

TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 12 Comprehensive Health Education

Adopted
September 19th, 2023

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Unit 1

Unit Title: Wellness- Personal Growth and Development

Grade level: Grade 12

Timeframe: 10 Days

Rationale

Personal Growth and Development will focus on the emotional, sexual, and personal health of the students. Students will be expected to learn the importance of emotional health and the impact it has on the whole student. The students will examine emotional management strategies and coping skills. The students will analyze the relationship between healthy behaviors and personal health as well as ways to promote a healthy lifestyle. The students will analyze healthy sexual relationships and the different relationships that can occur in society.

Focus Questions

What are the obstacles in maintaining healthy relationships?

How do personal health choices impact our own health as well as the health of others?

Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?

What factors are involved when considering parenthood?

Standards

Standards (Taught and Assessed):

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

Highlighted Career Ready Practices and 21st Century Themes/Skills

Social-Emotional Learning Competencies

Self Awareness

Self Management

Social Awareness

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Assessment	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
We are learning to/that				

<p>Life Skills</p>	<p>Evaluate the use of a budget as a high school/college student</p> <p>Evaluate the use of a budget as an adult with everyday expenses.</p> <p>Compare different interview styles for a job vs. college acceptance.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p> <p>Examinations of Student Work</p>	<p>Activities:</p> <p>Have students complete a monthly budget for a high school graduate and college student.</p> <p>Students will participate in mock interviews for different jobs or colleges.</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk:Individualized as needed</p> <p>IEP/504/At risk: Modifications/ Accommodations as stated in IEP. Individualize as needed.</p>
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Benchmark Assessment 1

<p>Benchmark Assessment</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
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<p><i>District Grade Level Created</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
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Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Open ended questions</i> <i>Exit Tickets</i> <i>Peer Assessments</i> <i>Self-Assessment/Reflection</i> <i>Portfolios</i> <i>Tests and quizzes</i> <i>DMV Practice Test</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Math Language Arts Science Art Music</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Unit 2

Unit Title: Emotional Wellness-Alcohol, Tobacco, and other Drugs

Grade level: 12

Timeframe: 10 Days

Rationale

Emotional health is an essential component of the well rounded students. Social and emotional learning helps to support student mental health needs by fostering a sense of safety and security, building positive relationships with others, and providing equitable support to learning. Student learning will center around student emotional behavior, moods, emotions and decision making. Lessons on Alcohol, Tobacco, and other Drugs and how they play a role in emotional health will be a focus in this unit.

Focus Questions

What are the many uses for medicine during pregnancy?

Standards (Taught and Assessed):

2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.

2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g, depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).

2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.

2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).

2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

- 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance. ●
- 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
- 2.3.12.DSDT.3: Examine the drug laws, and regulation of the State of New Jersey, other states and the affects, healthy and unhealthy on individual, families, schools, and communities (d.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
- 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.
- 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individuals ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

Highlighted Career Ready Practices and 21st Century Themes/Skills

Social-Emotional Learning Competencies

- Self Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Assessment	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Over The Counter Medicine	<p>Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.</p> <p>Summarize the criteria for evaluating the effectiveness of a medicine.</p> <p>Relate personal abuse of prescription and over-the-counter medicines to wellness</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p> <p>Examinations of Student Work</p>	<p>Activities:</p> <p>Teacher generated questions about safety of each, reading labels, reviewing drug use, misuse and abuse of over-the-counter drugs.</p> <p>Research an article that discusses a problem with an over-the-counter drug. Present findings to the class.</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk:Individualized as needed</p> <p>IEP/504/At risk: Modifications/ Accommodations as stated in IEP. Individualize as needed</p>

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Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes</i>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

Math Language Arts Science Art Music	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
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Unit 3

Unit Title: Human Relationships

Grade level: 12

Timeframe: 15 Days

Rationale

Social and Sexual Health will focus on age appropriate information about reproduction and offspring. The goal is to lay the foundation for social and sexual health and to educate on topics related. Pregnancy, STD's, contraception are all topics in this section. The importance of expressing feelings, thoughts, and emotions will also be major components of this section. Students will also develop an understanding for personal safety and proper use of technology.

Focus Questions

How does your family influence your continued development?

How do you develop and sustain relationships?

What are the obstacles in maintaining healthy relationships?

How do personal health choices impact our own health as well as the health of others? • Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?

What factors are involved when considering parenthood?

Standards

Standards (Taught and Assessed):

- 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.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.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
- 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 (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
- 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).

- 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.
- 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.

Social-Emotional Learning Competencies

- Social Awareness
- Self-Management
- Social Awareness
- Responsible Decision Making

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
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We are learning to/that				

<p>Baby Project</p>	<p>Evaluate the methods and resources available to confirm pregnancy .</p> <p>Compare embryonic growth and fetal development in single and multiple pregnancies including the incidence of complications and infant mortality</p> <p>Evaluate parenting strategies used at various stages of child development based on valid sources of information.</p> <p>Analyze factors that affect the decision to become a parent.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialog ues</p> <p>Written Responses</p>	<p>Activities:</p> <p>Powerpoint presentation covering multiple types of pregnancy test</p> <p>Miracle of life" video</p> <p>Real life baby project</p> <p>Have students complete an independent living packet using the internet and other resources. For example: finding an apartment, filling out job applications, maintaining a checkbook and creating a monthly budget.</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk:Individualized as needed</p> <p>IEP/504/At risk: Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
<p>Abuse Prevention and Laws</p>	<p>Predict how relationships may evolve over time focusing on changes in :friendships, family,</p>	<p>In-class assignments</p> <p>Think, pair, share</p>	<p>Charts identifying the stages of a love relationship</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on</p>

	<p>dating relationships and lifetime commitments, such as marriage.</p> <p>Determine effective prevention and intervention strategies to address domestic or dating violence</p> <p>Determine situations where the use of alcohol and other drugs influence decision making and place one at risk</p>	<p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p>	<p>"What should I look for in a Partner?" handout</p> <p>Movie "She Fought Alone"</p> <p>Date Rape Article</p> <p>Mock trial for sexual harassment where students debate flirting vs. sexual harassment.</p> <p>Write a sexual harassment policy for your school including cyber bullying and sexting .</p>	<p>task. Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504/At risk: Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
Healthcare	<p>Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p>	<p>Diagrams exhibiting proper techniques for self exams.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p>

		<p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p>		<p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504/At risk: Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
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Benchmark Assessment 1

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Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Open ended questions</i> <i>Exit Tickets</i> <i>Peer Assessments</i> <i>Self-Assessment/Reflection</i> <i>Portfolios</i> <i>Tests and quizzes</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Math Language Arts Science Art Music</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Unit 4

Unit Title: Community Health Skills

Grade level: 11

Timeframe: 10 Days

Rationale

Community Health Services and Support will serve as an important unit to inform students of emergency situations, resources, feelings, health professionals and different organizations that will support citizens in the time of need. They will also learn about laws, rights, and services that will affect a student and their life.

Focus Questions

How do personal health choices impact our own health as well as the health of others?

Standards

Standards (Taught and Assessed):

- 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 (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
- 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
- 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.

Highlighted Career Ready Practices and 21st Century Themes/Skills

Social-Emotional Learning Competencies

Self Awareness

Self Management

Social Awareness

Responsible Decision Making

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Assessment	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.

	<p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Sexual Wellness	<p>Predict the possible long term effects of adolescent sex on future education, on career plans and on various dimensions of wellness</p> <p>Evaluate information that supports abstinence from sexual activity using reliable research data</p> <p>Analyze factors that influence the choice, use and effectiveness of contraception using risk-reduction and risk-elimination strategies .</p> <p>Relate certain behaviors to placing one at greater risk for HIV / AIDS, STI' s and unintended pregnancy.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialog ues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p> <p>Examinations of Student Work</p>	<p>Activities:</p> <p>Vocabulary dealing with the first sexual feelings</p> <p>"The stages of the sexual response" handout</p> <p>Scenerios usa video</p> <p>Class project chart of "101 ways to make love without doing it"</p> <p>Group power point projects covering the different types of contraceptive methods</p> <p>Individual project creating STI informational pamphlets</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction,</p>

				<p>and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504/At risk: Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
Health Care System	<p>Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation.</p> <p>Determine the effect of accessibility and affordability of healthcare on family, community and global health</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p> <p>Examinations of Student Work</p>	<p>Handout describing the different types of insurance</p> <p>"What to look for in a health care provider' handout</p> <p>Online research project choosing different doctors and health care professionals based on certain factors: location, insurance, cost.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p>

				<p>At Risk:Individualized as needed</p> <p>IEP/504/At risk: Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
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Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>Open ended questions</i> <i>Exit Tickets</i> <i>Peer Assessments</i> <i>Self-Assessment/Reflection</i> <i>Portfolios</i> <i>Tests and quizzes</i>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

N.J.S.A. 18A:35-4.7. Parent's statement of conflict with conscience

Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result therefrom.