	3 Days
<p>Lesson 8:</p> <p>Chapter 6: Drinking, Drugs, & Health Effects of Alcohol, How much is too much, drinking driving, good host and the drunk driver, designated drivers, healthy driving. Unit Review (4-6)</p>	2 Days
<p>Lesson 9:</p> <p>Unit 2 Test – Chapters 4-6 Begin reading Chapter 7</p>	1 day
<p>Lesson 10:</p> <p>Chapter 7: Driver Privileges & Penalties Driving Privilege not a right, DUI, mandatory penalties, breath test, ignition interlock device, intoxicated driver resource center, Motor Vehicle Violations, driver programs, surcharges, point violations, point system, moving violation point chart, work license, interstate compact.</p>	2 days

Lesson 11: Chapter 8: Sharing the Road with Other Pedestrians: Mature drivers, animals, visually challenged persons, motorcycles, trucks, tractor trailers, and busses, no zone principle, motorized scooters, low speed vehicles.	1 Day
Lesson 12: Chapter 9: Vehicle Information Registration, Titles, License Plates, Vehicle Inspection, Insurance, Insurance Fraud Unit Review Chapters 8-10	1 Day
Lesson 13: Unit 3 Test – Chapters 8,9,10 State Exam Review Begins	1 Day
Lesson 14: State Exam Review	1 Day
Lesson 15: State Exam	1 Day
Teacher Notes: timeframe may vary due to the progression of the class	
Learning Resources <ul style="list-style-type: none"> • New Jersey Basic Automobile Manual (Print or Online version) • Power Point Presentations • Videos/DVD • Mobile Devices • Internet/websites • YouTube • Handouts/Review Packets • State Exam 	

11th Grade

Health Unit

Unit Plan	
Grade: 11	Unit Title: First Aid & Treatment
Subject/Content Area: Health	Anticipated time frame: 4 Weeks
Desired Outcomes	
<p>Unit Summary/Rationale:</p> <p>This course offers students the opportunity to access information that will increase their level of confidence and competence in responding to emergencies. Upon completion of this course, students will be able to recognize when an emergency has occurred, follow the emergency action steps, and provide basic care for injury and/or illness. In addition, this course emphasizes the value of a safe and healthy lifestyle. It attempts to alert students to behaviors and situations that contribute to their risk of injury and/or illness and motivate them to make healthy decisions that decrease that risk.</p> <p>Students will learn how to respond in an emergency situation. Lessons will prepare students to be safe, remain calm and act quickly so they can make a difference, possibly saving a life.</p>	
<p>Standards Addressed/Learning Targets:</p> <p>Standards</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>A. Personal Growth and Development</p> <p>2.1.12. A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>2.1.12. A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.</p> <p>D. Safety</p> <p>2.1.12. D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>2.1.12. D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted. 2.1.12. D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</p> <p>2.1.12. D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.</p> <p>2.1.12. D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of handheld devices).</p> <p>2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.</p>	

B. Decision-Making and Goal Setting

2.2.12. B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

2.2.12. B.2 Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

Standard 2.2.A (Interpersonal Communication) Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Unit Enduring Understandings	Unit Essential Questions
<ul style="list-style-type: none">• Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.• EMS should be contacted when there is a life-threatening condition. Remain calm and act quickly.• Check the scene to make sure it is safe.• Decision-making can be affected by a variety of influences that may not be in a person's best interest.• Decision-making can be affected by a variety of influences that may not be in a person's best interest.• By making the right decision you can make a difference in an emergency situation and could save a life.• Identify and describe the three emergency action steps.• List the four conditions considered life threatening in an emergency situation.• Explain when and how to call 9-1-1 or the local emergency number.• Describe the purpose of Good Samaritan laws.• Describe the difference between consent and implied consent.	<ul style="list-style-type: none">• How do you recognize a medical emergency and how will you respond?• How do you survey a scene for hazards that might harm you or the victim?• What is the Good Samaritan Law?• What is a soft tissue injury?• What are the types of wounds?• How can bleeding be controlled?• How are burns caused and how can burns be cared for?• How can poison enter the body?• What is the Poison Control Center?• What is a heat-related illness?• What is a cold-related illness?• What is the proper way to treat a 3rd degree burn?• What are different household items that can be dangerous to a child?• What contributes to making a situation unsafe?• How can one take steps to eliminate or reduce risk in a situation?

<ul style="list-style-type: none"> • Explain why severe bleeding must be controlled immediately and describe ways to minimize the risk of disease transmission when giving care in a situation that involves visible blood. Identify two signals of life-threatening external bleeding and the required care for such a victim. • Describe how to care for injuries to the body's extremities. • Identify the most common causes of head, neck and back injuries and the signals and situations that might indicate such injuries. • Describe how to care for specific injuries to the head, face, neck and lower back. • Describe injuries to the chest, abdomen and pelvis and the required care for such a victim. • Identify the general guidelines for care for any poisoning emergency. • Identify signals of the most common types of bites and stings and the required care for such a victim. • Identify signals that may indicate substance misuse or abuse and the required care for such a victim. • Identify signals of heat and cold related emergencies and the required care for such a victim. • List the general guidelines for caring for someone who you suspect may have a head, neck or back injury and is in the water and the required care for such a victim. • Describe considerations for checking people with special needs and the required care for such a victim. 	<ul style="list-style-type: none"> • How have you played a role in a past emergency situation? • How does current technology play a role in saving lives?
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<p>Learners will know:</p> <ul style="list-style-type: none"> • Key Terms: Internal and external bleeding, arterial bleeding, capillary bleeding, venous bleeding, bandages, dressing, hemorrhage, internal and external wounds, punctures, lacerations cuts, and scrapes, first, second, and third degree burns, open and closed fractures, heat exhaustion, heat stroke, hyperthermia, hypothermia, shock, concussion, skull fracture, cervical, thoracic, and lumbar regions of the spine. • Basic principles of wound care and infection prevention. • Types of dressings needed for external wounds and burns. 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Assess procedures needed before beginning first aid. • Explain the Good Samaritan Law • Demonstrate procedures for controlling severe bleeding in upper and lower extremities. • Identify and treat first, second, and third degree burns. • Identify the signs and symptoms of internal injuries. • Explain the Good Samaritan Law
<p>Primary interdisciplinary connections: Science/Anatomy- Basic knowledge of how the body works, and bones. LAL- Vocabulary of body parts and recognizing bones and their proper names.</p>	
<p>21st Century Themes:</p> <p>9.3. HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <ul style="list-style-type: none"> • Students will work in groups and discuss different scenarios related to bullying and the elected group leader will present their findings. <p>9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p> <ul style="list-style-type: none"> • Students will gain an understanding of how important communication is while participating in cooperative learning activities/assignments. <p>9.3. LW-SEC.3 Compare and contrast the roles, responsibilities, tools and techniques of the criminal justice and security fields.</p> <ul style="list-style-type: none"> • Students will be able to understand the role the criminal justice departments play in helping in an emergency situation by viewing clips from the show “Save My Life: Boston Trauma”. They will discuss with a partner something they learned from watching the clips. <p>9.3. LW-EFM.2 Manage an incident scene as the first responder using emergency response skills.</p> <ul style="list-style-type: none"> • Students will know how to recognize an emergency what the protocol are while approaching an emergency situation. 	
<p>Technology: Power point, YouTube, DVD/Videos, Mobile Device</p>	

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
Unit Objective (Learning Targets) <i>Students will:</i> <ul style="list-style-type: none"> • Recognize when an emergency has occurred and understand what action to take. • Survey a scene for hazards to self and others; steps to take when you encounter a medical emergency. • Provide basic care for injury and/or sudden illness until the victim can receive professional medical help. • Identify ways to prevent injury and illness. • Understand and know how to act in the situation there was an emergency. 	

Evidence of Learning
<p data-bbox="251 252 576 283">Summative Assessment</p> <ul data-bbox="300 294 617 556" style="list-style-type: none"> • Pre-Test • Written test • Role Playing • Rubric • Teacher observation • Written Assessments <p data-bbox="251 609 1096 640">Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul data-bbox="300 651 730 829" style="list-style-type: none"> • Teacher Tutoring • Peer Tutoring • Modified Assignments • Differentiated Instruction • Response to Intervention (RTI)
<p data-bbox="251 871 576 903">Formative Assessments</p> <ul data-bbox="300 913 600 1312" style="list-style-type: none"> • Teacher Observation • Do Now • Homework • Class Participation • Portfolio • Discussions • Written Assessments • Quiz • Journal writing

Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: <ul style="list-style-type: none"> • Introduction to 11th grade health • Rules and Regs. • Folders • Ice Breaker-“20 Questions” 	1 Day
Lesson 2: <ul style="list-style-type: none"> • Recognizing an emergency • Responding to a medical emergency • Book work pg. 9 and questions on pg. 9 • Followed by power with same questions 	2 Days
Lesson 3: <ul style="list-style-type: none"> • Movie “World Trade Center” • Answer questions while watching movie 	3 Days
Lesson 4: <ul style="list-style-type: none"> • How to make a 911 call • Rescue 911 clips with questions • Red Cross worksheet researching on computer 	2 Days
Lesson 5: <ul style="list-style-type: none"> • Wounds and bleeding • Page 101-118 • Rescue 911 clips with questions • Boston Trauma Clips 	2 Days
Lesson 6: <ul style="list-style-type: none"> • Bones • Bones Project in groups • Quiz 	3 Days
Lesson 7: <ul style="list-style-type: none"> • Injuries to Muscles, Bones, and Joints • Pages 119-137 	1 Day

Lesson 8: <ul style="list-style-type: none"> • Bites and Stings • Pages 88-100 	1 Day
Lesson 9: <ul style="list-style-type: none"> • Poisonings/Bites & Stings • Poison Project with rubric • Presentations • Movie “Seven Pounds” with questions 	5 Days
Lesson 10: <ul style="list-style-type: none"> • Guest Speaker: Long Branch Township EMT “Emergency Medical Services” 	1 Day
Lesson 11: <ul style="list-style-type: none"> • End of course test 	1 Day
Teacher Notes: <ul style="list-style-type: none"> • Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle • Timeframe may vary due to the progression of the class 	
Learning Resources/Equipment needed: Computer for Power Point Presentations, Videos/DVD, Internet/websites, YouTube, Handouts/Review, Packets, Mobile Devices	

Unit Plan	
Grade: 11	Unit Title: CPR/AED & Rescue Breathing
Subject/Content Area: Health	Anticipated time frame: 3 Weeks
Desired Outcomes	
Unit Summary/Rationale: <p>This unit will consist of how to recognize an emergency and what actions to take, Survey the scene and victim. They will understand the proper way to activate the EMS and what to report when placing a 911 call. Students will recognize the universal precautions, breathing emergencies, choking, and heart attack symptoms. They will better understand how to perform CPR on a baby, infant, and adult. Students will learn how to respond in an emergency situation. Lessons will prepare students to be safe, remain calm and act quickly so they can make a difference, possibly saving a life.</p>	
Standards Addressed/Learning Targets: Standards <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>A. Personal Growth and Development</p> <p>2.1.12. A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>2.1.12. A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.</p> <p>D. Safety</p> <p>2.1.12. D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.</p> <p>E. Health Services and Information</p> <p>2.2.12. E.1 Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.</p> <p>2.2.12. E.2 Determine the effect of accessibility and affordability of healthcare on family, community, and global health.</p>	

<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • EMS should be contacted when there is a life-threatening condition. Remain calm and act quickly. • Check the scene to make sure it is safe. • The difference of performing CPR on an infant, child, and adult. • Internal and external bleeding require immediate medical attention. • Decision-making can be affected by a variety of influences that may not be in a person's best interest. • By making the right decision you can make a difference in an emergency situation and could save a life. • Why it's important to know the basics of first aid for your personal wellness. 	<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do you survey a scene for hazards that might harm you or the victim? • What is the Good Samaritan Law? • How do you check an unconscious victim? Adult, child, infant? • What does ABC stand for? • What is the differences of performing CPR on an infant, child, and adult? • What does CPR stand for? • How do you open the airway of the victim? • How do you perform the Heimlich maneuver and an infant, child and adult? • What is the J thrust? • What is a defibrillator and how is it used?
<p>Learners will know:</p> <ul style="list-style-type: none"> • Key Terms: Cardiopulmonary Resuscitation (CPR) (infant, child, adult, and a dog), rescue breathing • The Good Samaritan Law • ABCs of first aid • Key Terms: CPR, rescue breathing, AED (Automated External Defibrillator), carotid artery, radial artery, brachial artery, femoral artery, compressions, head tilt-chin lift, obstructed airway, Heimlich Maneuver (infant, child, adult, and a dog), abdominal thrust, pulse • How to determine an obstructed airway • Proper ratio of compressions to breathing during CPR. 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Explain the Good Samaritan Law. • Describe the initial check of responsiveness, airway, breathing, and circulation. • Demonstrate the correct procedure for CPR using the ABCs. • Understand how to perform CPR on an infant, child, and adult. • Demonstrate the correct procedure for rescue breathing. • Understand where to check for a pulse on an infant, child, and adult. • Explain the Good Samaritan Law • Understand how to perform the Heimlich maneuver on an infant, child, adult, one's self, and a dog.

Primary interdisciplinary connections:

- Science/Anatomy- Basic knowledge of how the body works
- LAL- Vocabulary of body parts and recognizing bones and their proper names.
- History- Research how the Red Cross was created.
- Math- Taking their pulse and counting while performing CPR.

21st Century Themes:

9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- Students will gain an understanding of how important communication is while participating in cooperative learning activities/assignments.

9.3. LW-SEC.3 Compare and contrast the roles, responsibilities, tools and techniques of the criminal justice and security fields.

- Students will be able to understand the role the criminal justice departments play in helping in an emergency situation by viewing clips from the show “Save My Life: Boston Trauma”. They will discuss with a partner something they learned from watching the clips.

9.3. LW-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.

- Students will fully understand how important communication is while participating in cooperative learning activities/assignments.

9.3. LW-EFM.2 Manage an incident scene as the first responder using emergency response skills.

- Students will know how to recognize an emergency what the protocol are while approaching an emergency situation.

Technology:

- Power point, YouTube, Defibrillator, DVD/Videos, Mobile Device

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
2.1.8.D	Apply first aid procedures can minimize injury and save lives.
2.1.8.D.4	Demonstrate first aid procedures, including victim and situation assessments, basic life support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.
Unit Objective (Learning Targets) <i>Students will:</i> <ul style="list-style-type: none"> • Recognize when an emergency has occurred and understand what action to take. • Survey a scene for hazards to self and others; steps to take when you encounter a medical emergency. • Provide basic care for injury and/or sudden illness until the victim can receive professional medical help. • Identify ways to prevent injury and illness. • Perform CPR on the manikins (infant, child, adult). • Fully understand how to perform the Heimlich Maneuver <p>Understand and know how to act in the situation there was an emergency.</p>	

Evidence of Learning	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • Pre-Test • Written test • Role Playing • Rubric • Teacher observation • Written Assessments <p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Teacher Tutoring • Peer Tutoring • Modified Assignments • Differentiated Instruction • Response to Intervention (RTI) 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation • Do Now • Homework • Class Participation • Portfolio • Discussions • Written Assessments • Quiz • Journal writing 	
Lesson Plans & Pacing	
Lesson	Timeframe
<p>Lesson 1:</p> <ul style="list-style-type: none"> • Introduction to 11th grade health • Rules and Regulations. • Folders • Ice Breaker-“20 Questions” 	1 Day
<p>Lesson 2:</p> <ul style="list-style-type: none"> • How to make a 911 call • Rescue 911 clips with questions • Red Cross worksheet researching on computer 	1 Day

Lesson 3: <ul style="list-style-type: none"> • ABC's • What is CPR, AED • YouTube clips • Practice CPR (infant, child, adult) • Test 	5 Days
Lesson 4: <ul style="list-style-type: none"> • What is the Heimlich Maneuver • Power point • YouTube Clips • Group work 	2 Days
Lesson 5: <ul style="list-style-type: none"> • Survival Story Project with rubric • Presentations • Movie "Soul Surfer" with questions 	3 Days
Lesson 6: <ul style="list-style-type: none"> • Guest Speaker: Long Branch Township EMT "Emergency Medical Services" 	1 Day
Lesson 7: <ul style="list-style-type: none"> • End of course major test 	1 Day
Teacher Notes: <ul style="list-style-type: none"> • Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle • Timeframe may vary due to the progression of the class 	
Equipment needed: Computer for Power Point Presentations, Videos/DVD, Internet/websites, YouTube, Handouts/Review, Packets, Mobile Devices	

Unit Plan	
Grade: 11	Unit Title: Integrated Skills: Drugs, Alcohol, and Tobacco
Subject/Content Area: Health	Anticipated time frame: 5 Days
Desired Outcomes	
Unit Summary/Rationale: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. The focus is on the chemical dependence in regards to drugs, alcohol, and tobacco while making healthy choices to support an active lifestyle.	
Standards Addressed/Learning Targets: Standards 2.3.12. A.1Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements. 2.3.12. A.2Summarize the criteria for evaluating the effectiveness of a medicine. 2.3.12.B.1Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries. 2.3.12. B.3Correlate increased alcohol use with challenges that may occur at various life stages. 2.3.12. C.1Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death. 2.3.12. C.3Predict the societal impact of substance abuse on the individual, family, and community.	

Unit Enduring Understandings

- Drug misuse affects wellness and there are many consequences to abusing prescription and over-the-counter drugs.
- Substance abuse impacts and affects all individuals and communities in the United States and other countries.
- There are many factors that can contribute to the increase in alcohol use among individuals at various life stages.
- Herbal supplements and experimental medicines may have potential benefits however it is important to research and understand that they may come with negative consequences.
- There are immediate and long-term consequences of risky behavior associated with substance abuse.
- Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
Essential Questions: Why
- Alcohol, tobacco and other drugs impact our lives physically, socially, emotionally and legally.

Unit Essential Questions

- What is the difference between drug misuse and drug abuse?
- Why do you think some drugs require a prescription while other drugs are sold over the counter?
- What are the types of tobacco products?
- Why does a drug taken by mouth take longer to have an effect on the body than a drug that is injected?
- What occurs at various life stages that can contribute to the increase use of alcohol?
- What are the risks and benefits associated with new or experimental medicines and herbal supplements?
- What are the types of tobacco products?
- What is the most commonly used illegal drug?
- What is binge drinking?
- What are the four factors that affect blood alcohol concentration (BAC)?
- How does alcohol or drug use increase the risk of violence and accidents?
- Describe the symptoms of withdrawal.
- Why do some people find a need to increase the amount of a drug they are taking?
- What are the guidelines for safe use of over-the-counter drugs?
- What are the guidelines for safe use of prescription drugs?

<p>Learners will know:</p> <ul style="list-style-type: none"> • How to use resistance skills if pressured to misuse or abuse drugs. • The resources for the treatment of drug misuse and abuse. • The dangers of drinking alcohol. • How avoid tobacco use and secondhand smoke. • How to use resistance skills if pressured to misuse or abuse drugs. • Conclude the criteria for evaluating the effectiveness of the medication. 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Avoid drinking alcohol. • Avoid tobacco use and secondhand smoke. • Avoid illegal drug use. • Use resistance skills when pressured with drug misuse or abuse. • Choose a drug-free lifestyle. • Use resources for the treatment of drug misuse and abuse. • Follow guidelines for the safe use of OTC drugs. • Analyze prescription information.
<p>Unit Summary/Rationale:</p>	
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Character Education: Core Values – Responsibility, Assertion, Self-control • English: communication, listening, vocabulary, and writing • Math: Understand blood alcohol level, breathalyzer and percentages. 	
<p>21st Century Themes:</p> <p>9.1.12. C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <ul style="list-style-type: none"> - Students will gain a better understanding of how to take charge of a group while working together in groups to attain a common goal. <p>9.3. HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <ul style="list-style-type: none"> - Students will work in groups and discuss different health (drug/alcohol/tobacco related) scenarios and the elected group leader will present their findings <p>9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p> <ul style="list-style-type: none"> - Students will gain an understanding of how important communication is while participating in cooperative learning activities/assignments. 	

Technology:

8.1.12. A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model).

Mobile device/computers can be used to look up videos/information on drugs, alcohol, and tobacco use and misuse and how to get treatment.

Content Statements

CPI #	Cumulative Progress Indicator (CPI)
2.3.12.A. Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective	2.3.12. A.1 Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements. 2.3.12. A.2 Summarize the criteria for evaluating the effectiveness of a medicine. 2.3.12. A.3 Relate personal abuse of prescription and over-the-counter medicines to wellness.
2.3.12. B There are immediate and long-term consequences of risky behavior associated with substance abuse.	2.3.12. B.1 Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.

<p>2.3.12. C The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.</p> <p>2.3.12.C Substance abuse impacts individuals from all cultural and socioeconomic backgrounds</p>	<p>2.3.12. B.2 Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.12. B.3 Correlate increased alcohol use with challenges that may occur at various life stages.</p> <p>2.3.12. C.1 Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.</p> <p>2.3.12. C.2 Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.</p> <p>2.3.12. C.3 Analyze the societal impact of substance abuse on the individual, family, and community.</p>
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Unit Objective (Learning Targets)

Students will:

- Be able to understand why it is important to not use/abuse drugs.
- Explain how one can get treatment if you have an alcohol or drug abuse problem.
- Be able to come up with strategies of how to avoid situations where one could be peer-pressured into trying drugs or alcohol.
- Explain the importance of being able to say NO.
- List what signs of abuse are in relation to drugs and alcohol.
- Classify what category certain drugs fall into.
- Explain what happens to a person who might be going through withdrawal.
- Explain how treatment is a lifelong process for some.
- Explain how outside factors can contribute to use/abuse of drugs and alcohol.

Evidence of Learning**Summative Assessment**

- Preparation
- Pre-Test
- Written tests
- Projects
- Rubric
- Teacher observation
- Written Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments <ul style="list-style-type: none"> • Teacher Observation • Homework • Class Participation • Notebook/Portfolio • Discussions • Written Assessments • Quizzes • Journal writing 	
Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: Introduction to Alcohol, Drugs, and Tobacco	1 Day
Lesson 2: Continue teaching classification of drugs	1 Day
Lesson 3: Teach about treatment options and what happens when one begins withdrawal	1 Days
Lesson4: Conclude the unit, review.	1 Day
Lesson 5: Unit Test	1 Day
Teacher Notes: Timeframe may vary due to the progression of the class	
Learning Resources <ul style="list-style-type: none"> • Power Point Presentations • Videos/DVD • Mobile Devices • Internet/websites • YouTube • Handouts/Review Packets 	

Unit Plan	
Grade: 11	Unit Title: STIs
Subject/Content Area: Health	Anticipated time frame: 5 Days
Desired Outcomes	
Unit Summary/Rationale: <p>This unit focuses on common Sexually Transmitted Infections (STIs). Sexually Transmitted Infections (STIs) are infectious diseases caused by bacteria, viruses, or protozoans. Sexually Transmitted Infections (STIs) are mainly transmitted from one infected person to another during unprotected sexual intercourse. Students will learn the importance of recognizing, treating and avoiding Sexually Transmitted Infections.</p>	
Standards Addressed/Learning Targets: Standards <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.4 Human Sexuality: All students will acquire knowledge about physical, emotional, social relationship and sexuality and apply these concepts to support a healthy active lifestyle.</p>	

Unit Enduring Understandings	Unit Essential Questions
<ul style="list-style-type: none"> • How STIs are caused by bacteria, viruses or parasites • STIs are transmitted by unprotected sexual contact • The decision to become sexually active affects one's physical, social, and emotional health • Responsible actions regarding sexual behavior impact the health of oneself and others • Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all. • Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease. 	<ul style="list-style-type: none"> • Why does choosing sexual abstinence promote health? • What is Gonorrhea and how is it contracted? • What does STI stand for? • What are some symptoms of Syphilis? • What are the causes of common STIs? • How are STIs transmitted? • What are the symptoms of common STIs? • Why is abstinence important to the prevention of STIs?

<p>Learners will know:</p> <ul style="list-style-type: none"> • Types of diseases as they pertain to the male/female. • The types of STIs and differences between them. • How to prevent from getting and STI. • Treatment of an STI 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Practice preventative healthcare strategies. • Understand how to protect themselves against STI's • List different types of STI's • Explain the different types of contraception methods • Discuss the contraceptive methods and how they work
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Anatomy/Science: understand the human reproductive system and how it works, how and STI can affect the human body if not treated properly. • Character Education: Core Values – Responsibility, Assertion, Self control 	
<p>21st Century Themes:</p> <p>9.1.12. C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <ul style="list-style-type: none"> - Students will gain a better understanding of how to take charge of a group while working together in groups to attain a common goal. <p>9.3. HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <ul style="list-style-type: none"> - Students will work in groups and discuss different health scenarios and the elected group leader will present their findings <p>9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p> <ul style="list-style-type: none"> - Students will gain an understanding of how important communication is while participating in cooperative learning activities/assignments. 	

Technology:

8.1.12. A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model).

Mobile device/computer use research different types of STIs. They will follow the rubric to complete a STI project.

Content Statements

CPI #	Cumulative Progress Indicator (CPI)
2.4.12. B: The decision to become sexually active affects one's physical, social, and emotional health. Responsible actions regarding sexual behavior impact the health of oneself and others. Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all. Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.	2.4.12. B.1. Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness. 2.4.12. B.2. Evaluate information that supports abstinence form sexual activity using reliable research data. 2.4.12. B.3 Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies. 2.4.12. B.4. Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
2.2.12. A. Technology increases the capacity of individuals to communicate in multiple and diverse ways.	2.2.12. A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

<p>2.2.12. B. Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.</p>	<p>2.2.12. B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</p>
<p>Unit Objective (Learning Targets) <i>Students will:</i></p> <ul style="list-style-type: none"> • Discuss the importance of contraception and how it helps prevent the spread of diseases • Discuss long term effects of early onset of sexual activity. • Explain the signs and symptoms of the different sexually transmitted diseases. • Develop awareness that STIs can be spread exponentially across a population. • Discuss the benefits of abstinence as a way to avoid STI transmission. • Explain the different types of contraceptive methods 	
<p>Evidence of Learning</p>	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • Preparation • Pre-Test • Written tests • Projects • Rubric • Teacher observation • Written Assessments <p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Teacher Tutoring • Peer Tutoring • Modified Assignments • Differentiated Instruction • Response to Intervention (RTI) • Follow all IEP modifications/504 plan 	

Formative Assessments

- Teacher Observation
- Homework
- Class Participation
- Notebook/Portfolio
- Discussions
- Written Assessments
- Quizzes
- Journal writing

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Introduction of Sexually Transmitted Infections.	1 Day
Lesson 2: Causes and Symptoms of Sexually Transmitted Infections.	1 Day
Lesson 3: Treatment of STIs and how to prevent from getting an STI.	1 Day
Lesson 4: STI project with rubric	1 Days
Lesson 5: Unit Test	1 Day

Teacher Notes:

Timeframe may vary due to the progression of the class

Learning Resources

- Power Point Presentations
- Videos/DVD
- Mobile Devices
- Internet/websites
- YouTube
- Handouts/Review Packets

12th Grade

Health Unit

Unit Plan	
Grade: 12	Unit Title: Human Relationships and Sexuality: Relationships
Subject/Content Area: Health	Anticipated time frame: 5 Days
Desired Outcomes	
Unit Summary/Rationale: <p>This unit builds upon students' understanding of the physical, emotional, and social aspects of human relationships and sexuality. The focus is on various types of relationships that are of importance in life how they change and why communication is critical. Dating relationships along with companionship and intimacy are explored.</p>	

Standards Addressed/Learning Targets:

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

2.4 Human Sexuality: All students will acquire knowledge about physical, emotional, social relationship and sexuality and apply these concepts to support a healthy active lifestyle.

9.1 21st- Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.

Unit Enduring Understandings	Unit Essential Questions
<ul style="list-style-type: none"> • Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another. • Identify different types of relationships. • Ending a relationship maybe painful and difficult • Relationships are constantly changing and evolving. 	<ul style="list-style-type: none"> • What is the role of parents and guardians in a healthful family? • What are skills children can learn and practice in healthful families? • What causes a dysfunctional family relationship? • In what ways might a divorce of parents affect teens? • What are some suggestions for teens whose parent loses a job? • How might having balanced friendships affect a teen’s emotional and physical health? • How might dating at an early age affect a teen’s physical and emotional health? • Why might people get involved in harmful relationships? • What are the negative effects of harmful relationships on mental/emotional health and physical health? • What steps can be taken to end a harmful relationship?

<p>Learners will know:</p> <ul style="list-style-type: none"> • Key vocabulary terms and concepts: intimacy emotional, mental, social, physical health, dating violence, date rape, divorce, relationship. • Will know about how divorce can affect a person's long term relationship in the futures as well as now. • How to make a decision on how to continue on with or without a current relationship. • Why it is important to know about mental and emotional health for healthy relationships 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Will be able to explain how relationships vary from individual to individual • Will be able to explain what when a person may have experienced date rape • Will be to define intimacy. • How to promote healthy relationships. • Explain dating appropriate behavior • Evaluate positive and negative effects in a relationship.
<p>Unit Summary/Rationale:</p>	
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Anatomy/Science: understand the human reproductive system and how it works. • Character Education: Core Values – Responsibility, Assertion, Self-control 	
<p>21st Century Themes:</p> <p>9.1.12.C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <ul style="list-style-type: none"> - Students will gain a better understanding of how to take charge of a group while working together in groups to attain a common goal. <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <ul style="list-style-type: none"> - Students will work in groups and discuss different dating scenarios and the elected group leader will present their findings <p>9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p> <ul style="list-style-type: none"> - Students will gain an understanding of how important communication is while participating in cooperative learning activities/assignments. 	

Technology:

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model).

Mobile device use to look up videos of different types of relationships, examples appropriate dating behaviors, information on date rape.

Content Statements

CPI #

Cumulative Progress Indicator (CPI)

<p>2.4.12. A: Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.</p> <p>Relationships:</p>	<p>2.4.12.A.1. Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.</p> <p>2.4.12.A.2. Compare and contrast the current and historical role of life commitments, such as marriage.</p> <p>2.4.12.A.3 Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.</p> <p>2.4.12.A.4. Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.</p> <p>2.4.12.A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).</p> <p>2.4.12.A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.</p>
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<p>2.2.12.A. Technology increases the capacity of individuals to communicate in multiple and diverse ways.</p> <p>2.2.12.B. Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.</p>	<p>2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</p> <p>2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</p>
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Unit Objective (Learning Targets)

Students will:

- Be able to understand the development of a healthy relationship.
- Be able to explain signs of potential unhealthy relationship.
- Be able to explain what to do if you think you have been date raped or know someone that has.
- Define what intimacy means.
- Discuss qualities of a healthy relationship.
- Discuss how mental, social, physical and emotional health play a role in relationships.
- Discuss how one should be treated in a relationship/appropriate dating behaviors.

Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • Preparation • Pre-Test • Written tests • Projects • Rubric • Teacher observation • Written Assessments Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none"> • Teacher Tutoring • Peer Tutoring • Modified Assignments • Differentiated Instruction • Response to Intervention (RTI) • Follow all IEP modifications/504 plan 	
Formative Assessments <ul style="list-style-type: none"> • Teacher Observation • Homework • Class Participation • Notebook/Portfolio • Discussions • Written Assessments • Quizzes • Journal writing 	
Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: Introduction: Relationships – types; healthy vs. unhealthy	2 Days
Lesson 2: Companionship, Dating, Intimacy	2 Days
Lesson 3: Review and group discussion posed relationship questions. (debate/open discussion style)	1 Day

Teacher Notes: timeframe may vary due to the progression of the class

Learning Resources

- Power Point Presentations
- Videos/DVD
- Mobile Devices
- Internet/websites
- YouTube
- Handouts/Review Packets

Unit Plan	
Grade: 12	Unit Title: Integrated Skills: Advocacy and Service
Subject/Content Area: Health	Anticipated time frame: 2 Days
Desired Outcomes	
Unit Summary/Rationale: This unit builds upon students' development of personal and interpersonal skills to support a healthy, active lifestyle. The focus is on the importance of volunteering and organ donation.	
Standards Addressed/Learning Targets: Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. 2.4 Human Sexuality: All students will acquire knowledge about physical, emotional, social relationship and sexuality and apply these concepts to support a healthy active lifestyle. 9.1 21st- Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.	

<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue. 	<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are steps that can help you get involved as a volunteer? • How might your health status improve if you develop a healthy-helper syndrome? • What questions might you ask health agency before you volunteer with them? • Why is a health advocate “a person who makes things happen?”
<p>Learners will know:</p> <ul style="list-style-type: none"> • The types of tasks they might do as a volunteer for a health organization. • Why many high schools have volunteer service as a requirement for graduation. • The steps to take to get involved as a volunteer. • The benefits of keeping a log of volunteer activities. 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Be a health advocate. • Volunteer for a health organization. • Log volunteer activities. • Get involved as a volunteer in a community organization.
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Character Education: Core Values – Responsibility, Assertion, Self-control 	

21st Century Themes:

9.1.12.C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

- Students will gain a better understanding of how to take charge of a group while working together in groups to attain a common goal.

9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

- Students will work in groups and discuss different health scenarios and the elected group leader will present their findings

9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- Students will gain an understanding of how important communication is while participating in cooperative learning activities/assignments.

Technology:

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model).

Mobile device use to look up videos of different types of possible health problems and how something like organ donation can save a life.

Content Statements

CPI #	Cumulative Progress Indicator (CPI)
2.2.12.D: Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.	2.2.12.D.1. Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue including but not limited to, organ/tissue donation.
2.2.12.A. Technology increases the capacity of individuals to communicate in multiple and diverse ways.	2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.2.12.B. Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.	2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

Unit Objective (Learning Targets)

Students will:

- Be able to understand why organ donation is important.
- Explain how one can become an organ donor.
- Be able to come up with strategies to make people more aware about organ donation.
- Explain the importance of doing volunteer work and how it can impact society as whole.

Evidence of Learning**Summative Assessment**

- Preparation
- Pre-Test
- Written tests
- Projects
- Rubric
- Teacher observation
- Written Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Homework
- Class Participation
- Notebook/Portfolio
- Discussions
- Written Assessments
- Quizzes
- Journal writing

Lesson Plans & Pacing	
Lesson	Timeframe
<p>Lesson 1:</p> <p>Organ donation, blood donation, volunteering services. Debate/open discussion regarding organ donation upon death.</p>	2 Days
Teacher Notes: timeframe may vary due to the progression of the class	
Learning Resources <ul style="list-style-type: none"> • Power Point Presentations • Videos/DVD • Mobile Devices • Internet/websites • YouTube • Handouts/Review Packets 	

Unit Plan	
Grade: 12	Unit Title: Integrated Skills: Health Service & Information
Subject/Content Area: Health	Anticipated time frame: 2 Days
Desired Outcomes	
<p>Unit Summary/Rationale:</p> <p>This unit builds upon students’ development of personal and interpersonal skills to support a healthy, active lifestyle. The focus is on the importance of knowledge of health service and information pertaining to it.</p>	
<p>Standards Addressed/Learning Targets:</p> <p>Standards</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>2.4 Human Sexuality: All students will acquire knowledge about physical, emotional, social relationship and sexuality and apply these concepts to support a healthy active lifestyle.</p> <p>9.1 21st- Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.</p>	

<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Potential solutions to health issues are dependent on health literacy and available resources. • Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems 	<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What might indicate health fraud? • What responsibilities go along with consumer rights? • How do federal laws protect health? • Identify and explain the criteria used for comparison shopping. • Explain how effective money management can lead to optimal health. • Explain the impact media technology has on health. • Describe ways health can be harmed by inappropriate entertainment choices. • Discuss different types of health care facilities. • Define co-payment, premium, and deductible. • Explain the difference between an HMO and a PPO. • What is COBRA and who is eligible? • What is the difference between being licensed and being certified in a health career? • Consider health careers and
<p>Learners will know:</p> <ul style="list-style-type: none"> • Laws to protect health. • Rights as a consumer. • How to manage time and money. 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Protect health. • Protect consumer rights. • Manage time and money.

Primary interdisciplinary connections: <ul style="list-style-type: none"> • Character Education: Core Values – Responsibility, Assertion, Self-control 	
21st Century Themes: 9.1.12.C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. <ul style="list-style-type: none"> - Students will gain a better understanding of how to take charge of a group while working together in groups to attain a common goal. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. <ul style="list-style-type: none"> - Students will work in groups and discuss different health scenarios and the elected group leader will present their findings 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues. <ul style="list-style-type: none"> - Students will gain an understanding of how important communication is while participating in cooperative learning activities/assignments. 	
Technology: 8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model). Mobile device use to look up how to get price quotes for health insurance.	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.2.12.D: Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.	2.2.12.D.1. Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue including but not limited to, organ/tissue donation.
2.2.12.A. Technology increases the capacity of individuals to communicate in multiple and diverse ways. 2.2.12.E Potential solutions to health issues are dependent on health literacy and available resources .	2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle. 2.2.12.E.1 Analyze a variety of health products and services based on cost,

<p>2.2.12.E. Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems</p>	<p>availability, accessibility, benefits, and accreditation.</p> <p>2.2.12.E.2 Determine the effect of accessibility and affordability of</p>
<p>Unit Objective (Learning Targets) <i>Students will:</i></p> <ul style="list-style-type: none"> • Be able to understand why it is important to know the different types of insurance plans. • Explain how one can get insurance. • Be able to explain what a co-payment is and who it works with insurance. • Explain the importance of comparison shopping. 	
<p>Evidence of Learning</p>	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • Preparation • Pre-Test • Written tests • Projects • Rubric • Teacher observation • Written Assessments <p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Teacher Tutoring • Peer Tutoring • Modified Assignments • Differentiated Instruction • Response to Intervention (RTI) • Follow all IEP modifications/504 plan 	

Formative Assessments <ul style="list-style-type: none"> • Teacher Observation • Homework • Class Participation • Notebook/Portfolio • Discussions • Written Assessments • Quizzes • Journal writing 	
Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: Types of insurance, how to get insurance, laws pertaining to health care.	1 Day
Lesson 2: Conclude information on health care and importance of maintaining a healthy lifestyle as well as: well visits vs. sick visits.	1 Day
Teacher Notes: timeframe may vary due to the progression of the class	
Learning Resources <ul style="list-style-type: none"> • Power Point Presentations • Videos/DVD • Mobile Devices • Internet/websites • YouTube • Handouts/Review Packets 	

Unit Plan	
Grade: 9, 12	Unit Title: Human Relationships and Sexuality: STI, Contraception, & Sexuality
Subject/Content Area: Health	Anticipated time frame: 10 Days
Desired Outcomes	
Unit Summary/Rationale: This unit builds upon students’ understanding of the physical, emotional, and social aspects of human relationships and sexuality. The focus is on various types of sexuality and important aspects of sexuality, which include sexually transmitted infections and contraception.	
Standards Addressed/Learning Targets: Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. 2.4 Human Sexuality: All students will acquire knowledge about physical, emotional, social relationship and sexuality and apply these concepts to support a healthy active lifestyle. 9.1 21st- Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.	

Unit Enduring Understandings	Unit Essential Questions
<ul style="list-style-type: none"> • The decision to become sexually active affects one's physical, social, and emotional health • Responsible actions regarding sexual behavior impact the health of oneself and others • Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all. • Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease. 	<ul style="list-style-type: none"> • Why does choosing sexual abstinence promote health? • What are the changes that occur during adolescence? Why are they important? • What is puberty? • What is Gonorrhea and how is it contracted? • What are the symptoms of Toxic Shock Syndrome? • What is a Pap smear? • What are the risk factors for breast cancer? • Why is a testicular self-exam important for a male? • How often should females conduct breast self-examination? • What can males and females do to protect their fertility? • What does STI stand for? • What is an example of a barrier method of contraception • What is an example of an oral contraception? • What are some symptoms of Syphilis?

<p>Learners will know:</p> <ul style="list-style-type: none"> • The structure and function of the male and female reproductive systems. • Habits that protect female reproductive health. • Habits that protect male reproductive. • Types of diseases as they pertain to the male/female. • Types of health care that should be done in regard to male/female reproductive systems 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Explain reproductive health. • Practice preventative healthcare strategies. • Analyze beliefs about gender identity sexual orientation, and gender equity across cultures. • Understand how to protect themselves against STI's • List different types of STI's • Explain the different types of contraception methods • Discuss the contraceptive methods and how they work
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Anatomy/Science: understand the human reproductive system and how it works. • Character Education: Core Values – Responsibility, Assertion, Self control 	
<p>21st Century Themes:</p> <p>9.1.12.C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <ul style="list-style-type: none"> - Students will gain a better understanding of how to take charge of a group while working together in groups to attain a common goal. <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <ul style="list-style-type: none"> - Students will work in groups and discuss different health scenarios and the elected group leader will present their findings <p>9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p> <ul style="list-style-type: none"> - Students will gain an understanding of how important communication is while participating in cooperative learning activities/assignments. 	

<p>Technology:</p> <p>8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model).</p> <p>Mobile device use to look up videos of different types of possible health problems as they relate to the male/female reproductive system.</p>	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
<p>2.4.12.B: The decision to become sexually active affects one's physical, social, and emotional health.</p> <p>Responsible actions regarding sexual behavior impact the health of oneself and others.</p> <p>Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.</p> <p>Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.</p>	<p>2.4.12.B.1. Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.</p> <p>2.4.12.B.2. Evaluate information that supports abstinence form sexual activity using reliable research data.</p> <p>2.4.12.B.3 Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.</p> <p>2.4.12.B.4. Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.</p> <p>2.4.12.B.5. Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g. Breast/testicular exams, Pap smear, HPV vaccine).</p>
<p>2.2.12.A. Technology increases the capacity of individuals to communicate in multiple and diverse ways.</p> <p>2.2.12.B. Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.</p>	<p>2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</p> <p>2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-</p>

	making on oneself, friends, family, and others.
<p>Unit Objective (Learning Targets)</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Be able to understand why a pap smear is important to get starting in the teenage years. • Be able to explain signs breast cancer or testicular cancer. • Be able to explain why it is important to do self-exams on oneself. • Discuss the importance of contraception and how it helps prevent the spread of diseases • Discuss long term effects of early onset of sexual activity. • Explain the signs and symptoms of the different sexually transmitted diseases. • Explain the different types of contraceptive methods 	
<p>Evidence of Learning</p>	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • Preparation • Pre-Test • Written tests • Projects • Rubric • Teacher observation • Written Assessments <p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Teacher Tutoring • Peer Tutoring • Modified Assignments • Differentiated Instruction • Response to Intervention (RTI) • Follow all IEP modifications/504 plan 	

Formative Assessments <ul style="list-style-type: none"> • Teacher Observation • Homework • Class Participation • Notebook/Portfolio • Discussions • Written Assessments • Quizzes • Journal writing 	
Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: Introduction & Review of male/female reproductive systems and discussion of diseases.	1 Day
Lesson 2: Finish diseases to the reproductive system.	1 Day
Lesson 3: Quiz on Male/Female systems and their respective disease. Begin Contraception	1 Day
Lesson 4: Continue contraception methods Compare/contract the methods	2 Days
Lesson 5: Introduction/Discussion on types of Sexual Transmitted Diseases. Sign/Symptoms/Treatments Video & Project	3 Days
Lesson 6: Review Unit	1 Day
Lesson 7: Unit Test	1 Day
Teacher Notes: timeframe may vary due to the progression of the class	

- **Learning Resources**
- Power Point Presentations
- Videos/DVD
- Mobile Devices
- Internet/websites
- YouTube
- Handouts/Review Packets

Unit Plan	
Grade: 9 & 12 th	Unit Title: Pregnancy and Parenting
Subject/Content Area: Health	Anticipated time frame: 5 days
Desired Outcomes	
Unit Summary/Rationale: This unit builds upon students' understanding of the physical, emotional, and social aspects of human relationships and sexuality. The focus is on Abstinence, Pregnancy and Parenting.	
Standards Addressed/Learning Targets: Standards 2.4.12. C.1. Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality 2.4.12. C.2. Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities. 2.4.12. C.3 Evaluate the methods and resources available to confirm pregnancy. 2.4.12. C.4. Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination. 2.4.12. C.5. Evaluate parenting strategies used at various stages of child development based on valid sources of information. 2.4.12. C.6 Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting. 2.4.12. C.7 Analyze factors that affect the decision to become a parent.	

Unit Enduring Understandings	Unit Essential Questions
<ul style="list-style-type: none"> • Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others. • The effects of alcohol and tobacco can have on a fetus. • The responsibility that comes along with being a parent. 	<ul style="list-style-type: none"> • What is the difference between an embryo and a fetus? • What is infant mortality? • How does Fetal Alcohol Syndrome occur? • What is premature birth? • What is sudden infant death syndrome (SIDS)? • What is low birth weight and what are the causes? • How is a pregnancy confirmed? • What is an elective pregnancy termination and what physical, social, emotional, cultural, religious, ethical, and legal issues accompany this decision. • What parenting strategies are used at various stages of child development? • How are the legal rights and responsibilities of adolescents different than adults regarding pregnancy, abortion, and parenting? • What are the factors that would affect the decision to become a parent?

<p>Learners will know:</p> <ul style="list-style-type: none"> • Key vocabulary terms and concepts: amniotic sac, amniotic fluid, umbilical cord, placenta, Fetal Alcohol Syndrome, etc. • Will know about the HCG. • How to test for pregnancy at home and at the doctor's office. • Why sonograms are performed • How often to attend doctors' visits. 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Will be able to explain the different trimesters during pregnancy. • Will be able to explain what happens throughout the pregnancy • Will be to explain what an embryo is versus a fetus. • How labor begins and what is required for the process to begin • Explain how parenting strategies can help during the various stages in child development. • Explain how abstinence could prevent pregnancy
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Anatomy/Science: understand the human reproductive system and how it works. 	
<p>21st Century Themes:</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <ul style="list-style-type: none"> • Students will work in groups and discuss different scenarios related to pregnancy and the elected group leader will present their findings <p>9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p> <ul style="list-style-type: none"> • Students will gain an understanding of how important communication is while participating in 	
<p>Technology:</p> <ul style="list-style-type: none"> • Mobile device use to look up videos of how a baby grows inside a woman's body, the development of the baby, and childbirth. 	

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
<p>2.4.12.C Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.</p>	<p>2.4.12. C.1 Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.</p> <p>2.4.12. C.2. Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.</p> <p>2.4.12. C.3 Evaluate the methods and resources available to confirm pregnancy.</p> <p>2.4.12. C.4. Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.</p> <p>2.4.12. C.5. Evaluate parenting strategies used at various stages of child development based on valid sources of information.</p> <p>2.4.12. C.6 Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion.</p>
<p>2.2.12.A. Technology increases the capacity of individuals to communicate in multiple and diverse ways.</p> <p>2.2.12.B. Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.</p>	<p>2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</p> <p>2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</p>

Unit Objective (Learning Targets)

Students will:

- Be able to understand the development of the fetus throughout the pregnancy.
- Be able to explain the process of how a zygote turns into a fetus.
- Be able to explain how if one chooses to be abstinent the risk of pregnancy does not occur.
- Define the stages of labor.
- Define what the umbilical cord is and what it is attached to.
- Discuss parenting skills need in child development.
- Discuss parenting skills needed once the baby is born.

Evidence of Learning**Summative Assessment**

- Preparation
- Pre-Test
- Written tests
- Projects
- Rubric
- Teacher observation
- Written Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Do Now
- Homework
- Class Participation
- Portfolio
- Discussions
- Written Assessments
- Quizzes
- Journal writing

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Introduction: Grading rubrics, expectations, and requirements. Pre-test	1 Day
Lesson 2: Decision making, abstinence, introduction to pregnancy	1 Day
Lesson 3: Stages of fetus/baby development & stages of labor	1 Day
Lesson 4: Parenting skills, teen pregnancy issues, and possible risks during pregnancy, fetal alcohol syndrome and sudden infant death syndrome. Review	1 Day
Lesson 5: Group project- Research the stages of pregnancy and follow rubric.	1 Day

Teacher Notes: timeframe may vary due to the progression of the class.

Learning Resources

- Power Point Presentations
- Videos/DVD
- Mobile Devices
- Internet/websites
- YouTube
- Handouts/Review Packets

Unit Plan	
Grade: 9, 12	Unit Title: Integrated Skills: Drugs, Alcohol, and Tobacco
Subject/Content Area: Health	Anticipated time frame: 5 Days
Desired Outcomes	
Unit Summary/Rationale: This unit builds upon students’ development of personal and interpersonal skills to support a healthy, active lifestyle. The focus is on the chemical dependence in regard to drugs, alcohol, and tobacco while making healthy choices to support an active lifestyle.	
Standards Addressed/Learning Targets: Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. 2.4 Human Sexuality: All students will acquire knowledge about physical, emotional, social relationship and sexuality and apply these concepts to support a healthy active lifestyle. 9.1 21st- Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.	

Unit Enduring Understandings

- Drug misuse affects wellness and there are many consequences to abusing prescription and over-the-counter drugs.
- Substance abuse impacts and affects all individuals and communities in the United States and other countries.
- There are many factors that can contribute to the increase in alcohol use among individuals at various life stages.
- Intravenous drug use leads to many negative health consequences especially the contraction of deadly diseases such as HIV/AIDS and hepatitis.
- Herbal supplements and experimental medicines may have potential benefits however it is important to research and understand that they may come with negative consequences.
- There are immediate and long-term consequences of risky behavior associated with substance abuse.
- Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective. Essential Questions: Why

Unit Essential Questions

- What is the difference between drug misuse and drug abuse?
- Why do you think some drugs require a prescription while other drugs are sold over the counter?
- What are the types of tobacco products?
- Why does a drug taken by mouth take longer to have an effect on the body than a drug that is injected?
- What is the incident rate and impact of substance abuse on individuals and communities in the United States and other countries?
- What occurs at various life stages that can contribute to the increase use of alcohol?
- How does injection drug use increase the risk of contracting STI's and other communicable diseases?
- What are the risks and benefits associated with new or experimental medicines and herbal supplements?
- What are the types of tobacco products?
- What is the most commonly used illegal drug?
- What is binge drinking?
- What are the four factors that affect blood alcohol concentration (BAC)?
- How can drugs cause a person to be less likely to control sexual feelings?
- Why do some people find a need to increase the amount of a drug they are taking?
- How does alcohol or drug use increase the risk of violence and accidents?
- Describe how a drug-free lifestyle reduces the risk of HIV infection.
- Explain how needing instant gratification is a problem for drug abusers.
- Describe the symptoms of withdrawal.
- What makes some people find the need to increase the amount of a drug they are taking?

<p>Learners will know:</p> <ul style="list-style-type: none"> • How to use resistance skills if pressured to misuse or abuse drugs. • How to choose a drug-free lifestyle to reduce the risk of HIV infection and unplanned pregnancy. • The resources for the treatment of drug misuse and abuse. • The dangers of drinking alcohol. • To avoid tobacco use and secondhand smoke. • How to use resistance skills if pressured to misuse or abuse drugs. • Conclude the criteria for evaluating the effectiveness of the medication. 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Avoid drinking alcohol. • Avoid tobacco use and secondhand smoke. • Avoid illegal drug use. • Use resistance skills when pressured with drug misuse or abuse. • Choose a drug-free lifestyle. • Use resources for the treatment of drug misuse and abuse. • Follow guidelines for the safe use of OTC drugs. • Analyze prescription information.
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Character Education: Core Values – Responsibility, Assertion, Self-control • English: communication, listening, and writing 	
<p>21st Century Themes:</p> <p>9.1.12.C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <ul style="list-style-type: none"> - Students will gain a better understanding of how to take charge of a group while working together in groups to attain a common goal. <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <ul style="list-style-type: none"> - Students will work in groups and discuss different health (drug/alcohol/tobacco related) scenarios and the elected group leader will present their findings <p>9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p> <ul style="list-style-type: none"> - Students will gain an understanding of how important communication is while participating in cooperative learning activities/assignments. 	

Technology:

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model).

Mobile device use to look up videos/information on drugs, alcohol, and tobacco use and misuse and how to get treatment.

Content Statements

CPI #	Cumulative Progress Indicator (CPI)
2.3.12.A. Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective	2.3.12.A.1 Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements. 2.3.12.A.2 Summarize the criteria for evaluating the effectiveness of a medicine. 2.3.12.A.3 Relate personal abuse of prescription and over-the-counter medicines to wellness.
2.3.12.B There are immediate and long-term consequences of risky behavior associated with substance abuse.	2.3.12.B.1 Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.

<p>2.3.12.C The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.</p> <p>2.3.12.C Substance abuse impacts individuals from all cultural and socioeconomic backgrounds</p>	<p>2.3.12.B.2 Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.12.B.3 Correlate increased alcohol use with challenges that may occur at various life stages.</p> <p>2.3.12.B.4 Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</p> <p>2.3.12.B.5 Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.</p> <p>2.3.12.C.1 Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.</p> <p>2.3.12.C.2 Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.</p> <p>2.3.12.C.3 Analyze the societal impact of substance abuse on the individual, family, and community.</p>
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Unit Objective (Learning Targets)

Students will:

- Be able to understand why it is important to not use/abuse drugs.
- Explain how one can get treatment if you have an alcohol or drug abuse problem.
- Be able to come up with strategies of how to avoid situations where one could be peer-pressured into trying drugs or alcohol.
- Explain the importance of being able to say NO.
- List what signs of abuse are in relation to drugs and alcohol.
- Classify what category certain drugs fall into.
- Explain what happens to a person who might be going through withdrawal.
- Explain how treatment is a lifelong process for some.
- Explain how outside factors can contribute to use/abuse of drugs and alcohol.

Evidence of Learning**Summative Assessment**

- Preparation
- Pre-Test
- Written tests
- Projects
- Rubric
- Teacher observation
- Written Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments <ul style="list-style-type: none"> • Teacher Observation • Homework • Class Participation • Notebook/Portfolio • Discussions • Written Assessments • Quizzes • Journal writing 	
Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: Introduction to Alcohol, Drugs, and Tobacco	1 Day
Lesson 2: Continue teaching classification of drugs	1 Day
Lesson 3: Teach about treatment options and what happens when one begins withdrawal	1 Days
Lesson4: Conclude the unit, review.	1 Day
Lesson 5: Unit Test	1 Day
Teacher Notes: timeframe may vary due to the progression of the class	
Learning Resources <ul style="list-style-type: none"> • Power Point Presentations • Videos/DVD • Mobile Devices • Internet/websites • YouTube • Handouts/Review Packets 	

Unit Plan	
Grade: 9 th /12 th	Unit Title: Nutrition
Subject/Content Area: Health	Anticipated time frame: 5 Days
Desired Outcomes	
Unit Summary/Rationale: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Standards Addressed/Learning Targets: Standards 2.1.12. B.1. Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12. B.2. Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries. 2.1.12. B3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.	

<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness. • There are many short and long term health benefits and risks associated with nutritional choices. 	<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why is it important to eat a well-balanced meal? • What are common symptoms of dehydration? • What are the recommended numbers of daily servings for each food group in MyPyramid? • What constitutes a serving size for each group in MyPyramid? • What dietary guidelines can you follow to reduce the risk of developing premature cardiovascular disease and cancer? • How can you limit your fat intake? What is diabetes? • What is fast food? • What is the difference between caloric intake and caloric expenditure? • When is someone considered overweight? • What are the causes, symptoms, and treatment of eating disorders? • What makes a food healthy? • What causes optimal growth and development?
<p>Learners will know:</p> <ul style="list-style-type: none"> • To select foods containing nutrients and evaluate food labels. • The importance of proper nutrition. • That proper nutrition helps the body perform better • How to identify and defend ways of losing, maintaining, or gaining weight in our society. 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Create a healthy nutritional plan for 1 week • Identify and defend healthy ways of losing, maintaining, or gaining weight in our society. • Determine the calories in a product. • Name foods that are high in saturated fats that can be found in the school cafeteria. • Prevent dehydration. • Balance the food you eat with physical activity

Primary interdisciplinary connections:

- Math – Students will be able to calculate serving sizes from food labels.
- LAL- Read articles pertaining to nutrition and write a response.
- History- Recognize the difference between the United States and other countries regarding nutrition and obesity.

21st Century Themes:

9.3.12. AG.2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

- Students will be able to use the internet to explore how other countries live. Meaning; how they eat, what they grow, how they cook, do they have fast food in their countries?
- They will get to better understand obesity rates in the United States and compare to other countries.

Technology:

8.1.8. C.1- Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.12. C.1- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- Students will research different websites or apps that are based around weight management and calorie counting. Students will develop a healthy menu that adolescents can base food choices around to help fight the obesity problem in the US.

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.1.12.B- Nutrition	<p>2.1.12. B1- Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>2.1.12. B2-Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</p> <p>2.1.12. B3- Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.</p>
Unit Objective (Learning Targets) <i>Students will:</i> <ul style="list-style-type: none"> • Key Terms: nutrient, calorie, protein, carbohydrate, amino acid, fiber, vitamin, mineral, supplements, dietary guidelines, saturated fat, cholesterol, and food group, food labels, cardiovascular diseases. • One pound equals 3500 calories • The new requirements of my plate • Describe possible causes of eating disorders and strategies to overcome them • List ways to make healthy food choices • Learn how to read a nutrition label 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • Teacher observation • Student/teacher conferencing • Student Presentations • Student folders • Homework • Written tests • Projects 	

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Homework
- Class Participation
- Assessments
- Open-ended Questions
- Self and Peer Assessments
- Portfolio
- Discussions
- Written Assessments
- Q/A feedback

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Introduction to nutrition and the essential nutrients Learn about food labels and identify ways that people gain, lose, or maintain their weight	1 Day
Lesson 2: Review from day 1 Food labels and how to read them Make their own food label	1 Day
Lesson 3: Worksheet and computer lab/library Research and answer questions	1 Day
Lesson 4: Rubric Start food menu project	1 Day
Lesson 5: Finish project Quiz Closure	1 Day

Teacher Notes: timeframe may vary due to the progression of the class

Learning Materials:

Textbooks, portfolios, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.

Unit Plan	
Grade: 9-12	Unit Title: Mental Health- Self Esteem, Bullying, and Suicide Prevention
Subject/Content Area: Health	Anticipated time frame: 2 Days
Desired Outcomes	
<p>Unit Summary/Rationale:</p> <p>This unit is designed to educate the students on the importance of building a positive self-esteem and to understand how everyone around them effects how they may feel. The unit also educates the students on different types of bullying and how it can affect another individual's self-esteem and overall mental health. The unit concludes by discussing possible side effects of bullying, such as depression, and how it could lead to dreadful events such as suicide. The objective is to teach our students how to prevent this from occurring.</p>	
<p>Standards Addressed/Learning Targets:</p> <p>Standards</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p>	

<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • People with positive mental health have high self-esteem, can meet daily challenges and can develop healthy relationships. • A person's self-esteem basically determines their everyday behavior. Someone with high self-esteem is more likely to succeed, and more likely to challenge themselves and attempt new things. • A person can maintain positive mental health by surrounding themselves with positive people, by engaging in activities that make them feel good about themselves, and by using strategies like positive self-talk. • Bullying can occur because of variety of reasons. Sometimes it can be because somebody is different from the others, while other times it can just be being in the wrong place at the wrong time. Bullies usually pick on others because they are trying to gain attention and make themselves feel better. • Friends can help friends by following act: Acknowledge, Care, Tell (ACT). 	<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why is positive mental health important? • How does self-esteem affect one's life? • How can I maintain positive mental health? • Why does bullying occur? • What can I do if I am concerned about my friend or myself?
<p>Learners will know:</p> <ul style="list-style-type: none"> • The understanding of being depressed • How people deal with depression • Why people are bullies • Why some people have higher self-esteem than others • Why someone has low self-esteem • That National Suicide Prevention Week is the week of September 7th-13th 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Tell the difference between high self-esteem and low self-esteem. • Understand why someone is a bully • Know how to deal with being bullied • Know what to do if someone they know is being bullied • Know what to do if one of their peers was depressed and talked about suicide

Primary interdisciplinary connections:

- Career: 9.2 A- Critical thinking-decision making.
- Character Education (Core Values) - Responsibility, Assertion, Self-Control.
- Public Speaking: Students will act out scenario given to them.
- School Base- Guest Speaker

21st Century Themes:

9.3. HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

- Students will work in groups and discuss different scenarios related to bullying and the elected group leader will present their findings.

9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- Students will gain an understanding of how important communication is while participating in cooperative learning activities/assignments.

Technology:

Power point, Boy Interrupted Documentary, you tube

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.1.12.A.1	Analyze the role of personal responsibility in maintain and enhancing personal, family, community, and global wellness.
2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
2.1.12.E.2	Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.

Unit Objective (Learning Targets)

Students will:

- Identify and describe what mental health is and how to maintain positive mental health.
- Define self-esteem and will be able to illustrate how a person can build positive self-esteem.
- Create a foundation for their personal value system.
- Define body image and will be able to list the multiple factors that influence it.
- Explain the variety of ways a person can be bullied, why it occurs, and will understand the appropriate actions to take when they either witness or experience any type of bullying act.
- Recognize the signs of both depression as well as the warning signs of suicide.
- Illustrate what it means to ACT.

Evidence of Learning**Summative Assessment**

- Pre-Test
- Written test
- Role Playing
- Rubric
- Teacher observation
- Written Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)

Formative Assessments

- Teacher Observation
- Do Now
- Homework
- Class Participation
- Portfolio
- Discussions
- Written Assessments
- Quiz
- Journal writing

Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: Introduction to Mental Health and Self-Esteem development. Class Discussion Guest Speaker Role Playing	1 Day
Lesson 2: Class Discussion about body image and explain how everything in our life has an influence on how we see ourselves. Worksheet and group work Boy Interrupted Documentary	1 Day
Teacher Notes: timeframe may vary due to the progression of the class	
Learning Resources/Equipment needed <ul style="list-style-type: none"> • Computer for Power Point Presentations • Videos/DVD • Internet/websites • YouTube • Handouts/Review Packets 	