Health

Grade 11

Prepared by:

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Superintendent of Schools:

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Approved by the Midland Park Board of Education on

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Health 11

Course Description:

This course is designed to empower students by providing learning experiences that encourage conscious decision making into the ideology of sexuality and relationships. This unit includes discussion of abstinence and aids in developing the attitudes, values, and skills that are crucial for making responsible decisions regarding sexuality throughout life. This unit also encourages positive attitudes about one's own sexuality and how it is essential to making self-enhancing decisions about one's own behaviors. This unit provides opportunities for students to examine personal decisions within historical, social, and ethical contexts and promotes their development into sexually healthy adults. Topics include marriage, parenthood, family living, pregnancy and childbirth, sexually transmitted infections and birth control methods.

Course Sequence:

- Unit 1: Introduction to Values 1 week
- Unit 2: Relationships 1 week
- Unit 3: What is Sexuality? 1 week
- Unit 4: Marriage, Parenthood, and Family Living 1 week
- Unit 5: Violence in Relationships 1 week
- Unit 6: Sexually Transmitted Infections 2 weeks
- Unit 7: Pregnancy and Childbirth 1 week
- Unit 8: Birth Control Methods 1 week
- Unit 9: Personal Wellness and Awareness 1 week

Pre-requisite: Health 9

Unit #1 **Content Area:** Health **Unit Title:** – Introduction to Values Grade Level: 11 **Core Ideas:** The focus of this unit is for the student to understand the meaning of values and to identify personal, family, religious, and cultural values. The students will explore where values come from and discover which values are most important to them. The students will also examine the relationship between values and behavior. Students will also have the opportunity to practice communicating values to others and accepting the values of others. Unit # - Standards **Standards** (Content and Technology): Statement: CPI#: **Performance Expectations (NJSLS)** 2.1.12.PGD.1 Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.PGD.2 Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. 2 1 12 PP 1 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention. 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics. • 2.1.12.PP.4 List the major milestones of each trimester of fetal development utilizing medically accurate information 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics). 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption. Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent. 2.1.12.PP.7: Assess the skills needed to be an effective parent. 2.1.12.PP.8: 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information. 2.1.12.SSH.1 Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. 2.1.12 SSH 3. Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or 2.1.12.SSH.4 others (defining and understanding the laws of consent and dating violence). 2.1.12.SSH.5 Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior. 2.1.12.SSH.6 Analyze the benefits of abstinence from sexual activity using reliable resources. 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies. 2.1.12.SSH.8 Describe the human sexual response cycle, including the role of hormones and pleasure. 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their 2.1.12.SSH.10: association with sexually explicit media.

2.1.12.CHSS.2 Develop an advocacy plan for a health issue and share this information with others who can benefit.

2.1.12.	Explain the purpose of the Safe Haven Law and identify locations in your community.
CHSS.3:	
2.1.12.CHSS.4	Identify medically accurate sources of information and local services that provide contraceptive
:	methods (including emergency contraception and condoms) and pregnancy options (including
	parenting, abortion, safe haven, adoption, and prenatal care).
2.3.12.PS.2:	: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or
	messages with individuals or posting online.
2.3.12.PS.5:	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual
	harassment, sexual abuse, sexual assault, domestic violence).
2.3.12.PS.6	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
2.3.12.PS.7:	Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit
	youth.
2.3.12.PS.8:	Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a
	variety of situations (e.g., cyberbullying, sexting).
2.3.12.PS.9:	Evaluate strategies to use social media safely, legally, and respectfully.
2.3.12.PS.10:	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or
	messages with individuals or posting online.
Career Readine	ess, Life Literacies, and Key Skills
9.1.12.FI.3:	Develop a plan that uses the services of various financial institutions to prepare for long term personal
	and family goals (e.g., college, retirement)
9.1.12.FP.6:	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial
	practice.
9.2.12.CAP.4:	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and
	timetables for achieving them, including educational/training requirements, costs, loans, and debt
	repayment.
9.4.12.DC.6:	Select information to post online that positively impacts personal image and future college and career
	opportunities.
	nce and Design Thinking
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RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.					
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.					
Interdisciplina	ary Connection					
6.2.12.History UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.					
6.2.12.History CC.2.c:	Assess the impact of the printing press and		he dissemination of ideas			
RST.11-12.1	Cite specific textual evidence to support and distinctions the author makes and to any gat					
WHST.9-12.7	distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4) Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS- PS3-3), (HS-PS3-4), (HS-PS3-5)					
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-4), (HS-PS3-5)					
What are th values you your cultur	Question(s): e values? • Where do we get our values? • ne values you find important? • What are the have been taught? • What values come from al beliefs? • What are important things to your cultural heritage?	 Unit Enduring Understandir Values are those qualities ideas we feel strongly about different values. People that are important to them, values tell them to do, and 	 es, principles, beliefs and ut. • Different people have tell others about the values • People do what their 			
Mandates throu Summative/Be	Evidence o sessments: • Teacher observation • Written r ligh the use of Go-Formative Assessments and enchmark Assessment(s):• Activities ssessments:• Oral Reports • Exhibitions • Po	their values. • People ofte and feel bad when they do their values f Learning esponses • Class discussions • C EdPuzzle Assignments	not behave according to			
Mandates throu Summative/Be Alternative As Resources/Ma Click the links design this unit www.advocates www.dcmp.org	sessments: • Teacher observation • Written r igh the use of Go-Formative Assessments and enchmark Assessment(s):• Activities sessments:• Oral Reports • Exhibitions • Po terials: below to access additional resources used to :: sforyouth.org	their values. • People ofte and feel bad when they do their values f Learning esponses • Class discussions • C EdPuzzle Assignments	n stand up for their values not behave according to			
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Midland Park Public Schools

8 Values	and Decisions	Decisions		¹ / ₂ Day
9 Cross-C	Cultural Exchange	Cross-cultural exchange		¹ / ₂ Day
10 Review	,		-	1 Day
11 Test				1 Day
Teacher Notes:		·		· ·
Additional Resources:				
	Differei	ntiation/Modification S		
Students with	English Language	Gifted and Talented	Students at Risk	504 Students
Disabilities	Learners	Students		
• Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/mod ifications	 Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Accept participation at any level, even one word • Modified assessments/assignme nts, as needed • Give tests orally, as needed Allow spelling errors 	• Provide extension activities • Build on students' intrinsic motivations • Consult with parents to accommodate students' interests in completing tasks at their level of engagement	 Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures/action plans Consult with classroom teacher(s) for specific behavior interventions Provide rewards as necessary 	 Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions Provide one-on-one assistance Accept participation at any level Consult with Case Managers and follow IEP accommodations/modifications

	Unit #2
Content Area:	
Unit Title: – Re	
Grade Level: 1	*
	is unit focuses on relationships. Students will learn which behaviors can enhance or destroy a friendship.
	derstand the nature of family relationships and what influences them. Students will also be able to identify
	velop and define friendship and romantic relationships. Lastly, students will explore community
	d identify those that can serve as resources
relationships an	Unit # - Standards
Standards (Con	ntent and Technology):
CPI#:	Statement:
01 1	Expectations (NJSLS)
2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle,
2.1.12.1 OD.1	attend to mental health, and foster a healthy, social and emotional life.
2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social
2.1.12.1 OD.2	and emotional stages of early adulthood.
2.1.12.PP.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention
2.1.12.11.1	methods (e.g., abstinence, condoms, emergency contraception, dental dams).
2.1.12.PP.2:	Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and
2.1.12.11.2.	identify ways to overcome potential barriers to prevention.
2.1.12.PP.3:	Identify ways to overcome potential barriers to prevention. Identify trusted adults, including family members, caregivers, school staff, and health care professionals
2.1.12.FF.J.	to ask questions and discuss pregnancy and other health topics.
• 2.1.12.PP.4	
• 2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate information
	mormation

2.1.12.PP.5:	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death
	syndrome, low birth weight, premature birth, genetics).
2.1.12.PP.6:	Analyze personal and societal factors that can influence decisions about pregnancy options, including
	parenting, abortion, safe haven, and adoption.
2.1.12.PP.7:	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
2.1.12.PP.8:	Assess the skills needed to be an effective parent.
2.1.12.PP.9:	Evaluate parenting strategies used at various stages of child development based on reliable sources of
	information.
2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender,
	sexual orientation, and identity.
2.1.12.SSH.2:	Advocate for school and community policies and programs that promote dignity and respect for people
	of all genders, gender expressions, gender identities, and sexual orientations.
2.1.12.SSH.3:	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and
	make recommendations to address those issues.
2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or
	others (defining and understanding the laws of consent and dating violence).
2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual
	behavior.
2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.
2.1.12.SSH.7:	Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception,
. .	including risk-reduction and risk-elimination strategies.
2.1.12.SSH.8	Describe the human sexual response cycle, including the role of hormones and pleasure.
2.1.12.SSH.9:	Analyze the personal and societal factors that could keep someone from leaving an unhealthy
0 1 10 00U 10	relationship.
2.1.12.SSH.10	Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their
:	association with sexually explicit media.
2.1.12.CHSS.2	Develop an advocacy plan for a health issue and share this information with others who can benefit.
2.1.12. CHSS.3:	Explain the purpose of the Safe Haven Law and identify locations in your community.
2.1.12.CHSS.4	Identify medically accurate sources of information and local services that provide contraceptive methods
2.1.12.CIISS.4	(including emergency contraception and condoms) and pregnancy options (including parenting,
•	abortion, safe haven, adoption, and prenatal care).
2.3.12.PS.2:	: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or
	messages with individuals or posting online.
2.3.12.PS.5:	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual
	harassment, sexual abuse, sexual assault, domestic violence).
2.3.12.PS.6	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of
	violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
2.3.12.PS.7:	Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
2.3.12.PS.8:	Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a
	variety of situations (e.g., cyberbullying, sexting).
2.3.12.PS.9:	Evaluate strategies to use social media safely, legally, and respectfully.
2.3.12.PS.10:	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or
	messages with individuals or posting online.
	ess, Life Literacies, and Key Skills
9.1.12.FI.3:	Develop a plan that uses the services of various financial institutions to prepare for long term personal
	and family goals (e.g., college, retirement)
9.1.12.FP.6:	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial
	practice.
9.2.12.CAP.4:	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and
	timetables for achieving them, including educational/training requirements, costs, loans, and debt
0.44555	repayment.
9.4.12.DC.6:	Select information to post online that positively impacts personal image and future college and career
1	opportunities.

	nce and Design Thinking					
8.2.12.NT.2:	: Redesign an existing product to improve for					
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.					
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.					
Companion Sta						
RL.11-12.1.		nd make relevant connections to support analysis of what the				
RE.11 12.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain					
RI.11-12.3		of events and explain how specific individuals, ideas, or				
KI.11-12.5	events interact and develop over the course					
RI.11-12.7		nformation presented in different media or formats (e.g.,				
KI.11-12.7	č	in order to address a question or solve a problem.				
Interdisciplina	ry Connection					
6.2.12.History		ilosophical, and scientific ideas on how humans viewed				
UP.2.a:	themselves and how they viewed their phys	*				
6.2.12.History		other technologies developed on the dissemination of ideas				
CC.2.c:	Assess the impact of the printing press and	such termologies developed on the dissemination of liteds				
RST.11-12.1	Cite specific textual evidence to support and	lysis of science and technical texts, attending to important				
		os or inconsistencies in the account. (HS-PS3-4)				
WHST.9-12.7		earch projects to answer a question (including a				
	selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize					
	multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-					
	PS3-3), (HS-PS3-4), (HS-PS3-5)					
	PS3-3) (HS-PS3-4) (HS-PS3-5)					
WHST 9-12 9		support analysis reflection and research (HS-PS3-4) (HS-				
WHST.9-12.9		support analysis, reflection, and research. (HS-PS3-4), (HS-				
	Draw evidence from informational texts to s PS3-5)	· · · · · · · · · · · · · · · · · · ·				
Unit Essential	Draw evidence from informational texts to s PS3-5) Question(s):	Unit Enduring Understandings:				
Unit Essential • What are	Draw evidence from informational texts to s PS3-5) Question(s): the skills you can practice to have a	Unit Enduring Understandings: • Relationships are the connections that people have				
Unit Essential ● What are healthful rel	Draw evidence from informational texts to s PS3-5) Question(s): the skills you can practice to have a lationships? • What are responsible values	 Unit Enduring Understandings: Relationships are the connections that people have with each other. Healthful relationships are 				
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			Suggested	Pacing Guid	le	
Lesson Name/Topic	Student Learning Objective(s)		Suggested Tasks/Activities:		Day(s) to Complete	
1	Introdu	ction to Relationships		Introduction	n to Relationships	1/2 Day
2	Assessi	ng Relationships		Assessing R	elationships	1⁄2 Day
3	Diagram	nming My Family		Diagrammir	ng My Family	1/2 Day
4	Privileg	ges and Responsibilities		Privileges a	nd Responsibilities	¹ ∕₂ Day
5	Who M	lakes a Good Friend?		Who Makes	a Good Friend?	¹ ∕₂ Day
6	Circles	of Friendship		Circles of F	riendship	1/2 Day
7	Making	Friends		Making Frie	ends	1/2 Day
8	-	nd Dislikes		Likes and D		1⁄2 Day
9	What W	Vould You Do for a Frier	nd	What Would	d You Do for a Friend	1/2 Day
10	Where	Do You Go?		Where Do Y	You Go?	1/2 Day
11	Review	,				1 Day
12	Test					1 Day
Students v		English Language		lodification S nd Talented	Students at Risk	505 Students
Disabilit	ies	Learners	Stu	idents		
• Allow errors Rephrase quest directions, and explanations • extended time answer question Provide one-on assistance • A participation a level • Consult	tions, l Allow to ons • n-one .ccept t any	 Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Accept participation 	activities students' motivatio Consult w to accom	ns • vith parents modate interests in ng tasks at l of	 Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures/action plans 	 Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions Provide one-on-one assistance Accept participation at any level Consult with
Case Manager follow IEP accommodatic difications		at any level, even one word • Modified assessments/assignm ents, as needed • Give tests orally, as needed • Allow spelling errors			Provide rewards as necessary	Case Managers and follow IEP accommodations/modi ications

Unit #3

Content Area: Health

Unit Title: – What is Sexuality?

Grade Level: 11

Core Ideas: The purpose of this unit is to define sexuality, learn what it is, and how it affects our behavior. The students will become more comfortable talking and asking questions about sexuality and review how male and female bodies change during puberty. Students will be able to discuss how feelings and relationships change during sexual development and review how human reproduction occurs. Students will be able to review and dispel myths about sexual activity and reproduction. Lastly, this unit will define and discuss sexual orientation.

Standards (Cor	ntent and Technology):
CPI#:	Statement:
Performance E	xpectations (NJSLS)
2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle,
	attend to mental health, and foster a healthy, social and emotional life.
2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social
	and emotional stages of early adulthood.
2.1.12.PP.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention
	methods (e.g., abstinence, condoms, emergency contraception, dental dams).
2.1.12.PP.2:	Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and
	identify ways to overcome potential barriers to prevention.
2.1.12.PP.3:	Identify trusted adults, including family members, caregivers, school staff, and health care professionals
0 1 10 DD 4	to ask questions and discuss pregnancy and other health topics.
• 2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate
0 1 10 DD 5	information
2.1.12.PP.5:	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death
0.1.10 DD (syndrome, low birth weight, premature birth, genetics).
2.1.12.PP.6:	Analyze personal and societal factors that can influence decisions about pregnancy options, including
0.1.10 DD 7.	parenting, abortion, safe haven, and adoption.
2.1.12.PP.7:	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
2.1.12.PP.8:	Assess the skills needed to be an effective parent.
2.1.12.PP.9:	Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender,
2.1.12.3511.1	sexual orientation, and identity.
2.1.12.SSH.2:	Advocate for school and community policies and programs that promote dignity and respect for people
2.1.12.3511.2.	of all genders, gender expressions, gender identities, and sexual orientations.
2.1.12.SSH.3:	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and
2.1.12.5511.5.	make recommendations to address those issues.
2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or
	others (defining and understanding the laws of consent and dating violence).
2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual
	behavior.
2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.
2.1.12.SSH.7:	Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception,
	including risk-reduction and risk-elimination strategies.
2.1.12.SSH.8	Describe the human sexual response cycle, including the role of hormones and pleasure.
2.1.12.SSH.9:	Analyze the personal and societal factors that could keep someone from leaving an unhealthy
	relationship.
2.1.12.SSH.10	Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their
:	association with sexually explicit media.
2.1.12.CHSS.2	Develop an advocacy plan for a health issue and share this information with others who can benefit.
2.1.12.	Explain the purpose of the Safe Haven Law and identify locations in your community.
CHSS.3:	
2.1.12.CHSS.4	Identify medically accurate sources of information and local services that provide contraceptive methods
:	(including emergency contraception and condoms) and pregnancy options (including parenting,
0 0 10 DC 0	abortion, safe haven, adoption, and prenatal care).
2.3.12.PS.2:	: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or
0.0.10.00.5	messages with individuals or posting online.
2.3.12.PS.5:	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual
0 2 10 DC C	harassment, sexual abuse, sexual assault, domestic violence).
2.3.12.PS.6	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of
2 2 12 DC 7.	violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
2.3.12.PS.7:	Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.

2.3.12.PS.8:	Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a			
	variety of situations (e.g., cyberbullying, sex			
2.3.12.PS.9:	Evaluate strategies to use social media safely			
2.3.12.PS.10:		ces of sharing sexually explicit images (sexting) or		
	messages with individuals or posting online.			
	ess, Life Literacies, and Key Skills			
9.1.12.FI.3:	Develop a plan that uses the services of varie and family goals (e.g., college, retirement)	ous financial institutions to prepare for long term personal		
9.1.12.FP.6:	Evaluate the relationship of familial patterns practice.	, cultural traditions, and historical influences on financial		
9.2.12.CAP.4:	timetables for achieving them, including edu repayment.	us plans (e.g., costs of public, private, training schools) and acational/training requirements, costs, loans, and debt		
9.4.12.DC.6:	Select information to post online that positiv opportunities.	ely impacts personal image and future college and career		
Computer Scie	nce and Design Thinking			
8.2.12.NT.2:	: Redesign an existing product to improve for	rm or function.		
8.2.12.ITH.2	Propose an innovation to meet future deman trade-offs, and risks related to the use of the	ds supported by an analysis of the potential costs, benefits, innovation.		
8.2.12.ITH.3:	Analyze the impact that globalization, social innovation and on a society's economy, poli	media, and access to open source technologies has had on tics, and culture.		
Intercultural S	tatements (Amistad, Holocaust, LGBT, etc			
LGBTQ		ents by promoting acceptance and respect, and		
		ople and families in the world. (Bayard Rustin, Sonewall		
	0	1st openly gay politician, Kelli Peterson (founded the gay-		
	straight alliance)			
Interdisciplina	· ·			
6.2.12.History		losophical, and scientific ideas on how humans viewed		
UP.2.a:	themselves and how they viewed their physical and spiritual worlds.			
6.2.12.History	Assess the impact of the printing press and other technologies developed on the dissemination of ideas			
CC.2.c:				
RST.11-12.1		lysis of science and technical texts, attending to important s or inconsistencies in the account. (HS-PS3-4)		
WHST.9-12.7	selfgenerated question) or solve a problem; i	earch projects to answer a question (including a narrow or broaden the inquiry when appropriate; synthesize ng understanding of the subject under investigation. (HS-		
WHST.9-12.9		upport analysis, reflection, and research. (HS-PS3-4), (HS-		
Componion Sto				
Companion Sta	andards			
RL.11-12.1.		ad make relevant connections to support analysis of what the		
-	Cite strong and thorough textual evidence ar	nd make relevant connections to support analysis of what the wn from the text, including determining where the text		
RL.11-12.1.	Cite strong and thorough textual evidence ar text says explicitly as well as inferences drav leaves matters uncertain	wn from the text, including determining where the text		
-	Cite strong and thorough textual evidence ar text says explicitly as well as inferences drav leaves matters uncertain Analyze a complex set of ideas or sequence	wn from the text, including determining where the text of events and explain how specific individuals, ideas, or		
RL.11-12.1. RI.11-12.3	Cite strong and thorough textual evidence ar text says explicitly as well as inferences draw leaves matters uncertain Analyze a complex set of ideas or sequence events interact and develop over the course of	wn from the text, including determining where the text of events and explain how specific individuals, ideas, or of the text.		
RL.11-12.1.	Cite strong and thorough textual evidence ar text says explicitly as well as inferences draw leaves matters uncertain Analyze a complex set of ideas or sequence events interact and develop over the course of Integrate and evaluate multiple sources of in	wn from the text, including determining where the text of events and explain how specific individuals, ideas, or of the text. Information presented in different media or formats (e.g.,		
RL.11-12.1. RI.11-12.3 RI.11-12.7	Cite strong and thorough textual evidence ar text says explicitly as well as inferences draw leaves matters uncertain Analyze a complex set of ideas or sequence events interact and develop over the course of Integrate and evaluate multiple sources of in visually, quantitatively) as well as in words in	wn from the text, including determining where the text of events and explain how specific individuals, ideas, or of the text. nformation presented in different media or formats (e.g., in order to address a question or solve a problem.		
RL.11-12.1. RI.11-12.3 RI.11-12.7 Unit Essential	Cite strong and thorough textual evidence ar text says explicitly as well as inferences draw leaves matters uncertain Analyze a complex set of ideas or sequence events interact and develop over the course of Integrate and evaluate multiple sources of in visually, quantitatively) as well as in words in Question(s):	wn from the text, including determining where the text of events and explain how specific individuals, ideas, or of the text. Information presented in different media or formats (e.g., in order to address a question or solve a problem. Unit Enduring Understandings:		
RL.11-12.1. RI.11-12.3 RI.11-12.7 Unit Essential • What is se	Cite strong and thorough textual evidence ar text says explicitly as well as inferences draw leaves matters uncertain Analyze a complex set of ideas or sequence events interact and develop over the course of Integrate and evaluate multiple sources of in visually, quantitatively) as well as in words in Question(s): exuality? ● What are the circles of	wn from the text, including determining where the text of events and explain how specific individuals, ideas, or of the text. Information presented in different media or formats (e.g., in order to address a question or solve a problem. Unit Enduring Understandings: • Sexuality is an important part of who a person is and		
RL.11-12.1. RI.11-12.3 RI.11-12.7 Unit Essential • What is so sexuality?•	Cite strong and thorough textual evidence ar text says explicitly as well as inferences draw leaves matters uncertain Analyze a complex set of ideas or sequence events interact and develop over the course of Integrate and evaluate multiple sources of in visually, quantitatively) as well as in words in Question(s):	wn from the text, including determining where the text of events and explain how specific individuals, ideas, or of the text. Information presented in different media or formats (e.g., in order to address a question or solve a problem. Unit Enduring Understandings:		

the male and female reproductive system? • What is the anatomy and physiology of reproduction? • What are the facts and myths related to sexuality and reproduction? • What are good health and hygiene practices? • What are issues faced by lesbian, gay, and bisexual people and how can I promote tolerance of all sexual orientations? Evidence of			physic incluident Pube and f an ac male semi- semi- cow organ Fallo	ical sexual activity. • The ide: sensuality, sexualizative, and sexual health and erty is the time of a perso feelings change from tho dult. • Structures and orgon reproductive system are niferous tubules, epididy nal vesicles, ejaculatory per's glands, urethra, and must of the female reproduction opian tubes, ovaries, uter	tion, intimacy, sexual d reproduction. • n's life when the body se of a child to those of gans that make up the : the scrotum, testes, mis, vas deferens, duct, prostate gland, d penis. • The internal ctive system are the us, cervix and vagina.	
		ise of Go-Formative Ass				ss work Tracking of new
Summative/E	Benchmai	r <mark>k Assessment(s):•</mark> Acti	ivities		0	
Alternative A	Assessmen	nts:• Oral Reports • Exh	hibitions • I	Portfolios		
Resources/M Click the links to design this www.advocat www.dcmp.or www.discove	s below to unit: esforyout rg	-	rces used	Key Vocal Reproducti Sexuality Puberty		
			Suggested	Pacing Guid	le	
Lesson	Studen	t Learning Objective(s)	00		Fasks/Activities:	Day(s) to Complete
Name/Topic	Introdu	ction to Sexuality		Sexuality		1/2 Day
2		cles of Human Sexuality	1	Human Sexu	uality	1/2 Day
3		ng Sexuality		Picturing Se	· ·	¹ / ₂ Day
4	Feeling	s, Fears and Frustrations		Feelings, Fe	ars and Frustrations	1/2 Day
5	Reprod	uction Review		Reproductio	n	1⁄2 Day
6		Fiction?		Fact or Ficti		1⁄2 Day
7		and Hygiene		Health and Hygiene1/2 Day		-
8		ction to Sexual Orientation	on	Sexual Orientation 2 Day		
9 10	Review Test	,		1 Day		1 Day 1 Day
Teacher Note						1 Day
Additional R		:				
Students	with			odification S d Talented	trategies Students at Risk	506 Students
Disabilit		English Language Learners		d Talented dents	Students at KISK	500 Students
 Allow errors Allow errors Allow errors Assign a buddy, same language or English speaking Study Provide e activities students' in motivations Allow errors in explanations Allow errors in speaking Rephrase extended time to answer questions questions, directions, provide one-on-one and explanations students' in 		 Build on ntrinsic ns 	• Provide extended time to complete tasks • Consult with Guidance Counselors and follow I&RS	 Allow errors Rephrase questions, directions, and explanations Allow extended time to 		

Midland Park Public Schools

		1	1				
assistance • Ac		Allow extended time	completing tasks at	classroom teacher(s)	assistance • Accept		
participation at		to answer questions \bullet	their level of	for specific behavior	participation at any		
level • Consult with			engagement	interventions \bullet	level • Consult with		
Case Managers	and			Provide rewards as	Case Managers and		
follow IEP		word • Modified		necessary	follow IEP		
accommodation	ns/mo	assessments/assignm			accommodations/modif		
difications		ents, as needed \bullet			ications		
		Give tests orally, as					
		needed \bullet Allow					
		spelling errors					
			Unit #4				
Content Area:	Health		0111t #4				
		, Parenthood, and Family	^v Living				
Grade Level: 1	Ŭ,	· · · · · · · · · · · · · · · · · · ·	C				
Core Ideas: Th	ne purpo	ose of this unit is to explo	re personal values and a	attitudes about parenthood	1. Students will learn		
				resources needed for pare	enthood. Students will		
examine the cos	sts of ca	ring for an infant and ev		diness for parenthood.			
			Unit # - Standards				
Standards (Co							
CPI#:		ment:					
Performance H							
2.1.12.PGD.1		lop a health care plan that d to mental health, and fo		strategies designed to su d emotional life.	pport an active lifestyle,		
2.1.12.PGD.2	Predi	ct how healthy and unhe	althy behaviors can affe	ct brain development and	impact physical, social		
		and emotional stages of early adulthood.					
2.1.12.PP.1	Com	pare and contrast the adv	antages and disadvantag	ges of contraceptive and d	isease prevention		
		ods (e.g., abstinence, con					
2.1.12.PP.2:				ded pregnancy and/or ST	Is (including HIV) and		
		ify ways to overcome por					
2.1.12.PP.3:					health care professionals		
		c questions and discuss p		1			
• 2.1.12.PP.4	List t	List the major milestones of each trimester of fetal development utilizing medically accurate					
		mation					
2.1.12.PP.5:	-	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death					
0 1 10 DD (ome, low birth weight, p					
2.1.12.PP.6:		Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.					
2 1 12 DD 7				- 66 - (6)			
2.1.12.PP.7:				effects of being a teen or	young adult parent.		
2.1.12.PP.8:		ss the skills needed to be			1 1' 1 1 C		
2.1.12.PP.9:		nate parenting strategies i mation.	used at various stages of	child development based	i on remable sources of		
0 1 10 COLL 1							
2.1.12.SSH.1	-	· · · · ·	•	norms and culture on the	expression of gender,		
2 1 12 554 2.		sexual orientation, and identity.					
2.1.12.SSH.2:		Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations					
2.1.12.SSH.3:		of all genders, gender expressions, gender identities, and sexual orientations.					
2.1.12. 35 H.3:		Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.					
2.1.12.SSH.4				interpersonal conflicts w	ithout harming salf or		
2.1.12.33П.4		s (defining and understar			mout nariting sell of		
2.1.12.SSH.5				of others as they relate to	intimory and corrupt		
2.1.12.33П.3	behav		spect for the boundaries	or others as they relate to	munnacy and sexual		
2.1.12.SSH.6			ence from sexual activit	vusing reliable resources			
2.1.12.SSN.U	Analyze the benefits of abstinence from sexual activity using reliable resources.						

2.1.12.SSH.7:	Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception,
	including risk-reduction and risk-elimination strategies.
2.1.12.SSH.8	Describe the human sexual response cycle, including the role of hormones and pleasure.
2.1.12.SSH.9:	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
2.1.12.SSH.10	Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their
:	association with sexually explicit media.
2.1.12.CHSS.2	Develop an advocacy plan for a health issue and share this information with others who can benefit.
2.1.12.	Explain the purpose of the Safe Haven Law and identify locations in your community.
CHSS.3:	
2.1.12.CHSS.4	Identify medically accurate sources of information and local services that provide contraceptive methods
:	(including emergency contraception and condoms) and pregnancy options (including parenting,
	abortion, safe haven, adoption, and prenatal care).
2.3.12.PS.2:	: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or
	messages with individuals or posting online.
2.3.12.PS.5:	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual
	harassment, sexual abuse, sexual assault, domestic violence).
2.3.12.PS.6	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of
	violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
2.3.12.PS.7:	Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
2.3.12.PS.8:	Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a
	variety of situations (e.g., cyberbullying, sexting).
2.3.12.PS.9:	Evaluate strategies to use social media safely, legally, and respectfully.
2.3.12.PS.10:	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or
	messages with individuals or posting online.
Career Readine	ess, Life Literacies, and Key Skills
9.1.12.FI.3:	Develop a plan that uses the services of various financial institutions to prepare for long term personal
	and family goals (e.g., college, retirement)
9.1.12.FP.6:	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial
	practice.
9.2.12.CAP.4:	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and
	timetables for achieving them, including educational/training requirements, costs, loans, and debt
	repayment.
9.4.12.DC.6:	Select information to post online that positively impacts personal image and future college and career
	opportunities.
Computer Scien	nce and Design Thinking
8.2.12.NT.2:	: Redesign an existing product to improve form or function.
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits,
	trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on
	innovation and on a society's economy, politics, and culture.
Interdisciplinar	ry Connection
6.2.12.History	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed
UP.2.a:	themselves and how they viewed their physical and spiritual worlds.
6.2.12.History	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
CC.2.c:	
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important
	distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a
	selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize
	multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-
	PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)

Companion S RL.11-12.1.	Cite strong and thorough textual evidence	e and make relevant connections to su	pport analysis of what th			
		e and make relevant connections to su	pport analysis of what u			
	text says explicitly as well as inferences drawn from the text, including determining where the text					
	leaves matters uncertain					
RI.11-12.3		alyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or				
	events interact and develop over the course of the text.					
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.					
	l Question(s):	Unit Enduring Understandings				
	a commitment? • What factors predict	• A commitment is a pledge				
	marriage? • Why is it risky for teens to	• A marriage commitment is				
•	What are some reasons for choosing d? • What are the growth and developmenta	nurture a spouse for a lifetim factors that predict success in				
	childhood? • What are the factors that can	many growth and developme				
•	ccess in marriages? • What are the different	Parents need knowledge at				
	ntimacy in marriage? • How can marriage	so they can grow up in a heat				
	nsure that their marriage will last? • What are					
	ssociated with teen marriage? • What should					
	efore becoming a parent? • What is the	relationships, but many ways	to improve them			
	d development of a child from birth to age	c				
	w can parents help their children develop self and self-control? • What are the causes of	[-				
	and sen-control? • what are the causes of onal family relationships? • What are ways to					
	ysfunctional family relationships?					
miprove u	y stanetional failing felationships.					
Formative As Mandates thro Summative/B		nd EdPuzzle Assignments	ss work Tracking of nev			
Formative As Mandates thro Summative/B Alternative A Resources/Ma Click the links	Evidence seessments: • Teacher observation • Writter sugh the use of Go-Formative Assessments and enchmark Assessment(s):• Activities assessments:• Oral Reports • Exhibitions • aterials: s below to access additional resources used	n responses • Class discussions • Cla nd EdPuzzle Assignments Portfolios Key Vocabulary: Commitment	ss work Tracking of nev			
Formative As Mandates thro Summative/B Alternative A Resources/Ma Click the links o design this to	Evidence seessments: • Teacher observation • Writter sugh the use of Go-Formative Assessments and enchmark Assessment(s):• Activities essessments:• Oral Reports • Exhibitions • aterials: s below to access additional resources used unit:	n responses • Class discussions • Cla nd EdPuzzle Assignments Portfolios Key Vocabulary: Commitment Self-Control	ss work Tracking of nev			
Formative As Mandates thro Summative/B Alternative A Resources/Ma Click the links o design this www.advocate	Evidence seessments: • Teacher observation • Writter ugh the use of Go-Formative Assessments and senchmark Assessment(s):• Activities assessments:• Oral Reports • Exhibitions • aterials: a below to access additional resources used unit: esforyouth.org	n responses • Class discussions • Cla nd EdPuzzle Assignments Portfolios Key Vocabulary: Commitment	ss work Tracking of nev			
Formative As Mandates thro Summative/B Alternative A Resources/Ma Click the links o design this to www.advocate www.dcmp.or	Evidence seessments: • Teacher observation • Writter ugh the use of Go-Formative Assessments and senchmark Assessment(s):• Activities assessments:• Oral Reports • Exhibitions • aterials: a below to access additional resources used unit: esforyouth.org	n responses • Class discussions • Cla nd EdPuzzle Assignments Portfolios Key Vocabulary: Commitment Self-Control Dysfunctional Family	ss work Tracking of nev			
Formative As Mandates thro Summative/B Alternative A Resources/Ma Click the links o design this to vww.advocate vww.dcmp.or	Evidence seessments: • Teacher observation • Writter ugh the use of Go-Formative Assessments and senchmark Assessment(s):• Activities seessments:• Oral Reports • Exhibitions • aterials: s below to access additional resources used unit: esforyouth.org g	n responses • Class discussions • Cla nd EdPuzzle Assignments Portfolios Key Vocabulary: Commitment Self-Control Dysfunctional Family	ss work Tracking of nev			
Formative As Mandates thro Summative/B Alternative A Resources/Ma Click the links o design this to vww.advocate vww.dcmp.or	Evidence seessments: • Teacher observation • Writter ough the use of Go-Formative Assessments and senchmark Assessment(s):• Activities assessments:• Oral Reports • Exhibitions • aterials: a below to access additional resources used unit: esforyouth.org g yeducation.com	n responses • Class discussions • Cla nd EdPuzzle Assignments Portfolios Key Vocabulary: Commitment Self-Control Dysfunctional Family	ss work Tracking of nev			
Formative As Mandates thro Summative/B Summative/B Alternative A Resources/Ma Click the links o design this to www.advocate www.advocate www.dcmp.or www.discover	Evidence seessments: • Teacher observation • Writter ough the use of Go-Formative Assessments and senchmark Assessment(s):• Activities assessments:• Oral Reports • Exhibitions • aterials: a below to access additional resources used unit: esforyouth.org g yeducation.com	n responses • Class discussions • Cla nd EdPuzzle Assignments Portfolios Key Vocabulary: Commitment Self-Control Dysfunctional Family Intimacy	ss work Tracking of nev			
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Formative As Aandates thro Summative/B Alternative A Resources/Ma Click the links o design this to www.advocate www.dcmp.or www.discover	Evidence seessments: • Teacher observation • Writter ugh the use of Go-Formative Assessments and enchmark Assessment(s):• Activities essessments:• Oral Reports • Exhibitions • aterials: a below to access additional resources used unit: esforyouth.org g ryeducation.com Suggested Student Learning Objective(s) Marriage and Teen Marriage	n responses • Class discussions • Cla nd EdPuzzle Assignments Portfolios Key Vocabulary: Commitment Self-Control Dysfunctional Family Intimacy Pacing Guide Suggested Tasks/Activities: Marriage	Day(s) to Complet 1 Day			
Formative As Mandates thro Summative/B Alternative A Resources/Ma Click the links to design this to vww.advocate vww.dcmp.or vww.discover	Evidence seessments: • Teacher observation • Writter ugh the use of Go-Formative Assessments and enchmark Assessment(s):• Activities essessments:• Oral Reports • Exhibitions • aterials: a below to access additional resources used unit: esforyouth.org g ryeducation.com Suggested Student Learning Objective(s) Marriage and Teen Marriage Family Living & Relationships	n responses • Class discussions • Cla nd EdPuzzle Assignments Portfolios Key Vocabulary: Commitment Self-Control Dysfunctional Family Intimacy Pacing Guide Suggested Tasks/Activities: Marriage Family Living & Relationships	Day(s) to Complet 1 Day 1 Day			
Formative As Aandates thro Summative/B Alternative A Resources/Ma Click the links o design this to www.advocate www.dcmp.or www.discover	Evidence seessments: • Teacher observation • Writter ugh the use of Go-Formative Assessments and enchmark Assessment(s):• Activities essessments:• Oral Reports • Exhibitions • aterials: a below to access additional resources used unit: esforyouth.org g yeducation.com Suggested Student Learning Objective(s) Marriage and Teen Marriage Family Living & Relationships Parenthood	n responses • Class discussions • Cla nd EdPuzzle Assignments Portfolios Key Vocabulary: Commitment Self-Control Dysfunctional Family Intimacy Pacing Guide Suggested Tasks/Activities: Marriage Family Living & Relationships Parenthood	Day(s) to Complet 1 Day 1 Day 1 Day 1 Day 1 Day			
Formative As Mandates thro Summative/B Alternative A Resources/Ma Click the links o design this to vww.advocate vww.dcmp.or	Evidence seessments: • Teacher observation • Writter ugh the use of Go-Formative Assessments and enchmark Assessment(s):• Activities essessments:• Oral Reports • Exhibitions • aterials: a below to access additional resources used unit: esforyouth.org g ryeducation.com Suggested Student Learning Objective(s) Marriage and Teen Marriage Family Living & Relationships Parenthood Teenage Parents	n responses • Class discussions • Cla nd EdPuzzle Assignments Portfolios Key Vocabulary: Commitment Self-Control Dysfunctional Family Intimacy Pacing Guide Suggested Tasks/Activities: Marriage Family Living & Relationships Parenthood Teenage Parents	Day(s) to Complet 1 Day 1 Day			
Formative As Mandates thro Summative/B Alternative A Resources/Ma Click the links o design this to vww.advocate vww.demp.or vww.discover	Evidence seessments: • Teacher observation • Writter ugh the use of Go-Formative Assessments and enchmark Assessment(s):• Activities assessments:• Oral Reports • Exhibitions • aterials: a below to access additional resources used unit: esforyouth.org g yeducation.com Suggested Student Learning Objective(s) Marriage and Teen Marriage Family Living & Relationships Parenthood Teenage Parents Cost Of Parenting	n responses • Class discussions • Cla nd EdPuzzle Assignments Portfolios Key Vocabulary: Commitment Self-Control Dysfunctional Family Intimacy Pacing Guide Suggested Tasks/Activities: Marriage Family Living & Relationships Parenthood Teenage Parents	Day(s) to Complet 1 Day 1 Day 1 Day 1 Day 1 Day 1 Day			

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	507 Students
 Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions Provide one-on-one assistance Accept participation at any level Consult with Case Managers and follow IEP accommodations/mo difications 	 Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Accept participation at any level, even one word • Modified assessments/assignm ents, as needed • Give tests orally, as needed • Allow spelling errors 	• Provide extension activities • Build on students' intrinsic motivations • Consult with parents to accommodate students' interests in completing tasks at their level of engagement	 Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures/action plans Consult with classroom teacher(s) for specific behavior interventions Provide rewards as necessary 	 Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/modif ications

Content Area: Health

Unit Title: - Violence in Relationships

Grade Level: 11

Core Ideas: The purpose of this unit is to have students learn when, where, and why violent acts are most likely to occur. Students will understand the relationship between anger and violence. Students will learn that angry feelings do not have to result in violent behavior. In this unit, students will identify appropriate responses to anger, learn to negotiate compromise in conflict situations, and explore options to avoid violent or abusive situations. Lastly, students will learn what date rape is, when it can occur, and how to prevent it.

Unit #5

Unit # - Standards				
Standards (Cor	Standards (Content and Technology):			
CPI#:	CPI#: Statement:			
Performance E	Performance Expectations (NJSLS)			
2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.			
2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.			
2.1.12.PP.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).			
2.1.12.PP.2:	Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.			
2.1.12.PP.3:	Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.			
• 2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate information			
2.1.12.PP.5:	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).			
2.1.12.PP.6:	Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.			
2.1.12.PP.7:	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.			
2.1.12.PP.8:	Assess the skills needed to be an effective parent.			
2.1.12.PP.9:	Evaluate parenting strategies used at various stages of child development based on reliable sources of information.			

2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender,
	sexual orientation, and identity.
2.1.12.SSH.2:	Advocate for school and community policies and programs that promote dignity and respect for people
	of all genders, gender expressions, gender identities, and sexual orientations.
2.1.12.SSH.3:	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and
	make recommendations to address those issues.
2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or
	others (defining and understanding the laws of consent and dating violence).
2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual
	behavior.
2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.
2.1.12.SSH.7:	Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception,
	including risk-reduction and risk-elimination strategies.
2.1.12.SSH.8	Describe the human sexual response cycle, including the role of hormones and pleasure.
2.1.12.SSH.9:	Analyze the personal and societal factors that could keep someone from leaving an unhealthy
2.1.12.5511.7.	relationship.
2.1.12.SSH.10	Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their
	association with sexually explicit media.
2.1.12.CHSS.2	Develop an advocacy plan for a health issue and share this information with others who can benefit.
2.1.12.	Explain the purpose of the Safe Haven Law and identify locations in your community.
CHSS.3:	Explain the purpose of the safe flaven Law and identify locations in your community.
2.1.12.CHSS.4	Identify medically accurate sources of information and local services that provide contraceptive methods
2.1.12.01155.4	(including emergency contraception and condoms) and pregnancy options (including parenting,
•	abortion, safe haven, adoption, and prenatal care).
2.3.12.PS.2:	
2.3.12.PS.2:	: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or
0.2.10 DC 5.	messages with individuals or posting online.
2.3.12.PS.5:	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual
0.0.10 DC (harassment, sexual abuse, sexual assault, domestic violence).
2.3.12.PS.6	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of
0.0.10 DC 7	violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
2.3.12.PS.7:	Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
2.3.12.PS.8:	Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a
0.0.10 DC 0	variety of situations (e.g., cyberbullying, sexting).
2.3.12.PS.9:	Evaluate strategies to use social media safely, legally, and respectfully.
2.3.12.PS.10:	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or
	messages with individuals or posting online.
2.1.12.EH.1:	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a
	healthy lifestyle.
2.1.12.EH.2:	Analyze factors that influence the emotional and social impact of mental health illness on the family.
2.1.12.EH.3:	Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics,
	relationships, shootings, death, car accidents, illness).
2.1.12.EH.4:	Analyze and adapt mental and emotional health messages and communication techniques to peers and
	other specific target audience (e.g., dimensions of health).
	ess, Life Literacies, and Key Skills
9.1.12.FI.3:	Develop a plan that uses the services of various financial institutions to prepare for long term personal
	and family goals (e.g., college, retirement)
9.1.12.FP.6:	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial
	practice.
9.2.12.CAP.4:	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and
	timetables for achieving them, including educational/training requirements, costs, loans, and debt
	repayment.
9.4.12.DC.6:	Select information to post online that positively impacts personal image and future college and career
	opportunities.
	nce and Design Thinking
8.2.12.NT.2:	: Redesign an existing product to improve form or function.

8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits,			
	trade-offs, and risks related to the use of the innovation.			
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on			
	innovation and on a society's economy, politics, and culture. Interdisciplinary Connection			
6.2.12.History	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed			
UP.2.a:	themselves and how they viewed their physical and spiritual worlds.			
6.2.12.History CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas			
RST.11-12.1	Cite specific textual evidence to support an	alysis of science and technical texts, attending to important		
	distinctions the author makes and to any ga	ps or inconsistencies in the account. (HS-PS3-4)		
WHST.9-12.7		search projects to answer a question (including a		
		narrow or broaden the inquiry when appropriate; synthesize		
	multiple sources on the subject, demonstrat PS3-3), (HS-PS3-4), (HS-PS3-5)	ing understanding of the subject under investigation. (HS-		
WHST.9-12.9	Draw evidence from informational texts to	support analysis, reflection, and research. (HS-PS3-4), (HS-		
	PS3-5)			
Companion Sta				
RL.11-12.1.	Cite strong and thorough textual evidence a	and make relevant connections to support analysis of what the		
	text says explicitly as well as inferences dra	awn from the text, including determining where the text		
	leaves matters uncertain			
RI.11-12.3		e of events and explain how specific individuals, ideas, or		
	events interact and develop over the course	of the text.		
RI.11-12.7	Integrate and evaluate multiple sources of	information presented in different media or formats (e.g.,		
		in order to address a question or solve a problem.		
Unit Essential (Unit Enduring Understandings:		
	harmful relationship? • What is a violent	• A harmful relationship destroys selfrespect,		
	• How can I practice protective factors to	interferes with productivity and health, and includes		
	sk of violence? • How can I practice self-	addictions and/or violence. • A violent relationship is		
	rategies? • How can I participate in	a relationship in which one or both persons are harmed		
	ategies if I am harmed by violence? • What	physically, mentally, and/or emotionally. \bullet A		
▲ ·	an take to prevent and/or resolve harmful	perpetrator of violence is a person who commits a		
	s? • What are the types of abusive	violent act. • A victim of violence is a person who has		
-	s? • What is the relationship between anger $2 + W^{1}$	been harmed by violence. • A survivor of violence is		
	e? • What are appropriate responses to	a person who was harmed by violence, has		
•	w can I negotiate compromise in conflict	participated in recovery, and has adopted		
	What is date rape, when can it occur and	selfprotection strategies. • There are many steps to		
victims of v	revent it? • What are recovery strategies for	prevent and/or resolve harmful relationships. • There		
victims of v.	ioience?	are many types of abusive relationships. • Date rape is		
		forced sexual relations by someone the person knows and may even have a romantic relationship with.		
	Evidence	of Learning		
Ecomotive Age				
	ϕ the use of Go-Formative Assessments and	responses • Class discussions • Class work Tracking of new EdPuzzle Assignments		
ivianuales unous	in the use of GO-Pormative Assessments and	Eur uzzle Assignments		
Summative/Rer	chmark Assessment(s): • Activities			
	essments:• Oral Reports • Exhibitions • Po	ortfolios		
Alternative Ass	essments. • Oral Reports • Exhibitions • I e	1101105		
Resources/Mat	erials:	Key Vocabulary:		
	elow to access additional resources used	Selfrespect		
to design this un		Physical Emotion		
www.advocatest		Mental Emotion		
www.dcmp.org	J	Date Rape		
www.discoverye	education.com	Sexual Abuse		
j				

			Suggestee	d Pacing Guio	le	
Lesson Name/Topic	Studen	t Learning Objective(s)	00	0	Tasks/Activities:	Day(s) to Complete
1	Introdu	ction to Violence		Violence		1/2 Day
2	What D	Vhat Do You Know about Violence?		What Do You Know about Violence?		1/2 Day
3	Where Does Violence Come From?			Where Does Violence Come From?		1/2 Day
4	Ways o	f Handling Anger		Handling A	nger	1/2 Day
5	Resolvi Session	ng Conflict with Negotia	ation –	Resolving C Negotiation	Conflict with – Session 1	1⁄2 Day
6	Resolvi Session	ng Conflict with Negotia	ation –	Resolving C Negotiation	Conflict with – Session 2	¹ / ₂ Day
7	Dealing Violenc	g with Sexual Abuse and ce	Family		h Sexual Abuse and	1/2 Day
8	Sexual	Violence: Rape and Date	e Rape		ence: Rape and Date	1⁄2 Day
9	Date/A	cquaintance Rape		Date/Acqua	intance Rape	1⁄2 Day
10	Review	,				1 Day
11	Test					1 Day
				Modification S		
Students Disabilit		English Language Learners		nd Talented udents	Students at Risk	508 Students
• Allow errors Rephrase quest directions, and explanations • extended time answer question Provide one-o assistance • A participation a level • Consu Case Manager follow IEP accommodation	stions, 1 Allow to ons • n-one accept at any lt with rs and	 Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Accept participation at any level, even one word • Modified assessments/assignm ents, as needed • Give tests orally, as needed • Allow spelling errors 	activities students' motivatic Consult v to accom students'	ons • with parents modate interests in ng tasks at el of	 Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures/action plans Consult with classroom teacher(s) for specific behavior interventions Provide rewards as necessary 	 Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/modif ications

Unit #6
Content Area: Health
Unit Title: – Sexually Transmitted Infections
Grade Level: 11
Core Ideas: This unit will focus on risk behaviors and risk situations for transmission of Sexually Transmitted Infection
(STIs). Students will discuss the cause, transmission, symptoms, diagnosis, and treatment for common STIs. Students will

Midland Park Public Schools

also learn ways	to reduce the risk of infection with STIs. Lastly, students will outline resistance skills to use to resist		
	ge in risk behaviors and the risk situations for infections with STIs.		
	Unit # - Standards		
Standards (Cor	ntent and Technology):		
CPI#:	Statement:		
	xpectations (NJSLS)		
2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle,		
	attend to mental health, and foster a healthy, social and emotional life.		
2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social		
	and emotional stages of early adulthood.		
2.1.12.PP.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention		
	methods (e.g., abstinence, condoms, emergency contraception, dental dams).		
2.1.12.PP.2:	Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and		
	identify ways to overcome potential barriers to prevention.		
2.1.12.PP.3:	Identify trusted adults, including family members, caregivers, school staff, and health care professionals		
	to ask questions and discuss pregnancy and other health topics.		
• 2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate		
	information		
2.1.12.PP.5:	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death		
	syndrome, low birth weight, premature birth, genetics).		
2.1.12.PP.6:	Analyze personal and societal factors that can influence decisions about pregnancy options, including		
	parenting, abortion, safe haven, and adoption.		
2.1.12.PP.7:	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.		
2.1.12.PP.8:	Assess the skills needed to be an effective parent.		
2.1.12.PP.9:	Evaluate parenting strategies used at various stages of child development based on reliable sources of		
	information.		
2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender,		
	sexual orientation, and identity.		
2.1.12.SSH.2:	Advocate for school and community policies and programs that promote dignity and respect for people		
	of all genders, gender expressions, gender identities, and sexual orientations.		
2.1.12.SSH.3:	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and		
	make recommendations to address those issues.		
2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or		
	others (defining and understanding the laws of consent and dating violence).		
2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual		
	behavior.		
2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.		
2.1.12.SSH.7:	Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception,		
0 1 10 COLL 0	including risk-reduction and risk-elimination strategies.		
2.1.12.SSH.8	Describe the human sexual response cycle, including the role of hormones and pleasure.		
2.1.12.SSH.9:	Analyze the personal and societal factors that could keep someone from leaving an unhealthy		
<u>0 1 10 0011 10</u>	relationship.		
2.1.12.SSH.10	Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their		
:	association with sexually explicit media.		
2.1.12.CHSS.2	Develop an advocacy plan for a health issue and share this information with others who can benefit.		
2.1.12.	Explain the purpose of the Safe Haven Law and identify locations in your community.		
CHSS.3:			
2.1.12.CHSS.4	Identify medically accurate sources of information and local services that provide contraceptive methods (including contraceptive and condeme) and programmy options (including parenting		
•	(including emergency contraception and condoms) and pregnancy options (including parenting,		
2 2 12 DC 2.	abortion, safe haven, adoption, and prenatal care).		
2.3.12.PS.2:	: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online		
2 2 12 DC 5.	messages with individuals or posting online.		
2.3.12.PS.5:	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual bergement, sexual abuse, sexual demostic violence)		
	harassment, sexual abuse, sexual assault, domestic violence).		

2.3.12.PS.6	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of
	violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
2.3.12.PS.7:	Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
2.3.12.PS.8:	Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a
	variety of situations (e.g., cyberbullying, sexting).
2.3.12.PS.9:	Evaluate strategies to use social media safely, legally, and respectfully.
2.3.12.PS.10:	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or
	messages with individuals or posting online.
2.3.12.HCDM.	Develop a health care plan to help prevent and treat diseases and health conditions one may encounter
1	(e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
2.3.12.HCDM.	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine)
3:	and HIV (e.g., PrEP, PEP).
Career Readine	ess, Life Literacies, and Key Skills
9.1.12.FI.3:	Develop a plan that uses the services of various financial institutions to prepare for long term personal
	and family goals (e.g., college, retirement)
9.1.12.FP.6:	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial
	practice.
9.2.12.CAP.4:	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and
	timetables for achieving them, including educational/training requirements, costs, loans, and debt
	repayment.
9.4.12.DC.6:	Select information to post online that positively impacts personal image and future college and career
	opportunities.
Computer Scien	nce and Design Thinking
8.2.12.NT.2:	: Redesign an existing product to improve form or function.
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits,
	trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on
	innovation and on a society's economy, politics, and culture.
Intercultural St	tatements (Amistad, Holocaust, LGBT, etc)
AAPI	In Health, we discuss the scientific contributions made by Dr. David Ho (Tiawanese-American). Dr. Ho
	has been engaged in HIV/AIDS research since the beginning of the pandemic, and pioneered
	formed the foundation for their pioneering effort to treat HIV early with the use of antiretroviral therapy.
	Dr. Ho has developed strategies to prevent HIV transmission.
Interdisciplinar	
6.2.12.History	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed
UP.2.a:	themselves and how they viewed their physical and spiritual worlds.
6.2.12.History	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
CC.2.c:	
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important
	distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4) Conduct short as well as more sustained research projects to answer a question (including a
WHST.9-12.7	distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4) Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize
WHST.9-12.7	distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4) Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-
	distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4) Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS- PS3-3), (HS-PS3-4), (HS-PS3-5)
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RI.11-12.7	visually, quantitatively) as well as in wor	nformation presented in different media or formats (e.g., in order to address a question or solve a problem.		
• What an transmissi How are S STIs? • F STIs? • V pressure t for infecti Precaution abstinence preventing behaviors What is th What is an	Al Question(s): The the risk behaviors and risk situations for tion of STIs? • What are the causes of STIs? STIs transmitted? • What are the symptoms of low can I reduce the risk of infection with What are the resistance skills to use to resist to engage in risk behaviors and risk situations ons with STIs? • What are the Universal as for Health Care Workers? • Why is the from sex the most effective method for g transmission of STIs? • What are the risk and risk situations for HIV transmission? • the progression of HIV infection and AIDS? • an opportunistic infection? • How can I reduce THIV infection?	of STIs occur in adolescents. occur in people younger than are many risk behaviors and r transmission of STIs. • The r transmitted infection are Bac Candidiasis, Trichomoniasis, Nongonoccal Urethritis, Sypl Papillomavirus, Pediculosis, There are many ways to avoid Universal precautions are ste	ns become infected with a n each year. • About 1/3 • About 2/3 of STIs 25 years of age. • There risk situations for most common sexually terial Vaginosis, Chlamydia, Gonorrhea, nilis, Herpes, Human and Viral Hepatitis. • d infection with STIs. • ps taken to prevent the all blood and body fluids . • Abstinence from sex v active. • HIV is a ionfighting cells in the	
	ssessments: • Teacher observation • Writte bugh the use of Go-Formative Assessments a		C	
Alternative A Resources/M Click the links to design this www.advocat www.dcmp.or	s below to access additional resources used unit: esforyouth.org ^{rg} ryeducation.com	Key Vocabulary: STI STD HIV HPV Transmission		
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Teacher Notes:				
Additional Resources:				
		ntiation/Modification S	_	
Students with	English Language	Gifted and Talented	Students at Risk	509 Students
Disabilities	Learners	Students		
• Allow errors •	• Assign a buddy,	Provide extension	• Provide extended	• Allow errors •
Rephrase questions,	same language or	activities • Build on	time to complete	Rephrase questions,
directions, and	English speaking •	students' intrinsic	tasks Consult with 	directions, and
explanations • Allow	Allow errors in	motivations •	Guidance Counselors	explanations • Allow
extended time to	speaking • Rephrase	Consult with parents	and follow I&RS	extended time to
answer questions \bullet	questions, directions,	to accommodate	procedures/action	answer questions \bullet
Provide one-on-one	and explanations \bullet	students' interests in	plans	Provide one-on-one
assistance • Accept	Allow extended time	completing tasks at	classroom teacher(s)	assistance • Accept
participation at any	to answer questions \bullet	their level of	for specific behavior	participation at any
level • Consult with	Accept participation	engagement	interventions •	level • Consult with
Case Managers and	at any level, even one		Provide rewards as	Case Managers and
follow IEP	word • Modified		necessary	follow IEP
accommodations/mo	assessments/assignm			accommodations/modif
difications	ents, as needed •			ications
	Give tests orally, as			
	needed • Allow			
	spelling errors			

Unit #7

Content Area: Health

Unit Title: – Pregnancy and Childbirth

Grade Level: 11

Core Ideas: This unit will discuss lifestyle habits that potential parents should adopt before trying to have a baby. Students will be able to explain the process of fertilization and conception. Students will also be able to explain how a baby's sex and inherited traits are determined. This unit will discuss the development of the embryo and fetus and the effects of pregnancy on the mother-to-be and father-to-be. The students will discuss the risks associated with teen pregnancy and how birth defects are detected. Childbirth preparation and pain management will be discussed, as well as the postpartum period including breastfeeding and parental bonding

	Unit # - Standards	
Standards (Content and Technology):		
CPI#:	Statement:	
Performance Expectations (NJSLS)		
2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle,	
	attend to mental health, and foster a healthy, social and emotional life.	
2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social	
	and emotional stages of early adulthood.	
2.1.12.PP.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention	
	methods (e.g., abstinence, condoms, emergency contraception, dental dams).	
2.1.12.PP.2:	Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and	
	identify ways to overcome potential barriers to prevention.	
2.1.12.PP.3:	Identify trusted adults, including family members, caregivers, school staff, and health care professionals	
	to ask questions and discuss pregnancy and other health topics.	
• 2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate information	
2.1.12.PP.5:	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death	
	syndrome, low birth weight, premature birth, genetics).	
2.1.12.PP.6:	Analyze personal and societal factors that can influence decisions about pregnancy options, including	
	parenting, abortion, safe haven, and adoption.	
2.1.12.PP.7:	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.	

2.1.12.PP.8:	Assess the skills needed to be an effective parent.
2.1.12.PP.9:	Evaluate parenting strategies used at various stages of child development based on reliable sources of
	information.
2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender,
	sexual orientation, and identity.
2.1.12.SSH.2:	Advocate for school and community policies and programs that promote dignity and respect for people
	of all genders, gender expressions, gender identities, and sexual orientations.
2.1.12.SSH.3:	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and
	make recommendations to address those issues.
2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or
	others (defining and understanding the laws of consent and dating violence).
2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual
	behavior.
2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.
2.1.12.SSH.7:	Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception,
	including risk-reduction and risk-elimination strategies.
2.1.12.SSH.8	Describe the human sexual response cycle, including the role of hormones and pleasure.
2.1.12.SSH.9:	Analyze the personal and societal factors that could keep someone from leaving an unhealthy
	relationship.
2.1.12.SSH.10	Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their
:	association with sexually explicit media.
2.1.12.CHSS.	Develop an advocacy plan for a health issue and share this information with others who can benefit.
2 2.1.12.	Explain the purpose of the Safe Haven Law and identify locations in your community.
CHSS.3:	Explain the purpose of the Safe Haven Law and identify locations in your community.
2.1.12.CHSS.	Identify medically accurate sources of information and local services that provide contraceptive methods
4:	(including emergency contraception and condoms) and pregnancy options (including parenting,
	abortion, safe haven, adoption, and prenatal care).
2.3.12.PS.2:	: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or
21011211 2121	messages with individuals or posting online.
2.3.12.PS.5:	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual
	harassment, sexual abuse, sexual assault, domestic violence).
2.3.12.PS.6	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of
	violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
2.3.12.PS.7:	Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
2.3.12.PS.8:	Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a
	variety of situations (e.g., cyberbullying, sexting).
2.3.12.PS.9:	Evaluate strategies to use social media safely, legally, and respectfully.
2.3.12.PS.10:	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or
	messages with individuals or posting online.
2.3.12.HCDM	Develop a health care plan to help prevent and treat diseases and health conditions one may encounter
.1	(e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
2.3.12.HCDM	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine)
.3:	and HIV (e.g., PrEP, PEP).
	ess, Life Literacies, and Key Skills
9.1.12.FI.3:	Develop a plan that uses the services of various financial institutions to prepare for long term personal
0.1.10 55 5	and family goals (e.g., college, retirement)
9.1.12.FP.6:	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial
0.0.10.04.5.4	practice.
9.2.12.CAP.4:	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and
	timetables for achieving them, including educational/training requirements, costs, loans, and debt
0412006	repayment.
9.4.12.DC.6:	Select information to post online that positively impacts personal image and future college and career
Commuter Set	opportunities.
Computer Sciel	nce and Design Thinking

0.0.10.177.0	
8.2.12.NT.2:	: Redesign an existing product to improve form or function.
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits,
	trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on
	innovation and on a society's economy, politics, and culture.
Interdisciplinar	ry Connection
6.2.12.History	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed
UP.2.a:	themselves and how they viewed their physical and spiritual worlds.
6.2.12.History	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
CC.2.c:	
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important
	distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a
	selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize
	multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-
	PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-
	PS3-5)
Companion Sta	Indards
RL.11-12.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the
	text says explicitly as well as inferences drawn from the text, including determining where the text
	leaves matters uncertain
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or
	events interact and develop over the course of the text.
	Internets and evolvate multiple coverage of information presented in different modic or formate (a c
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g.,

Unit Essential Question(s):

• What lifestyle habits are important to adopt before trying to have a baby? • What is fertilization? • What are reproductive technologies? • How are pregnancy and estimated due date determined? • How is a baby's sex and inherited traits determined? • How important is prenatal care? • How does the embryo and fetus develop? • What are the effects of pregnancy on the mother-to-be and father-to-be? • What atypical conditions may occur during pregnancy? • How are birth defects detected? • What are the risks associated with teen pregnancy? • How does the mother prepare for childbirth and pain management? • What happens during each of the three stages of labor? • What is breastfeeding? • What is parental bonding?

Unit Enduring Understandings:

• A pregnant woman should have a healthful diet, use medicines responsibly, live a drug-free lifestyle, and participate in physical activity and fitness. • Fertilization is the union of a sperm and ovum. There are many ways to increase fertility and the probability of conception. • Assisted reproductive technologies include intrauterine insemination and in vitro fertilization. • There are many ways to detect pregnancy. • Prenatal care should begin as soon as conception has occurred. • An ultrasound is a diagnostic technique that uses sound waves to create images of the developing baby. • There are three trimesters of pregnancy. • There are many atypical conditions that may develop during pregnancy including pseudocyesis, ectopic pregnancy, multiple births, miscarriage, and premature birth. Amniocentesis and CVS are screening tools for determining birth defects. • Teenage pregnancy is risky for many reasons. • There are many ways to prepare for childbirth • There are pain management options during labor. • There are 3 stages of labor. • Breastfeeding facilitates the bonding between mother and child. • Bonding is a process in which people develop a feeling of closeness.

Formative Assessments: • Teacher observation • Written responses • Class discussions • Class work Tracking of new Mandates through the use of Go-Formative Assessments and EdPuzzle Assignments

Summative/Benchmark Assessment(s): • Activities

Alternative Assessments:
• Oral Reports • Exhibitions • Portfolios

Resources/Materials:	Key Vocabulary:
Click the links below to access additional resources used	Pregnancy
to design this unit:	CVS
www.advocatesforyouth.org	Bonding
www.dcmp.org	Insemination
www.discoveryeducation.com	in vitro fertilization

	Suggeste	d Pacing Guide	
Lesson Name/Topi	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
С			
1	About Pregnancy and Childbirth	Pregnancy and Childbirth	1 Day
2	Lifestyle Habits of Potential Parents	Potential Parents	1 Day
3	The Process of Conception	The Process of Conception	1 Day
4	Assisted Reproductive Technologies	Assisted Reproductive Technologies	1 Day
5	Pregnancy	Pregnancy	1 Day
6	Prenatal Care and Effects of Pregnancy	Prenatal Care and Effects of Pregnancy	1 Day
7	Atypical Conditions During Pregnancy and Birth Defects	Atypical Conditions During Pregnancy and Birth Defects	1 Day
8	Childbirth Preparation and Stages of Labor	Childbirth Preparation and Stages of Labor	1 Day
9	Postpartum Period	Postpartum Period	1 Day
10	Review		1 Day
11	Test		1 Day
Teacher Not	es:		
Additional D			

Additional Resources:

	Differe	entiation/Modification S	Strategies	
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	510 Students
• Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/mo difications	 Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Accept participation at any level, even one word • Modified assessments/assignme nts, as needed • Give tests orally, as needed 	 Provide extension activities Build on students' intrinsic motivations Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	 Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures/action plans Consult with classroom teacher(s) for specific behavior interventions Provide rewards as necessary 	 Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

•	 Allow spelling 		
e	errors		

	Unit #8
Content Area:	
	irth Control Methods
Grade Level: 1	
Core Ideas: Th	is unit will help students learn the facts about birth control methods. Students will be able to identify
	control methods. The types of birth control methods discussed are: abstinence; oral contraceptives; vaginal
	contraceptives; skin patch; barrier methods; intrauterine devices; fertility awareness methods; sterilization
	nreliable methods. Students will be able to state facts about each birth control method: how they work;
	correct use; effectiveness; side effects; and cost. Abstinence from sex is discussed as the most effective
birth control me	
	Unit # - Standards
	ntent and Technology):
CPI#:	Statement:
	Expectations (NJSLS)
2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle,
2.1.12.PGD.2	attend to mental health, and foster a healthy, social and emotional life.
2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
2.1.12.PP.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention
2.1.12.11.1	methods (e.g., abstinence, condoms, emergency contraception, dental dams).
2.1.12.PP.2:	Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and
2.1.12.11.2.	identify ways to overcome potential barriers to prevention.
2.1.12.PP.3:	Identify trusted adults, including family members, caregivers, school staff, and health care professionals
	to ask questions and discuss pregnancy and other health topics.
• 2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate information
2.1.12.PP.5:	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death
	syndrome, low birth weight, premature birth, genetics).
2.1.12.PP.6:	Analyze personal and societal factors that can influence decisions about pregnancy options, including
	parenting, abortion, safe haven, and adoption.
2.1.12.PP.7:	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
2.1.12.PP.8:	Assess the skills needed to be an effective parent.
2.1.12.PP.9:	Evaluate parenting strategies used at various stages of child development based on reliable sources of
0 1 10 COV 1	information.
2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender,
2 1 12 COLL 2.	sexual orientation, and identity.
2.1.12.SSH.2:	Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
2.1.12.SSH.3:	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and
2.1.12.5511.5.	make recommendations to address those issues.
2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or
2.1.12.0011.4	others (defining and understanding the laws of consent and dating violence).
2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual
201012000110	behavior.
2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.
2.1.12.SSH.7:	Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception,
	including risk-reduction and risk-elimination strategies.
2.1.12.SSH.8	Describe the human sexual response cycle, including the role of hormones and pleasure.
2.1.12.SSH.9:	Analyze the personal and societal factors that could keep someone from leaving an unhealthy
	relationship.

 association with sexually explicit media. 2.1.12 CHSS. Develop an advocacy plan for a health issue and share this information with others who can benefit. 2.1.12 CHSS.3: Linz CHSS.3: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenated care). 2.3.12.PS.2: : Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. 2.3.12.PS.3: Describe the types of abuse (e.g., physical, cmotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, sexual assult, domestic violence, daing violence, and gender-based violence. 2.3.12.PS.5: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situators (e.g., cycbrollulying, actively, safely, and with empathy when using digital devices in a variety of situators (e.g., cycbrollulying, actively, safely, legally, and respectfully. 2.3.12.PS.5: Evaluate strategies to use social media safely, legally, and respectfully. 2.3.12.PS.10: Analyze recuriment tackits Pay since, regular STIs testing, HPV vaccine). 2.3.12.PLCDM Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breastlesticular exam. Pay since, regular STIs testing, HPV vaccine). 2.3.12.PLCDM Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine). 2.3.12.PLCDM Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and	2.1.12.SSH.10	Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their
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RL.11-12.1.	tandards Cite strong and thorough textual evidence a	nd make relevant connections to suppo	ort analysis of what th
	text says explicitly as well as inferences dra		
	leaves matters uncertain		8
RI.11-12.3	Analyze a complex set of ideas or sequence	of events and explain how specific inc	lividuals, ideas, or
	events interact and develop over the course		
RI.11-12.7	Integrate and evaluate multiple sources of i		ia or formats (e.g.,
	visually, quantitatively) as well as in words		
		4	1
Unit Essential	Ouestion(s):	Unit Enduring Understandings:	
	\bullet birth control methods? \bullet What are the	• Birth control methods are way	vs to alter the
	pes of birth control methods? • What are	conditions necessary for concep	
	ow about a birth control method? • What is	occur. • The types of birth contr	
abstinence	from sex? • What are the different types of	abstinence; oral contraceptives;	
	ceptive pills? • How does a vaginal ring	injectable contraceptives; skin p	
	That is an injectable progestin? • How does a	intrauterine devices; fertility aw	
	work? • What are spermicides? • What are	sterilization methods; and unreli	
	s and cervical caps? • How do male and	must know how each birth contr	ol methods works,
	doms work? • What is an intrauterine	instructions for correct use, effe	ctiveness, side effects
device? •	How does the basal body temperature method	who should use it or not, and the	e cost. • Abstinence
work? • W	hat are the calendar method and mucus	from sex is the only birth contro	I method that is 100%
	• What are sterilization methods available for	• The combination pill, the prog	•
	omen? • How do I determine if my birth	extended cycle pill are all oral c	
control me	thod is reliable?	vaginal ring is placed in the vag	
		prevent pregnancy. • Injectable	
		synthetic progesterone that is given by	
		The skin patch is a soft, thin, pla	
		on the skin to prevent pregnancy	
		contain chemicals that kill spern	n. • The diaphragm
		and cervical caps fit over the cer	
		from entering the uterus. • The	
		female condoms are barrier met	
		small device that fits into the ute	
		pregnancy. ● The basal body ter	
		calendar method, and the mucus	
		methods used to predict when or	vulation will occur
	Exidence of	of Learning	
	sessments: • Teacher observation • Written r	esponses • Class discussions • Class	work Tracking of nev
		esponses • Class discussions • Class	work Tracking of nev
Mandates through	sessments: • Teacher observation • Written r ugh the use of Go-Formative Assessments and	esponses • Class discussions • Class	work Tracking of nev
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1	About 1	Birth Control Methods		Birth Contro	ol Methods	1 Day
2	Abstine	ence		Abstinence		1 Day
3	Oral Co	ontraceptives		Oral Contra	ceptives	1 Day
4	Vagina	Ring and Injectable		Vaginal Rin	g and Injectable	1 Day
	Contrac			Contraceptiv		
5	Skin Pa	tch and Barrier Methods		Skin Patch a	and Barrier Methods	1 Day
6	IUDs at	nd Fertility Awareness M	lethods		ertility Awareness	1 Day
				Methods		
7	Steriliz	zation and Unreliable Methods		Sterilization and Unreliable Methods		1 Day
8	Review					1 Day
9	Test					1 Day
Teacher N						
Additiona	al Resources	:				
		Differe	ntiation/N	/lodification S	Strategies	
Studer	nts with	English Language		nd Talented	Students at Risk	511 Students
Disal	bilities	Learners	Stu	idents		
 Allow e Rephrase of directions, explanatio extended t answer qu Provide or assistance participati level Co 	questions, , and ons • Allow time to time to time-on-one • Accept	 Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • 	activities students' motivatio Consult w to accomm students'	ns • with parents modate interests in ng tasks at	 Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures/action plans Consult with classroom teacher(s) for specific behavior interventions 	 Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions Provide one-on-one assistance Accept participation at any level Consult with

	Unit #9
Content Area:	Health
Unit Title: – Pe	ersonal Wellness and Awareness
Grade Level: 1	1
awareness decis Substances, and	is unit provides students with the knowledge and understanding needed to make personal wellness and ions regarding CPR/AED training, Cancer Awareness, Drugs, Alcohol, Tobacco, Controlled Dangerous Anabolic Steroids. This unit also covers Lyme Disease, Sexual Assault, Suicide Prevention, Dating lent and Fire Prevention, Bullying Prevention, Domestic Violence, Breast Self-Exam, and Stress
	Unit # - Standards
Standards (Con	ntent and Technology):
CPI#:	Statement:
Performance E	Expectations (NJSLS)
2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social
	and emotional stages of early adulthood.
2.1.12.PP.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention
	methods (e.g., abstinence, condoms, emergency contraception, dental dams).
2.1.12.PP.2:	Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and
	identify ways to overcome potential barriers to prevention.
2.1.12.PP.3:	Identify trusted adults, including family members, caregivers, school staff, and health care professionals
	to ask questions and discuss pregnancy and other health topics.
• 2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate information
2.1.12.PP.5:	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death
	syndrome, low birth weight, premature birth, genetics).
2.1.12.PP.6:	Analyze personal and societal factors that can influence decisions about pregnancy options, including
	parenting, abortion, safe haven, and adoption.
2.1.12.PP.7:	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
2.1.12.PP.8:	Assess the skills needed to be an effective parent.
2.1.12.PP.9:	Evaluate parenting strategies used at various stages of child development based on reliable sources of
	information.
2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender,
	sexual orientation, and identity.
2.1.12.SSH.2:	Advocate for school and community policies and programs that promote dignity and respect for people
	of all genders, gender expressions, gender identities, and sexual orientations.
2.1.12.SSH.3:	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and
	make recommendations to address those issues.
2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or
	others (defining and understanding the laws of consent and dating violence).
2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual
	behavior.
2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.
2.1.12.SSH.6 2.1.12.SSH.7:	Analyze the benefits of abstinence from sexual activity using reliable resources. Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception,
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2.1.12.SSH.7: 2.1.12.SSH.8 2.1.12.SSH.9: 2.1.12.SSH.10 : 2.1.12.CHSS. 2 2.1.12.CHSS. 2 2.1.12.CHSS. 4: 2.3.12.PS.2: 2.3.12.PS.5: 2.3.12.PS.6 2.3.12.PS.8:	 Analyze the benefits of abstinence from sexual activity using reliable resources. Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies. Describe the human sexual response cycle, including the role of hormones and pleasure. Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media. Develop an advocacy plan for a health issue and share this information with others who can benefit. Explain the purpose of the Safe Haven Law and identify locations in your community. Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care). : Analyze the shate and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence). Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, adating violence, and gender-based violence. Analyze the state communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
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2.3.12.HCDM	Develop a health care plan to help prevent and treat diseases and health conditions one may encounter						
.1	(e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).						
2.3.12.HCDM	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine)						
.3:	and HIV (e.g., PrEP, PEP).						
	ness, Life Literacies, and Key Skills						
9.1.12.FI.3:							
<i>y</i> 2	and family goals (e.g., college, retirement)						
9.1.12.FP.6:	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial						
<i>y</i> 2	practice.						
9.2.12.CAP.4:	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and						
<i>y</i> .2.12.011111	timetables for achieving them, including educational/training requirements, costs, loans, and debt						
	repayment.						
9.4.12.DC.6:	Select information to post online that positively impacts personal image and future college and career						
J.4.12.DC.0.	opportunities.						
Computer Scie							
8.2.12.NT.2:	Science and Design Thinking .2: : Redesign an existing product to improve form or function.						
8.2.12.ITH.2							
0.2.12.1111.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.						
8.2.12.ITH.3:		media, and access to open source technologies has had on					
0.2.12.1111.3.							
Intendiceinline	innovation and on a society's economy, politics, and culture.						
Interdisciplinary Connection							
6.2.12.History UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed						
	themselves and how they viewed their physical and spiritual worlds.						
6.2.12.History CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas						
RST.11-12.1	Cite encoifie textual evidence to support and	turis of saisnas and technical taxts, attending to important					
KS1.11-12.1		lysis of science and technical texts, attending to important					
WHST.9-12.7		s or inconsistencies in the account. (HS-PS3-4)					
wп51.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a						
	selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation (US)						
	multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS- PS2 3) (HS PS2 4) (HS PS3 5)						
WHST.9-12.9	PS3-3), (HS-PS3-4), (HS-PS3-5)						
WIIS1.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)						
	155-57						
Componion Sta	andarda						
Companion Sta RL.11-12.1.		ad make relevant connections to support analysis of what the					
KL.11-12.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the						
	text says explicitly as well as inferences drawn from the text, including determining where the text						
RI.11-12.3	leaves matters uncertain Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or						
KI.11-12.5	events interact and develop over the course of the text.						
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g.,						
KI .11 ⁻¹ 2.7	visually, quantitatively) as well as in words in order to address a question or solve a problem.						
	visually, quantitatively) as well as in words i	in order to address a question or solve a problem.					
Unit Eccontial	Question(s):	Unit Enduring Understandings:					
Unit Essential Question(s): • Why is CPR and AED training important? • HowUnit Enduring Understandings: • CPR and AED training is important because it helps							
	an adult woman perform a Breast Self-	save lives. • An adult woman should perform a Breast					
		Self-Exam once a month. • Common cancers in teens					
	Exam? ● What types of cancer are common in teens? ● Self-Exam once a month. ● Common cancers in teens are Hodgkin Lymphoma, Testicular Cancer, and						
	bacco, Controlled Dangerous Substances,	Sarcomas. • Drugs, Alcohol, Tobacco, CDS, and					
	ic Steroids • What is Lyme Disease? •	Steroids are all readily used and abused. • Lyme					
	ual Assault and Dating Violence? • What is	Disease is transmitted to humans from an infected tick					
	how to prevent it? \bullet What are common	 Sexual Assault and Dating Violence are common in 					
	vent accidents and fires? • How do we	\bullet Solution Assault and Dating Violence are common in teens. \bullet Suicide is the taking of ones life. It can be					
	ying? • What is Domestic Violence and	prevented by noticing the signs that someone is					
	e? • What is abstinence?	struggling. • Bullying is unwanted, aggressive					

		P	behavior among school aged children that involves a real or perceived power imbalance. • Domestic Violence is violence amongst family members. Child Abuse is abuse or neglect directed at a child. • Abstinence is abstaining from having sex. Evidence of Learning				
Formative A	Assessmen	ts: • Teacher observation •				ss work	
		rk Assessment(s):• Activiti					
Alternative	Assessme	nts:• Oral Reports • Exhibi	itions • P	ortfolios			
Resources/Materials:				Key Vocabulary:			
Click the links below to access additional resources used			CPR				
to design this unit:			AED				
https://www		org/ reastcancer.org/breast-self-ex	vom	OTC Cancer			
https://www		÷	хаш	Lyme Dise	ease		
http://headsup.scholastic.com/teachers/14-drug-education- activities https://www.cdc.gov/lyme/index.html https://www.loveisrespect.org/understanding-teen-dating- violence-and-sexual-assault/ https://save.org/							
		.gov/prevention/					
https://www							
		chop.edu/violence-preventio ce-involvingyouth/domestic-					
		ise#.XegKi-3Yq00					
https://www	.kff.org/wo	omens-health-policy/fact-					
		tion-programs-definitionfun	nding-				
and-impact-o	on-teen-sez	xual-behavior/					
		Su	iggested	Pacing Guio	le		
Lesson Name/Topi	Studen	t Learning Objective(s)		Suggested 7	Fasks/Activities:	Day(s) to Complete	
0							
<u>c</u>	CPR/A	ED and Accident and Fire		CPR/AED a	nd Accident and Fire	1 Dav	
c 1		ED and Accident and Fire tion, Lyme Disease			nd Accident and Fire Lyme Disease	1 Day	
c 1 2	Prevent		Exam	Prevention, Cancer Awa		1 Day 1 Day	
1 2	Prevent Cancer	tion, Lyme Disease Awareness and Breast Self-	Exam	Prevention, Cancer Awa Exam	Lyme Disease rreness and Breast Self-	1 Day	
1 2 3	Prevent Cancer Bullyin	tion, Lyme Disease Awareness and Breast Self- og and Suicide Prevention	Exam	Prevention, Cancer Awa Exam Bullying and	Lyme Disease areness and Breast Self- d Suicide Prevention	1 Day 1 Day	
1 2	Prevent Cancer Bullyin Sexual	tion, Lyme Disease Awareness and Breast Self- g and Suicide Prevention Assault, Dating Violence,	Exam	Prevention, Cancer Awa Exam Bullying and Sexual Assa	Lyme Disease reness and Breast Self- d Suicide Prevention rult, Dating Violence,	1 Day	
1 2 3	Prevent Cancer Bullyin Sexual	tion, Lyme Disease Awareness and Breast Self- ag and Suicide Prevention Assault, Dating Violence, tic Violence, Child Abuse, at	Exam	Prevention, Cancer Awa Exam Bullying and Sexual Assa Domestic V	Lyme Disease reness and Breast Self- d Suicide Prevention rult, Dating Violence, iolence, Child Abuse,	1 Day 1 Day	
1 2 3	Prevent Cancer Bullyin Sexual Domest Abstine	tion, Lyme Disease Awareness and Breast Self- ag and Suicide Prevention Assault, Dating Violence, tic Violence, Child Abuse, at	Exam	Prevention, Cancer Awa Exam Bullying and Sexual Assa Domestic V and Abstine	Lyme Disease reness and Breast Self- d Suicide Prevention rult, Dating Violence, iolence, Child Abuse,	1 Day 1 Day	
1 2 3 4	Prevent Cancer Bullyin Sexual Domest Abstine Drugs,	tion, Lyme Disease Awareness and Breast Self- ag and Suicide Prevention Assault, Dating Violence, tic Violence, Child Abuse, a ence	Exam	Prevention, Cancer Awa Exam Bullying and Sexual Assa Domestic V and Abstine	Lyme Disease areness and Breast Self- d Suicide Prevention ault, Dating Violence, iolence, Child Abuse, nce	1 Day 1 Day 1 Day 1 Day	
1 2 3 4 5	Prevent Cancer Bullyin Sexual Domest Abstine Drugs, tes:	tion, Lyme Disease Awareness and Breast Self- ag and Suicide Prevention Assault, Dating Violence, tic Violence, Child Abuse, are ence Alcohol, and Tobacco	Exam	Prevention, Cancer Awa Exam Bullying and Sexual Assa Domestic V and Abstine	Lyme Disease areness and Breast Self- d Suicide Prevention ault, Dating Violence, iolence, Child Abuse, nce	1 Day 1 Day 1 Day 1 Day	
1 2 3 4 5 Teacher No	Prevent Cancer Bullyin Sexual Domest Abstine Drugs, tes:	tion, Lyme Disease Awareness and Breast Self- ig and Suicide Prevention Assault, Dating Violence, tic Violence, Child Abuse, a ence Alcohol, and Tobacco	Exam	Prevention, Cancer Awa Exam Bullying and Sexual Assa Domestic V and Abstine Drugs, Alco	Lyme Disease treness and Breast Self- d Suicide Prevention tult, Dating Violence, iolence, Child Abuse, nce hol, and Tobacco	1 Day 1 Day 1 Day 1 Day	
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1 2 3 4 5 Teacher No	Prevent Cancer Bullyin Sexual Domest Abstine Drugs, tes: Resources	tion, Lyme Disease Awareness and Breast Self- ag and Suicide Prevention Assault, Dating Violence, tic Violence, Child Abuse, ar ence Alcohol, and Tobacco : Differenti	Exam	Prevention, Cancer Awa Exam Bullying and Sexual Assa Domestic V and Abstine Drugs, Alco	Lyme Disease treness and Breast Self- d Suicide Prevention tult, Dating Violence, iolence, Child Abuse, nce hol, and Tobacco	1 Day 1 Day 1 Day 1 Day	
1 2 3 4 5 Teacher No Additional I Students Disabil	Prevent Cancer Bullyin Sexual Domest Abstine Drugs, tes: Resources	tion, Lyme Disease Awareness and Breast Self- ag and Suicide Prevention Assault, Dating Violence, tic Violence, Child Abuse, at ence Alcohol, and Tobacco : Differenti English Language Learners	Exam ind iation/M Sifted and Stud	Prevention, Cancer Awa Exam Bullying and Sexual Assa Domestic V and Abstine Drugs, Alco Drugs, Alco	Lyme Disease reness and Breast Self- d Suicide Prevention nult, Dating Violence, iolence, Child Abuse, nce hol, and Tobacco	1 Day 1 Day 1 Day 1 Day 1 Day 512 Students	
1 2 3 4 5 Teacher No Additional I Students Disabil • Allow error	Prevent Cancer Bullyin Sexual Domest Abstine Drugs, tes: Resources	tion, Lyme Disease Awareness and Breast Self- Ig and Suicide Prevention Assault, Dating Violence, tic Violence, Child Abuse, a ence Alcohol, and Tobacco : Differenti English Language Learners • Assign a buddy, •	Exam ind iation/M Sifted and Stud	Prevention, Cancer Awa Exam Bullying and Sexual Assa Domestic V and Abstine Drugs, Alco odification S d Talented lents extension	Lyme Disease treness and Breast Self- d Suicide Prevention tult, Dating Violence, iolence, Child Abuse, nce hol, and Tobacco trategies Students at Risk • Provide extended	1 Day 1 Day 1 Day 1 Day 1 Day 1 Day 512 Students • Allow errors ●	
1 2 3 4 5 Teacher No Additional I Students Disabil • Allow error Rephrase qu	Prevent Cancer Bullyin Sexual Domest Abstine Drugs, tes: Resources s with ities	tion, Lyme Disease Awareness and Breast Self- ig and Suicide Prevention Assault, Dating Violence, tic Violence, Child Abuse, at ence Alcohol, and Tobacco : Differenti English Language Learners • Assign a buddy, same language or acc	Exam ind iation/M Gifted and Stud Provide of ctivities	Prevention, Cancer Awa Exam Bullying and Sexual Assa Domestic V and Abstine Drugs, Alco Drugs, Alco	Lyme Disease reness and Breast Self- d Suicide Prevention rult, Dating Violence, iolence, Child Abuse, nce hol, and Tobacco trategies Students at Risk • Provide extended time to complete	1 Day 1 Day 1 Day 1 Day 1 Day 1 Day 512 Students ● Allow errors ● Rephrase questions,	
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Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/mo difications	questions, directions, and explanations • Allow extended time to answer questions • Accept participation at any level, even one word • Modified assessments/assignme nts, as needed • Give tests orally, as needed • Allow spelling errors	to accommodate students' interests in completing tasks at their level of engagement	procedures/action plans • Consult with classroom teacher(s) for specific behavior interventions • Provide rewards as necessary	answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/modif ications
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