

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
PHYSICAL EDUCATION/HEALTH DEPARTMENT  
FAMILY LIVING GRADE 12

Family Living Curriculum Guide

<p><b>Pacing Guide:</b> <b>Grade 12 Family Living is a marking period course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.</b></p>	<p>Family Living – (1 Marking Period)</p> <p>Unit 1 – Emotions, Relationships, Marriage, Family, Abuse, &amp; Family Crisis (3 weeks)</p> <p>Unit 2 - Reproductive Systems &amp; Conditions Effecting Birth (3 weeks)</p> <p>Unit 3 - Abstinence, Birth Control, &amp; Sexually Transmitted Diseases (STD’S) (3 weeks)</p> <p>Unit 4 - Organ Donation, Bullying, Suicide, and Drugs (2 weeks)</p>
<p><b>Interdisciplinary Standards</b></p>	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
 PHYSICAL EDUCATION/HEALTH DEPARTMENT  
 FAMILY LIVING GRADE 12

<p><b>Technology Standards:</b>        8.1 Educational Technology</p> <p>8.2. Technology Education,        Engineering, Design, and        Computational Thinking-Programming</p>	<p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial</p> <p>8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> <p>8.1.12.D.2 - Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.</p> <p>8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources</p> <p>8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p> <p>8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world</p>
<p><b>21st Century Skills Standards:</b>        9.2 Career Awareness, Exploration, and Preparation</p>	<p>9.2.12.C.1 - Review career goals and determine steps necessary for attainment.</p>
<p><b>Career Ready Practices:</b></p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
 PHYSICAL EDUCATION/HEALTH DEPARTMENT  
 FAMILY LIVING GRADE 12

**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<p><i>(content, process, product and learning environment)</i></p> <ul style="list-style-type: none"> <li>• Multi-Sensory Approach</li> <li>• Independent projects requiring research skills for assessing information</li> <li>• Encourage the Use of Creativity</li> <li>• Opportunities for Open-Ended Activities</li> <li>• Competitive and Collaborative Projects</li> </ul>	<p><b>Modifications for Classroom</b></p> <ul style="list-style-type: none"> <li>• Modified in-class assignments</li> <li>• Internet bilingual dictionaries during class and assignments</li> <li>• Word banks for tests</li> <li>• Extended time for all assignments</li> <li>• Internet text translators</li> <li>• Modified requirements</li> <li>• Print out power point notes</li> </ul>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> <li>• Assigned seating</li> <li>• Modified Assignments</li> <li>• Modified Tests</li> <li>• Print out power point notes</li> <li>• Extended times for tests and assignments</li> <li>• Repeat instructions</li> <li>• Teacher/Parent Communications</li> </ul>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> <li>• Teacher/Parent Communications</li> <li>• Intervention and Referral Team (I&amp;RS) in-house strategies for teachers</li> <li>• Extended time for assignments</li> <li>• Assign peer helper in class</li> <li>• Preferential seating</li> <li>• Provide copy of class notes</li> </ul>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
 PHYSICAL EDUCATION/HEALTH DEPARTMENT  
 FAMILY LIVING GRADE 12

<b>CONTENT: Family Living</b>			
<b>Theme:</b> Emotions, Relationships, Marriage, Family, Abuse, & Family Crisis			
<b>Essential Questions:</b> What areas shape our personality and effect our emotions? How are relationships formed and how do they affect our behavior? What resources are provided to help cope with situations such as family crisis, dating abuse, and domestic violence.			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Emotions &amp; Personality Traits</li> <li>• Different Relationships</li> <li>• Different Types of Marriage</li> <li>• Families &amp; Roles</li> <li>• Abuse</li> <li>• Family Crisis</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Students will be able to discuss and distinguish between different emotions and personality traits through class discussions.</li> <li>• Student will be able to demonstrate their knowledge of relationships and dating by discussing in class and watching a power point presentation.</li> <li>• Students will be able to compare and contrast different types of families and marriages by class discussions and taking notes from a power point presentation.</li> <li>• Students will be able to identify dating abuse and domestic violence by class discussions and taking notes from a power point presentation.</li> <li>• Students will be able to understand the effects of cheating, divorce and other</li> </ul>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>• Do Now Exercises</li> <li>• Classroom Exercises</li> <li>• Teacher Observations</li> <li>• Class Discussions</li> <li>• Review Game</li> <li>• Test</li> <li>• Mid-Term/Final Exams</li> </ul>	<p><b>Standards:</b></p> <p>2.1.12.A.1                  2.1.12.E.3                  2.1.12.C.1                  2.4.12.A.1                  2.4.12.A.2                  2.4.12.A.3                  2.4.12.A.4                  2.4.12.A.5</p> <p><b>Time Frame:</b>                  3 Weeks</p> <p><b>Materials:</b>                  Syllabus                  White Board                  Markers                  Work Sheets                  Index Cards                  Test</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
PHYSICAL EDUCATION/HEALTH DEPARTMENT  
FAMILY LIVING GRADE 12

	<p>family crisis situations by class discussions.</p> <ul style="list-style-type: none"><li>• Students will be able to demonstrate their knowledge on Personality Traits, Emotions, Relationships, Marriage, and Family Crisis by participating in a review game.</li><li>• Students will be able to demonstrate their knowledge on Personality Traits, Emotions, Relationships, Marriage, and Family Crisis by answering questions on a test.</li></ul>		
--	--	--	--

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
 PHYSICAL EDUCATION/HEALTH DEPARTMENT  
 FAMILY LIVING GRADE 12

<b>CONTENT: Family Living</b>			
<b>Theme:</b> Reproductive Systems & Conditions Effecting Birth			
<b>Essential Questions:</b> How can pregnancy affect an adolescent's life? How can the choices one makes effect one's future?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Female Reproductive System</li> <li>• Male Reproductive System</li> <li>• Menstrual Cycle</li> <li>• Pregnancy</li> <li>• Birth</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Students will be able to distinguish the difference between a male and a female by class discussions and taking notes from a power point presentation.</li> <li>• Students will be able to define key terms involving the male and female reproductive systems by class discussions and taking notes from a power point.</li> <li>• Students will be able to understand the different stages of pregnancy by class discussions and watching a DVD.</li> <li>• Students will be able to identify the different methods of giving birth by taking notes from a power point presentation.</li> <li>• Students will be able to demonstrate their knowledge on the Reproductive Systems, Pregnancy, and Birth by participating in a review game.</li> <li>• Students will be able to demonstrate their knowledge on the Reproductive Systems, Pregnancy, and Birth by answering questions on a test.</li> </ul>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>• Do Now Exercises</li> <li>• Classroom Exercises</li> <li>• Review Game</li> <li>• Tests</li> <li>• Teacher Observations</li> <li>• Class Discussions</li> <li>• Mid-Term/Final Exams</li> </ul>	<p><b>Standards:</b>          2.4.12.C.1          2.4.12.C.2          2.4.12.C.3          2.4.12.C.4          2.4.12.C.5          2.4.12.C.6          2.4.12.C.7</p> <p><b>Time Frame:</b>          3 Weeks</p> <p><b>Materials:</b>          White Board          Markers          Handouts          DVD          Index Cards          Test</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
 PHYSICAL EDUCATION/HEALTH DEPARTMENT  
 FAMILY LIVING GRADE 12

<b>CONTENT: Family Living</b>				
<b>Theme:</b> Abstinence, Birth Control, & Sexually Transmitted Diseases (STD'S)				
<b>Essential Questions:</b> What options are there to prevent pregnancy and STDs? What consequences could occur from safe and unsafe sex?		How can abstinence maintain one's wellness? How can pregnancy affect an adolescent's lifestyle? How can Sexually Transmitted Diseases lead to death?		
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>• Abstinence</li> <li>• Birth Control Methods</li> <li>• Sexually Transmitted Diseases</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  <ul style="list-style-type: none"> <li>• Students will be able to explain and identify the different methods of birth control by class discussions and a class activity.</li> <li>• Students will be able to understand the importance of abstinence by class discussions.</li> <li>• Students will be able to understand the negative effects of STDs by class discussions.</li> <li>• Students will be able to demonstrate their knowledge on STDs by researching through internet resources and working in small groups on a power point project.</li> <li>• Students will be able to demonstrate their knowledge on Abstinence, Birth Control Methods, and STDs by participating in a review game.</li> <li>• Students will be able to demonstrate their knowledge on Abstinence, Birth Control Methods, and STDs by answering questions on a test.</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>• Do Now Exercises</li> <li>• Classroom Exercises</li> <li>• Teacher Observations</li> <li>• Class Discussions</li> <li>• Power Point Project</li> <li>• Review Game</li> <li>• Test</li> <li>• Mid-Term/Final Exams</li> </ul>	<b>Standards:</b> 2.1.12.A.1 2.1.12.C.1 2.2.12.B.1 2.4.12.B.1 2.4.12.B.2 2.4.12.B.3 2.4.12.B.5	
			<b>Time Frame:</b> 3 Weeks	
			<b>Materials:</b> White Board Markers Internet Resources Computers Power Point Handouts Index Cards Test	

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
 PHYSICAL EDUCATION/HEALTH DEPARTMENT  
 FAMILY LIVING GRADE 12

<b>CONTENT: Family Living</b>				
<b>Theme:</b> Organ Donation, Bullying, Suicide, and Drugs				
<b>Essential Questions:</b> What importance does organ donation have on saving a life? How is technology increasing the effects of bullying in the world? What role are drugs and alcohol going to play after graduation and in the real world?				
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>• Depression</li> <li>• Suicide</li> <li>• Bullying</li> <li>• Drugs</li> <li>• Organ Donation</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  <ul style="list-style-type: none"> <li>• Students will be able to explain the different causes of suicide by participating in class discussions.</li> <li>• Students will be able to identify the different situations that could occur with drugs and alcohol once they have graduated by class discussions and watching a DVD.</li> <li>• Students will be able to determine whether or not they would like to be an organ donor by watching a DVD.</li> <li>• Students will be able to demonstrate their knowledge on organ donation by class discussions.</li> <li>• Students will be able to identify the different methods used to bully others as well as the effects of the target by class discussions.</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>• Do Now Exercises</li> <li>• Classroom Exercises</li> <li>• Teacher Observations</li> <li>• Class Discussions</li> <li>• Mid-Term/Final Exams</li> </ul>	<b>Standards:</b> 2.1.12.D.3 2.2.12.A.2 2.2.12.A.3 2.2.12.D.1 2.3.12.B.3 2.3.12.B.4 2.4.12.B.4	
			<b>Time Frame:</b> 2 Weeks	
			<b>Materials:</b> Computer Resources Computer DVDs Handouts	