

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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Born on **Date November 2014**
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Revised NJSLS **Date January 20, 2020**
Revised NJSLS **Date August 22, 2022**

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):****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.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).
2.3.12.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 Readiness, 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 Science 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 Statements (Amistad, Holocaust, LGBT, etc...)	
LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Bayard Rustin, Sonewall riot led by Marsha P Johnson, Harvey Milk (1st openly gay politician, Kelli Peterson (founded the gay-straight alliance)
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.
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history(Martin Luther King Jr, Muhammad Ali, Jackie Robinson)
Companion Standards	
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.
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.

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 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 self-generated 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)

Unit Essential Question(s):

- What are values? • Where do we get our values? • What are the values you find important? • What are the values you have been taught? • What values come from your cultural beliefs? • What are important things to people of your cultural heritage?

Unit Enduring Understandings:

- Values are those qualities, principles, beliefs and ideas we feel strongly about. • Different people have different values. • People tell others about the values that are important to them. • People do what their values tell them to do, and don't do what their values tell them to do. • People make decisions based on their values. • People often stand up for their values and feel bad when they do not behave according to their values

Evidence of Learning

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:

Click the links below to access additional resources used to design this unit:
www.advocatesforyouth.org
www.dcmp.org
www.discoveryeducation.com

Key Vocabulary:

Values
 Family Message
 Cross Cultural Exchange

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Introduction to Values	Values	1/2 Day
2	Family Messages	Family Values	1/2 Day
3	What Do You Value?	Personal Values	1/2 Day
4	What's Most Important	Important Values	1/2 Day
5	Values Auction	Auctions	1/2 Day
6	Values Voting	Voting	1/2 Day
7	Values and Behaviors	Behaviors	1/2 Day

8	Values and Decisions	Decisions	½ Day
9	Cross-Cultural Exchange	Cross-cultural exchange	½ Day
10	Review		1 Day
11	Test		1 Day

Teacher Notes:**Additional Resources:****Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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:** Health**Unit Title:** – Relationships**Grade Level:** 11

Core Ideas: This unit focuses on relationships. Students will learn which behaviors can enhance or destroy a friendship. Students will understand the nature of family relationships and what influences them. Students will also be able to identify qualities that develop and define friendship and romantic relationships. Lastly, students will explore community relationships and identify those that can serve as resources

Unit # - Standards**Standards** (Content and Technology):**CPI#:****Statement:****Performance Expectations (NJSL)**

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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

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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).
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2.1.12.PP.7:	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
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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.
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Computer Science and Design Thinking			
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Companion Standards			
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Evidence of Learning			
<p>Formative Assessments: ● Teacher observation ● Written responses ● Class discussions ● Class work Tracking of new Mandates through the use of Go-Formative Assessments and EdPuzzle Assignments</p>			
<p>Summative/Benchmark Assessment(s): ● Activities</p> <p>Alternative Assessments: ● Oral Reports ● Exhibitions ● Portfolios</p>			
<p>Resources/Materials:</p> <p>Click the links below to access additional resources used to design this unit:</p> <p>www.advocatesforyouth.org</p> <p>www.dcmp.org</p>	<p>Key Vocabulary:</p> <p>Relationships</p> <p>Adolescence</p>		

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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Introduction to Relationships	Introduction to Relationships	1/2 Day
2	Assessing Relationships	Assessing Relationships	1/2 Day
3	Diagramming My Family	Diagramming My Family	1/2 Day
4	Privileges and Responsibilities	Privileges and Responsibilities	1/2 Day
5	Who Makes a Good Friend?	Who Makes a Good Friend?	1/2 Day
6	Circles of Friendship	Circles of Friendship	1/2 Day
7	Making Friends	Making Friends	1/2 Day
8	Likes and Dislikes	Likes and Dislikes	1/2 Day
9	What Would You Do for a Friend	What Would You Do for a Friend	1/2 Day
10	Where Do You Go?	Where Do You Go?	1/2 Day
11	Review		1 Day
12	Test		1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505 Students
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 #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.

Unit # - Standards

Standards (Content and Technology):	
CPI#:	Statement:
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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).
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2.1.12.PP.7:	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
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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 (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 Readiness, 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 Science 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 Statements (Amistad, Holocaust, LGBT, etc...)	
LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Bayard Rustin, Sonewall riot led by Marsha P Johnson, Harvey Milk (1st openly gay politician, Kelli Peterson (founded the gay-straight alliance)
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 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 self-generated 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 Standards	
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.
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.
Unit Essential Question(s): <ul style="list-style-type: none"> ● What is sexuality? ● What are the circles of sexuality? ● What are the physical and emotional changes of puberty? ● What are some of the emotions that accompany adolescence? ● What are the parts of 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Sexuality is an important part of who a person is and what he or she will become ● Sexuality includes all the feelings, thoughts, and behaviors of being male or female, being attractive and being in love, as well as

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?

being in relationships that include sexual intimacy and physical sexual activity. • The circles of sexuality include: sensuality, sexualization, intimacy, sexual identity, and sexual health and reproduction. • Puberty is the time of a person's life when the body and feelings change from those of a child to those of an adult. • Structures and organs that make up the male reproductive system are: the scrotum, testes, seminiferous tubules, epididymis, vas deferens, seminal vesicles, ejaculatory duct, prostate gland, Cowper's glands, urethra, and penis. • The internal organs of the female reproductive system are the Fallopian tubes, ovaries, uterus, cervix and vagina.

Evidence of Learning

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:

Click the links below to access additional resources used to design this unit:

www.advocatesforyouth.org

www.dcmp.org

www.discoveryeducation.com

Key Vocabulary:

Reproduction system

Sexuality

Puberty

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Introduction to Sexuality	Sexuality	1/2 Day
2	The Circles of Human Sexuality	Human Sexuality	1/2 Day
3	Picturing Sexuality	Picturing Sexuality	1/2 Day
4	Feelings, Fears and Frustrations	Feelings, Fears and Frustrations	1/2 Day
5	Reproduction Review	Reproduction	1/2 Day
6	Fact or Fiction?	Fact or Fiction?	1/2 Day
7	Health and Hygiene	Health and Hygiene	1/2 Day
8	Introduction to Sexual Orientation	Sexual Orientation	2 Day
9	Review		1 Day
10	Test		1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	506 Students
<ul style="list-style-type: none"> Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions Provide one-on-one 	<ul style="list-style-type: none"> Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions, and explanations 	<ul style="list-style-type: none"> Provide extension activities Build on students' intrinsic motivations Consult with parents to accommodate students' interests in 	<ul style="list-style-type: none"> Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures/action plans Consult with 	<ul style="list-style-type: none"> 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 extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors	completing tasks at their level of engagement	classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary	assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications
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Unit #4

Content Area: Health

Unit Title: – Marriage, Parenthood, and Family Living

Grade Level: 11

Core Ideas: The purpose of this unit is to explore personal values and attitudes about parenthood. Students will learn about the challenges teenage parents face and identify the qualities and resources needed for parenthood. Students will examine the costs of caring for an infant and evaluate their personal readiness for parenthood.

Unit # - Standards

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSL)

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.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).
2.3.12.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 Readiness, 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 Science 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 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 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 self-generated 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 Standards			
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.		
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.		
Unit Essential Question(s): <ul style="list-style-type: none"> • What is a commitment? • What factors predict success in marriage? • Why is it risky for teens to marry? • What are some reasons for choosing parenthood? • What are the growth and developmental stages of childhood? • What are the factors that can predict success in marriages? • What are the different kinds of intimacy in marriage? • How can marriage partners insure that their marriage will last? • What are the risks associated with teen marriage? • What should I consider before becoming a parent? • What is the growth and development of a child from birth to age six? • How can parents help their children develop self-discipline and self-control? • What are the causes of dysfunctional family relationships? • What are ways to improve dysfunctional family relationships? 		Unit Enduring Understandings: <ul style="list-style-type: none"> • A commitment is a pledge or a promise that is made. • A marriage commitment is a promise to love and nurture a spouse for a lifetime. • There are many factors that predict success in marriage. • There are many growth and developmental stages of childhood. • Parents need knowledge and skills to care for a child so they can grow up in a healthy, positive environment. • The cost of raising a baby is a high. • There are many causes of dysfunctional family relationships, but many ways to improve them 	
Evidence of Learning			
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: Click the links below to access additional resources used to design this unit: www.advocatesforyouth.org www.dcmp.org www.discoveryeducation.com		Key Vocabulary: Commitment Self-Control Dysfunctional Family Intimacy	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Marriage and Teen Marriage	Marriage	1 Day
2	Family Living & Relationships	Family Living & Relationships	1 Day
3	Parenthood	Parenthood	1 Day
4	Teenage Parents	Teenage Parents	1 Day
5	Cost Of Parenting	Cost Of Parenting	1 Day
6	Review		1 Day
7	Test		1 Day
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	507 Students
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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/assignments, as needed Give tests orally, as needed Allow spelling errors 	<ul style="list-style-type: none"> Provide extension activities Build on students' intrinsic motivations Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 #5

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 # - Standards

Standards (Content and Technology):

CPI#: **Statement:**

Performance Expectations (NJSL)

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.

Midland Park Public Schools

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.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).
2.3.12.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.
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).
Career Readiness, 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 Science 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 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 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 self-generated 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 Standards	
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.
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.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What is a harmful relationship? • What is a violent relationship? • How can I practice protective factors to reduce the risk of violence? • How can I practice self-protection strategies? • How can I participate in recovery strategies if I am harmed by violence? • What are steps I can take to prevent and/or resolve harmful relationships? • What are the types of abusive relationships? • What is the relationship between anger and violence? • What are appropriate responses to anger? • How can I negotiate compromise in conflict situations? • What is date rape, when can it occur and how can I prevent it? • What are recovery strategies for victims of violence? 	
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • A harmful relationship destroys selfrespect, interferes with productivity and health, and includes addictions and/or violence. • A violent relationship is a relationship in which one or both persons are harmed physically, mentally, and/or emotionally. • A perpetrator of violence is a person who commits a violent act. • A victim of violence is a person who has been harmed by violence. • A survivor of violence is a person who was harmed by violence, has participated in recovery, and has adopted selfprotection strategies. • There are many steps to prevent and/or resolve harmful relationships. • There 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	
<p>Formative Assessments: • Teacher observation • Written responses • Class discussions • Class work Tracking of new Mandates through the use of Go-Formative Assessments and EdPuzzle Assignments</p>	
<p>Summative/Benchmark Assessment(s): • Activities</p> <p>Alternative Assessments: • Oral Reports • Exhibitions • Portfolios</p>	
<p>Resources/Materials:</p> <p>Click the links below to access additional resources used to design this unit:</p> <p>www.advocatesforyouth.org</p> <p>www.dcmp.org</p> <p>www.discoveryeducation.com</p>	<p>Key Vocabulary:</p> <p>Selfrespect</p> <p>Physical Emotion</p> <p>Mental Emotion</p> <p>Date Rape</p> <p>Sexual Abuse</p>

Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Introduction to Violence	Violence	1/2 Day
2	What 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 of Handling Anger	Handling Anger	1/2 Day
5	Resolving Conflict with Negotiation – Session 1	Resolving Conflict with Negotiation – Session 1	½ Day
6	Resolving Conflict with Negotiation – Session 2	Resolving Conflict with Negotiation – Session 2	½ Day
7	Dealing with Sexual Abuse and Family Violence	Dealing with Sexual Abuse and Family Violence	½ Day
8	Sexual Violence: Rape and Date Rape	Sexual Violence: Rape and Date Rape	½ Day
9	Date/Acquaintance Rape	Date/Acquaintance Rape	½ Day
10	Review		1 Day
11	Test		1 Day

Teacher Notes:**Additional Resources:****Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	508 Students
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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/assignments, as needed • Give tests orally, as needed • Allow spelling errors 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivations • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 #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

also learn ways to reduce the risk of infection with STIs. Lastly, students will outline resistance skills to use to resist pressure to engage in risk behaviors and the risk situations for infections with STIs.

Unit # - Standards

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSL)

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.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).
2.3.12.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.
2.3.12.HCDM.1	Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
2.3.12.HCDM.3:	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).
Career Readiness, 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 Science 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 Statements (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.
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 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 self-generated 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 Standards	
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.

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.
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Unit Essential Question(s):

- What are the risk behaviors and risk situations for transmission of STIs? • What are the causes of STIs? • How are STIs transmitted? • What are the symptoms of STIs? • How can I reduce the risk of infection with STIs? • What are the resistance skills to use to resist pressure to engage in risk behaviors and risk situations for infections with STIs? • What are the Universal Precautions for Health Care Workers? • Why is abstinence from sex the most effective method for preventing transmission of STIs? • What are the risk behaviors and risk situations for HIV transmission? • What is the progression of HIV infection and AIDS? • What is an opportunistic infection? • How can I reduce the risk of HIV infection?

Unit Enduring Understandings:

- About 15 million Americans become infected with a sexually transmitted infection each year. • About 1/3 of STIs occur in adolescents. • About 2/3 of STIs occur in people younger than 25 years of age. • There are many risk behaviors and risk situations for transmission of STIs. • The most common sexually transmitted infection are Bacterial Vaginosis, Candidiasis, Trichomoniasis, Chlamydia, Gonorrhea, Nongonococcal Urethritis, Syphilis, Herpes, Human Papillomavirus, Pediculosis, and Viral Hepatitis. • There are many ways to avoid infection with STIs. • Universal precautions are steps taken to prevent the spread of disease by treating all blood and body fluids as if they contained a disease. • Abstinence from sex is choosing not to be sexually active. • HIV is a pathogen that destroys infection-fighting cells in the body and is the virus that causes AIDS

Evidence of Learning

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:

Click the links below to access additional resources used to design this unit:

www.advocatesforyouth.org

www.dcmp.org

www.discoveryeducation.com

Key Vocabulary:

STI

STD

HIV

HPV

Transmission

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	About Sexually Transmitted Infections	Sexually Transmitted Infections	1 Day
2	Transmission of STIs	Transmission of STIs	1 Day
3	Bacterial Vaginosis and Candidiasis	Bacterial Vaginosis and Candidiasis	1 Day
4	Trichomoniasis and Chlamydia	Trichomoniasis and Chlamydia	1 Day
5	Gonorrhea and Nongonococcal Urethritis	Gonorrhea and Nongonococcal Urethritis	1 Day
6	Syphilis and Herpes	Syphilis and Herpes	1 Day
7	HPV, Pediculosis, and Viral Hepatitis	HPV, Pediculosis, and Viral Hepatitis	1 Day
8	Reducing the Risk of Infection with STIs	Risk of Infection with STIs	1 Day
9	HIV/AIDS	HIV/AIDS	2 Day
10	Abstinence	Abstinence	1 Day
11	Review		1 Day
12	Test		1 Day

Teacher Notes:				
Additional Resources:				
Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	509 Students
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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/assignments, as needed • Give tests orally, as needed • Allow spelling errors 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivations • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 #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 (NJSL)

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. 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).
2.3.12.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.
2.3.12.HCDM .1	Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
2.3.12.HCDM .3:	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).
Career Readiness, 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 Science 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 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 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 self-generated 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 Standards	
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.
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.
Unit Essential Question(s): <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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:

Click the links below to access additional resources used to design this unit:

www.advocatesforyouth.org

www.dcmp.org

www.discoveryeducation.com

Key Vocabulary:

Pregnancy

CVS

Bonding

Insemination

in vitro fertilization

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
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 Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	510 Students
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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/assignments, as needed ● Give tests orally, as needed 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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

	<ul style="list-style-type: none"> ● Allow spelling errors 			
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Unit #8

Content Area: Health

Unit Title: – Birth Control Methods

Grade Level: 11

Core Ideas: This unit will help students learn the facts about birth control methods. Students will be able to identify different birth control methods. The types of birth control methods discussed are: abstinence; oral contraceptives; vaginal ring; injectable contraceptives; skin patch; barrier methods; intrauterine devices; fertility awareness methods; sterilization methods; and unreliable methods. Students will be able to state facts about each birth control method: how they work; instructions for correct use; effectiveness; side effects; and cost. Abstinence from sex is discussed as the most effective birth control method.

Unit # - Standards

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSL)

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.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).
2.3.12.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.
2.3.12.HCDM .1	Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
2.3.12.HCDM .3:	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).
Career Readiness, Life Literacies, and Key Skills	
9.1.12.FL.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 Science 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 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 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 self-generated 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 Standards			
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.		
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.		
Unit Essential Question(s):		Unit Enduring Understandings:	
<ul style="list-style-type: none"> ● What are birth control methods? ● What are the different types of birth control methods? ● What are facts to know about a birth control method? ● What is abstinence from sex? ● What are the different types of oral contraceptive pills? ● How does a vaginal ring work? ● What is an injectable progestin? ● How does a skin patch work? ● What are spermicides? ● What are diaphragms and cervical caps? ● How do male and female condoms work? ● What is an intrauterine device? ● How does the basal body temperature method work? ● What are the calendar method and mucus methods? ● What are sterilization methods available for men and women? ● How do I determine if my birth control method is reliable? 		<ul style="list-style-type: none"> ● Birth control methods are ways to alter the conditions necessary for conception or pregnancy to occur. ● The types of birth control methods are: abstinence; oral contraceptives; vaginal ring; injectable contraceptives; skin patch; barrier methods; intrauterine devices; fertility awareness methods; sterilization methods; and unreliable methods. ● You must know how each birth control methods works, instructions for correct use, effectiveness, side effects, who should use it or not, and the cost. ● Abstinence from sex is the only birth control method that is 100%. ● The combination pill, the progestin-only pill, and the extended cycle pill are all oral contraceptives. ● The vaginal ring is placed in the vagina each month to prevent pregnancy. ● Injectable progestin is a shot of synthetic progesterone that is given every 3 months. ● The skin patch is a soft, thin, plastic patch that is worn on the skin to prevent pregnancy. ● Spermicides contain chemicals that kill sperm. ● The diaphragm and cervical caps fit over the cervix to prevent sperm from entering the uterus. ● The male condom and female condoms are barrier methods. ● The IUD is a small device that fits into the uterus to prevent pregnancy. ● The basal body temperature method, the calendar method, and the mucus methods are all methods used to predict when ovulation will occur 	
Evidence of Learning			
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: Click the links below to access additional resources used to design this unit: www.advocatesforyouth.org www.dcmp.org www.discoveryeducation.com		Key Vocabulary: Abstinence IUD Birth Control Fertility	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
c			

1	About Birth Control Methods	Birth Control Methods	1 Day
2	Abstinence	Abstinence	1 Day
3	Oral Contraceptives	Oral Contraceptives	1 Day
4	Vaginal Ring and Injectable Contraceptives	Vaginal Ring and Injectable Contraceptives	1 Day
5	Skin Patch and Barrier Methods	Skin Patch and Barrier Methods	1 Day
6	IUDs and Fertility Awareness Methods	IUDs and Fertility Awareness Methods	1 Day
7	Sterilization and Unreliable Methods	Sterilization and Unreliable Methods	1 Day
8	Review		1 Day
9	Test		1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	511 Students
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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/assignments, as needed Give tests orally, as needed Allow spelling errors 	<ul style="list-style-type: none"> Provide extension activities Build on students' intrinsic motivations Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 #9

Content Area: Health

Unit Title: – Personal Wellness and Awareness

Grade Level: 11

Core Ideas: This unit provides students with the knowledge and understanding needed to make personal wellness and awareness decisions regarding CPR/AED training, Cancer Awareness, Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids. This unit also covers Lyme Disease, Sexual Assault, Suicide Prevention, Dating Violence, Accident and Fire Prevention, Bullying Prevention, Domestic Violence, Breast Self-Exam, and Stress Abstinence.

Unit # - Standards

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSL)

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.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).
2.3.12.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.

2.3.12.HCDM .1	Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
2.3.12.HCDM .3:	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).
Career Readiness, 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 Science 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 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 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 self-generated 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 Standards	
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.
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.
Unit Essential Question(s):	
<ul style="list-style-type: none"> ● Why is CPR and AED training important? ● How often should an adult woman perform a Breast Self-Exam? ● What types of cancer are common in teens? ● What are the implications of using and abusing Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids ● What is Lyme Disease? ● What is Sexual Assault and Dating Violence? ● What is Suicide and how to prevent it? ● What are common ways to prevent accidents and fires? ● How do we prevent bullying? ● What is Domestic Violence and Child Abuse? ● What is abstinence? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> ● CPR and AED training is important because it helps save lives. ● An adult woman should perform a Breast Self-Exam once a month. ● Common cancers in teens are Hodgkin Lymphoma, Testicular Cancer, and Sarcomas. ● Drugs, Alcohol, Tobacco, CDS, and Steroids are all readily used and abused. ● Lyme Disease is transmitted to humans from an infected tick ● Sexual Assault and Dating Violence are common in teens. ● Suicide is the taking of ones life. It can be prevented by noticing the signs that someone is struggling. ● Bullying is unwanted, aggressive 	

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 Assessments: ● Teacher observation ● Written responses ● Class discussions ● Class work

Summative/Benchmark Assessment(s):● Activities

Alternative Assessments:● Oral Reports ● Exhibitions ● Portfolios

Resources/Materials:

Click the links below to access additional resources used to design this unit:
<https://www.redcross.org/>
<https://www.nationalbreastcancer.org/breast-self-exam>
<https://www.cancer.gov/types/aya>
<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/>
<https://www.usfa.fema.gov/prevention/>
<https://www.stopbullying.gov/>
<https://injury.research.chop.edu/violence-prevention-initiative/types-violence-involvingyouth/domestic-violence-and-child-abuse#.XegKi-3Yq00>
<https://www.kff.org/womens-health-policy/fact-sheet/abstinence-education-programs-definitionfunding-and-impact-on-teen-sexual-behavior/>

Key Vocabulary:

CPR
 AED
 OTC
 Cancer
 Lyme Disease

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	CPR/AED and Accident and Fire Prevention, Lyme Disease	CPR/AED and Accident and Fire Prevention, Lyme Disease	1 Day
2	Cancer Awareness and Breast Self-Exam	Cancer Awareness and Breast Self-Exam	1 Day
3	Bullying and Suicide Prevention	Bullying and Suicide Prevention	1 Day
4	Sexual Assault, Dating Violence, Domestic Violence, Child Abuse, and Abstinence	Sexual Assault, Dating Violence, Domestic Violence, Child Abuse, and Abstinence	1 Day
5	Drugs, Alcohol, and Tobacco	Drugs, Alcohol, and Tobacco	1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	512 Students
● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to	● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase	● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents	● 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

<p>answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications</p>	<p>questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors</p>	<p>to accommodate students' interests in completing tasks at their level of engagement</p>	<p>procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary</p>	<p>answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications</p>
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