

**West Haven Public Schools  
Unit Planning Organizer**

**Subject** Health 1  
**Grade** 9th and 10th Grade  
**Unit** Decisions about Drugs, Alcohol and Sexuality  
**Pacing** 15 Class Periods

**Essential Question(s):**

Why can decisions about Drugs, Alcohol and Sexuality sometimes be difficult for some?  
 What types of birth control are available to teens and how does one make the best decision?  
 How does drugs or alcohol affect me now and in the future?

**Big Idea(s):**

Risky sexual, alcohol and/or drug behaviors can lead to unwanted outcomes that can affect one for a lifetime.

Many community resources are available as sources of information and help.

Gaining knowledge about a topic can help one make the best decision for one self.

**CT State Standards ( "Priority" GLES's in BOLD and "Supporting" Standards")**

**H.1.11. Compare and contrast abstinence to other forms of contraception to reduce risks of disease/unintended pregnancy**

**H.3.1 Assess the importance of assuming responsibility for personal health behaviors.**

**H6.1 Demonstrate various strategies when making decisions to enhance health**

H3.3 Distinguish between safe, risky or harmful behaviors affecting themselves and others in the community

H.1.7. Assess how public health policies and government regulations can influence health promotion and disease prevention

H.1.8. Analyze how research and medical advances can influence the prevention and control of health problems

**"Unwrapped" Concepts and Skills, and Bloom Levels (BL)**

<b>Concepts(Need to Know)</b>	<b>Skills(Able to Do)</b>	<b>BL</b>
Compare and Contrast Contraception	Apply (What is best for me)	3
Responsibility of personal health	Analyze (Effect on self)	3-4
Strategies to make decisions	Evaluate (act on evaluation)	3
Distinguish between safe and risky	Evaluate (make the best choice)	3
Public Health policies	Understand (Why is this a policy)	4
Medical Health Resources to prevent health problems	Remember (Why we need to prevent)	1

**Assessments**

**Common Formative Pre- Assessment (Followed by Data Team Analysis):**

Pre Test

**"Dipsticks" (Informal Progress Monitoring Checks): Short checks for understanding aligned toward post assessment.**

Classroom Discussions

Presentation (ex: PowerPoint) Current Drug Project,

**Common Formative Post- Assessment (Followed by Data Team Analysis):**

Post Test

**Instructional Planning**

**Suggested Resources/Materials:**

Wemed.com

Health Textbook

Current Health Magazines

Charts, Diagrams, Posters

Videos/DVD

WHHS library

Google Classroom

**Suggested Research-based Effective Instructional Strategies:**

Vocabulary/Word Wall	Enrichment/Extension	Interdisciplinary Connections
Decision making Pregnancy Abstinence Sperm Contraception Condom The Pill Female Condom Cost Insurance Heroin, Cocaine, Methamphetamine, Crack cocaine, LSD, Ecstasy, Opium Marijuana, Mushrooms, PCP Alcohol, Beer, Wine, Liquor	SADD GSA B-Safe	Reflections PowerPoint's Data from studies Biology

**Pacing Guide**

<b>Standard:</b> H6.1 Demonstrate various strategies when making decisions to enhance health <b>Essential Question:</b> Why can decisions about Drugs, Alcohol and Sexuality sometime be difficult for some?	<b>Decision Making</b> <b>Time Frame: 5 Days</b>
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<b>Standard:</b> H.1.11. Compare and contrast abstinence to other forms of contraception to reduce risks of disease/unintended pregnancy <b>Essential Question:</b> What types of birth control are available to teens and how does one make the best decision?	<b>Contraception</b> <b>Time Frame: 5 Days</b>
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<b>Standard:</b> H.3.1 Assess the importance of assuming responsibility for personal health behaviors. <b>Essential Question:</b> How does drugs or alcohol affect me now and in the future?	<b>Understanding Drugs and Alcohol</b> <b>Time Frame: 10 Days</b>
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**West Haven Public Schools  
Unit Planning Organizer**

**Subject** Health 1  
**Grade** 9th and 10th Grade  
**Unit** First Aid, Disease and Prevention  
**Pacing** 15 Class Periods

**Essential Question(s):**

What knowledge do I need to make good decisions to keep others and myself healthy?  
 What can I do to avoid or reduce health risks?  
 What do I need to know to stay healthy?

**Big Idea(s):**

Practicing first aid skills will reduce to risk of injury, disease or death.  
 Knowledge of preventive measures to protect one self against disease will keep optimal health.  
 Sexually transmitted diseases are preventable and most can be treated, but some are incurable.

**CT State Standards ( “Priority” GLES’s in BOLD and “Supporting” Standards”)**

**H (high).1.1. Analyze how behaviors can affect health maintenance and disease prevention**  
**H.8.6. Engage others to develop health campaigns which promote care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)**  
**H.6.3. Predict the immediate and long-term impact of health decisions on the individual, family and community**  
 H.3.3. Distinguish between safe, risky or harmful behaviors affecting themselves and others in the community  
 H.1.6. Use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood

**“Unwrapped” Concepts and Skills, and Bloom Levels (BL)**

Concepts (Need to Know)	Skills(Able to Do)	BL
Health Maintenance	Apply (take care of self)	1
Disease Prevention	Remember (strategies)	3
Promote Health campaigns to help others	Understand (use to ones own advantage)	3
Predict the immediate and long-term impact of health decisions	Analyze (to make decisions)	3
Distinguish between safe, risky or harmful behaviors	Analyze (to make decisions)	3
Strategies to reduce adult health problems and injuries	Apply (act to be safe)	4

**Assessments**

**Common Formative Pre- Assessment (Followed by Data Team Analysis):**

Pre Test

**“Dipsticks” (Informal Progress Monitoring Checks): Short checks for understanding aligned toward post assessment.**

Classroom discussions

Personal injury hazard Map

PowerPoint’s About a Common Disease

**Common Formative Post- Assessment (Followed by Data Team Analysis):**

Post Test

**Instructional Planning**

**Suggested Research-based Effective Instructional Strategies:**

Vocabulary/Word Wall	Enrichment/Extension	Interdisciplinary Connections (Common Core)
Prevention of Injuries  Prevention of STD's  Dealing with disease or illness CPR Basics Heimlich maneuver understanding Locate help  Identify hazards  Use of protective barriers Communicating about protection	Magic Johnson Story (Youtube) Disease Spreading Activity STD project STD Game Community health action planning Demo Videos	Reflections PowerPoint's Data from studies

**Pacing Guide**

<p><b>Standard:</b> H.8.6. Engage others to develop health campaigns which promote care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)</p> <p><b>Essential Question:</b> What knowledge do I need to make good decisions to keep others and myself healthy?</p>	<p style="text-align: center;"><b>STDS</b></p> <p style="text-align: center;"><b>Time Frame: Days 7</b></p>
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<p><b>Standard:</b> H.3.3. Distinguish between safe, risky or harmful behaviors affecting themselves and others in the community</p> <p><b>Essential Question:</b> What can I do to avoid or reduce health risks?</p>	<p style="text-align: center;"><b>First Aid</b></p> <p style="text-align: center;"><b>Time Frame: Days 7</b></p>
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<p><b>Standard:</b> H.6.3. Predict the immediate and long-term impact of health decisions on the individual, family and community</p> <p><b>Essential Question:</b> What do I need to know to stay healthy?</p>	<p style="text-align: center;"><b>Disease</b></p> <p style="text-align: center;"><b>Time Frame: Days 6</b></p>
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**West Haven Public Schools  
Unit Planning Organizer**

**Subject** Health 1  
**Grade** 9th and 10th Grade  
**Unit** Mental, Social and Emotional Health  
**Pacing** 15 Class Periods

**Essential Question(s):**

Why are parents concerned about their children having responsible relationships with people in our community?  
 If you or one of your friends had mental health issues, with whom or where would you seek help?

**Big Idea(s):**

Practicing effective communication skills leads to healthy family and peer relationships  
 Listening and reacting to others can help prevent mental or social problems

**CT State Standards ( “Priority” GLES’s in BOLD and “Supporting” Standards”)**

**H.1.2 Describe the interrelationship of mental, emotional, social and physical health throughout adulthood**

**H.4.1 Analyze how family and cultural diversity enriches and affects personal behaviors**

**H.5.1 Compare and contrast skills for communicating effectively with family, peers and others**

H.5.6 Prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts

H.5.4 Analyze situations and demonstrate healthy ways to express needs, wants and feelings

H.5.5 Demonstrate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on , but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

H.5.9. Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers and community resources that might assist, when appropriate

**“Unwrapped” Concepts and Skills, and Bloom Levels (BL)**

<b>Concepts (Need to Know)</b>	<b>Skills (Able to Do)</b>	<b>BL</b>
Mental, emotional, social relationships	Understand (effect on self)	3
Family, cultural diversity, personal health behaviors	Analyze (how enriches and effects)	4
Family and peer communication skills	Compare and Contrast (skills)	3
Strategies in relationships and conflicts	Prioritize, demonstrate, solve (strategies and conflicts)	2,3
Mental/Social Health Concepts	Understand (mental/social health concepts)	2

**Assessments**

**Common Formative Pre- Assessment (Followed by Data Team Analysis):**

Pre Test Mental/ Social Health

**“Dipsticks” (Informal Progress Monitoring Checks): Short checks for understanding aligned toward post assessment.**

Classroom Discussions

Common Issues and Support Stories

Presentation (ex: PowerPoint)

**Common Formative Post- Assessment (Followed by Data Team Analysis):**

Post Test Mental / Social Health

**Instructional Planning**

**Suggested Resources/Materials:**

Everydayhealth.com, Dvds, Wikipedia.org, Current health 2 magazines, Webmd.com, Who needs sleep? Video, Health textbook, WHHS library, Milford Rape Crisis Center

**Suggested Research-based Effective Instructional Strategies:**

Vocabulary/Word Wall	Enrichment/Extension	Interdisciplinary Connections Common Core
Sexual assault, date rape, Victim, perpetrator, personal injury Anger, Fear, Phobias, Stress, Self esteem, Goals, Values, Character traits, Passive, Aggressive, Assertive, Body language, Eye contact, Depression, Suicide, Grief, Respect, Infatuation, Love Abusive relationship	Bridges Bsafe Presentation Reflect and discuss Real Life stories	Reflections PowerPoint's Data from studies

**Pacing Guide**

<b>Standard:</b> H.1.2 Describe the interrelationship of mental, emotional, social and physical health throughout adulthood <b>Essential Question:</b> Why are parents concerned about their children having responsible relationships with people in our community?	<b>Social Health</b> <b>Time Frame: Days 10</b>
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<b>Standard:</b> H.5.1 Compare and contrast skills for communicating effectively with family, peers and others <b>Essential Question:</b> If you or one of your friends had mental health issues, with whom or where would you seek help?	<b>Mental Health</b> <b>Time Frame: Days 10</b>
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**West Haven Public Schools  
Unit Planning Organizer**

**Subject** Health 1  
**Grade** 9th and 10th Grade  
**Unit** Nutrition and Fitness  
**Pacing** 15 Class periods

**Essential Question(s):**

What will exercise do to my body on a daily basis today and in the future?  
 What practices and resources do I need to make healthy food choices?  
 How can my level of exercise and nutrition affect others and myself?

**Big Idea(s):**

By practicing healthy food choices we can obtain and maintain optimal health.  
 Exercising to my personal best can have many positive effects on my own life and the lives of others.  
 Media, culture and technology influence healthy eating and exercise habits.

**CT State Standards ( “Priority” GLES’s in BOLD and “Supporting” Standards”)**

- H1.6 Use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood.**
- H2.2 Demonstrate the ability to assess and evaluate resources from home, school and community that provides valid health information and services for themselves and others.**
- H3.1 Assess the importance of assuming responsibility for personal health behaviors**
- H4.2 Evaluate the effects of media, technology and other factors on personal, family and community health.**
  - H.2.1 Evaluate the validity of health information and the cost of products and services
  - H3.2 Analyze personal health status to determine needs
  - H6.1 Demonstrate various strategies when making decisions to enhance health
    - H.1.1 Analyze how behaviors can affect health maintenance and disease prevention
    - H1.4 Evaluate how families, peers and community members can influence the health of individuals
    - H7.1 Demonstrate various strategies when making goal-setting decisions to enhance health.

**“Unwrapped” Concepts and Skills, and Bloom Levels (BL)**

<b>Concepts(Need to Know)</b>	<b>Skills(Able to Do)</b>	<b>BL</b>
Appropriate strategies	Apply (use to enhance health)	3
Reduce risks	Understand (How to reduce risks)	3- 4
Potential Health Problems	Evaluate (and act to prevent)	3
Promote home, school, community with valid health information	Create (Buy into health promotions)	3
Products/services	Evaluate (Make decisions)	3
Responsibility for personal health behaviors	Apply (knowledge of self)	3
Factors of influence: media, technology, others	Understand (use to advantage)	4

**Assessments**

**Common Formative Pre- Assessment (Followed by Data Team Analysis):**

Pre Test Nutrition and Fitness

**“Dipsticks” (Informal Progress Monitoring Checks): Short checks for understanding aligned toward post assessment.**

Classroom Discussions, Personal Fitness Plans (FITT Principle),Presentation (ex: PowerPoint)  
 About Current Nutrition and Exercise Programs

**Common Formative Post- Assessment (Followed by Data Team Analysis):**

Post Test Nutrition and Fitness

**Instructional Planning**

Suggested Resources/Materials:

Diagrams, models, charts, Videos /DVD, Mypyramid.gov, Current Health magazines, Webmd.com, WHHS library, Newspaper articles

**Suggested Research-based Effective Instructional Strategies:**

CT Fitness Test , “Super Size Me” video, YouTube videos, Personal Stories, Healthy Teens

Vocabulary/Word Wall	Enrichment/Extension	Interdisciplinary Connections (Common Core)
<p>Nutrients, Carbohydrates, Proteins, Calories, Fat, Cholesterol, Vitamins, Minerals, Food pyramid, Junk food, Fiber, Nutrition Concepts, Food pyramid, Nutrients, Fast foods, Food labels/calories, Food safety, Eating disorders, Dieting, Daily intake v Calories burned, F.I.T.T Principle                      Five Components of Fitness, Muscle Endurance, Muscle Strength, Cardiovascular (respiratory), Flexibility, Body Composition, Personal Fitness goal, Aerobic, Anaerobic, Isometric, Isokinetic, Isotonic, Dynamic Warm up (stretching), Static Stretch, Agility                      Balance, Low Impact training, Core, Circuit training, Cross-Training, Cool Down, Warm up, Muscle Fibers, Obesity, One rep Max, Pilates, Plateau, Plyometric                      Target Heart Rate, Sedentary Life Style</p>	<p><b>Personal Nutrition and Fitness Plans                      Healthy Teens                      Fitness Test</b></p>	<p><b>Reflections                      PowerPoint's                      Data from studies                      Life Long Planning</b></p>

**Pacing Guide**

<p><b>Standard:</b> H1.6 Use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood.  <b>Essential Question:</b> What will exercise do to my body on a daily basis today and in the future?</p>	<p><b>Fitness</b>   <b>Time Frame: 7 Days</b></p>
<p><b>Standard:</b> H2.2 Demonstrate the ability to assess and evaluate resources from home, school and community that provides valid health information and services for themselves and others.  <b>Essential Question:</b> What will exercise do to my body on a daily basis today and in the future?</p>	<p><b>Fitness Test</b>   <b>Time Frame: 5 Days</b></p>
<p><b>Standard:</b> H.3.1 Assess the importance of assuming responsibility for personal health behaviors.  <b>Essential Question:</b> What does it mean to have a healthy nutritional lifestyle?                      How can my level of exercise and nutrition affect others?</p>	<p><b>Nutrition</b>   <b>Time Frame: 10 Days</b></p>



**West Haven Public Schools  
Unit Planning Organizer**

**Subject** Health 2  
**Grade** 11th and 12th Grade  
**Unit** Mental, Social and Emotional Health  
**Pacing** 15 Class periods

**Essential Question(s):**

Why is it important to be concerned about my own Mental and Emotional well-being?

What are some strategies to prevent and manage stress and anxiety in healthy ways?

**Big Idea(s):**

Using stress management strategies to evaluate and apply over a lifetime

Identify positive and negative emotions and how they impact one's behavior.

**CT State Standards ( "Priority" GLES's in BOLD and "Supporting" Standards")**

**H.3.6. Evaluate and apply appropriate stress management strategies**

**H.5.3. Demonstrate the ability to identify positive and negative emotions and analyze the impact on behavior**

H.4.2. Evaluate the effects of media, technology and other factors on personal, family and community health

H.1.10. Describe and analyze the physical, mental, emotional and sexual changes that occur over a lifetime, from birth to death

**"Unwrapped" Concepts and Skills, and Bloom Levels (BL)**

<b>Concepts(Need to Know)</b>	<b>Skills(Able to Do)</b>	<b>BL</b>
Appropriate Stress Management	Apply (use to enhance health) Evaluate (Stress Management)	3 3-4
Identify positive and negative emotions	Analyze (behavior)	3
Effects of social media	Analyze (Personal/ Community Health)	3
Physical, Mental, Emotional and Sexual changes	Evaluate (and act to prevent)	3 4

**Assessments**

**Common Formative Pre- Assessment (Followed by Data Team Analysis):**

Pre Test

**"Dipsticks" (Informal Progress Monitoring Checks): Short checks for understanding aligned toward post assessment.**

Classroom Discussions, Presentations, Google classroom quizzes and assignments, Journals.

**Common Formative Post- Assessment (Followed by Data Team Analysis):**

Post Test

**Instructional Planning**

Suggested Resources/Materials:

Diagrams, models, charts, CDC, Youtube Videos, Current Health magazines, Webmd.com, Articles

**Suggested Research-based Effective Instructional Strategies:** Reflection on self,

Vocabulary/Word Wall	Enrichment/Extension	Interdisciplinary Connections (Common Core)
Mental disorder, anxiety, coping skills, mood disorder, PTSD, stress, self-esteem, self-respect, self-control, social-emotional environment, personality, codependency, relapse, serotonin, dopamine, mind-body connection, anger-management skills, stress-management skills	Current Events / News Current research Student Based Learning	

### Pacing Guide

<p><b>Standard:</b> <u>H.3.6. Evaluate and apply appropriate stress management strategies</u></p> <p><b>Essential Question:</b> Why is it important to be concerned about my own Mental and Emotional well-being?</p>	<p><b>Stress</b></p> <p><b>Time Frame:</b></p> <p><b>5 Class periods</b></p>
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<p><b>Standard:</b> <u>H.5.3. Demonstrate the ability to identify positive and negative emotions and analyze the impact on behavior</u></p> <p><b>Essential Question:</b> What are some strategies to prevent and manage stress and anxiety in healthy ways?</p>	<p><b>Emotions</b></p> <p><b>Time Frame:</b></p> <p><b>5 Class Periods</b></p>
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<p><b>Standard:</b> H.4.2. Evaluate the effects of media, technology and other factors on personal, family and community health</p> <p><b>Essential Question:</b> Why is it important to be concerned about my own Mental and Emotional well-being?</p>	<p><b>Media Health</b></p> <p><b>Time Frame:</b></p> <p><b>5 Class periods</b></p>
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