



**SPRINGFIELD PUBLIC SCHOOLS**  
**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

**Springfield Public Schools**  
**Springfield, New Jersey 07081**

**Health**  
**Grade 12**

**Curriculum Guide**

**2022**

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education*  
*Approved July 25, 2022*



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# **Springfield Public Schools Springfield, New Jersey**

**Rachel Goldberg  
Superintendent of Schools**

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**Curriculum Developed By:**

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*Springfield Board of Education  
PO Box 210  
Springfield, New Jersey 07081*

*"Cultivating compassionate and extraordinary learners"*

**Rachel Goldberg**  
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(973) 376-1025

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School Business Administrator/  
Board Secretary  
(973) 376-1025

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Resolution: School Government  
Introduced By: Mr. Miller  
Seconded By: Mrs. Gamarekian  
Adopted: July 25, 2022

**Curriculum Adoption**

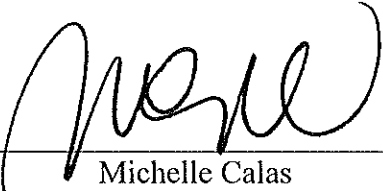
To adopt the following curriculum and courses for the 2022-2023 school year:

- Revised Comprehensive Health and Physical Education *due to new standards in CH/PE (Separate Roll Call Vote)*
  - K-12 Comprehensive Health
  - K-12 Physical Education

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26<sup>th</sup> of July 2022.

SEAL

  
\_\_\_\_\_  
Michelle Calas  
School Business Administrator/Board Secretary



### Unit Overview Template

|                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |                     |    |                    |               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------------|----|--------------------|---------------|
| <b>Content Area:</b>                                                                                                                                                                                                                                                                                                                                                                                                             | Health | <b>Grade Level:</b> | 12 | <b>Unit Title:</b> | Relationships |
| <b>Unit Summary:</b> All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality, and apply these concepts to support a healthy, active lifestyle.                                                                                                                                                                                                                |        |                     |    |                    |               |
| <b>Primary Interdisciplinary Connections:</b> Language Arts                                                                                                                                                                                                                                                                                                                                                                      |        |                     |    |                    |               |
| <b>21<sup>st</sup> Century Themes</b> <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> ICT Literacy<br><input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Life and Career Skills <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Media Literacy |        |                     |    |                    |               |
| <b>Unit Rationale:</b> It is necessary for students to recognize the characteristics of a healthy relationship in order to support a healthy lifestyle.                                                                                                                                                                                                                                                                          |        |                     |    |                    |               |

### Learning Targets

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standards:</b>        | 2.1 Personal and Mental Health<br>2.3 Safety                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Statutes:</b>         | Domestic Violence Education (N.J.S.A. 18A:35-4.23)<br>Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)<br>Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)<br>Dating Violence Education (N.J.S.A. 18A: 35-4.23a)                                                                                                                                                                                |
| <b>Core Idea:</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Social and Sexual Health | How individuals feel about themselves. Their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.<br><br>Healthy Individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.<br><br>There are many factors that influence how we feel about ourselves and the decisions that we make. |
| Personal Safety          | State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.                                                                                                                                                                                                                                                                                                                  |

| PE #         | Performance Expectations                                                                                                                                                            |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.9 | Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.                                                                                                         |
| 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.                                                                                                     |

**Unit Essential Questions:**

- What is necessary to develop a healthy relationship?
- How have the traditional roles of marriage changed?
- How can abuse manifest in a platonic relationship?
- How does the parent/child relationship evolve over time?

**Unit Enduring Understandings:**

- Family structures, values, rituals, and traditions meet basic human needs worldwide.
- A healthy relationship can set the foundation for a healthy standard of living.

**Unit Learning Targets:**

Students will....

- Be able to compare and contrast how family structures, values, rituals and traditions have evolved.
- Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

**Evidence of Learning**

**Summative Assessment:** 10 days-Final Project, Test/Quiz

**Equipment Needed:** Projector, Laptop

**Teacher Resources:** [www.sites.google.com/site/jdhealth4](http://www.sites.google.com/site/jdhealth4)

<https://www.joinonelove.org/>

[www.cdc.gov](http://www.cdc.gov)

[www.dayofsilence.org](http://www.dayofsilence.org)

[www.Edpuzzle.com](http://www.Edpuzzle.com)

**Formative Assessments:**

- Rubric
- Pre-assessment
- Observation



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- Quiz
- Test
- Prezi
- Group work
- Presentation

| Lesson Plans                                                                                                                                                                                                                                                                                                                                                                                       |                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Lesson                                                                                                                                                                                                                                                                                                                                                                                             | Time Frame           |
| Lesson 1 Dating Violence                                                                                                                                                                                                                                                                                                                                                                           | 1/ 42 minute periods |
| Lesson 2 Types of Marriage                                                                                                                                                                                                                                                                                                                                                                         | 1/ 42 minute periods |
| Lesson 3 Tolerance                                                                                                                                                                                                                                                                                                                                                                                 | 1/ 42 minute periods |
| Teacher Notes: N/A                                                                                                                                                                                                                                                                                                                                                                                 |                      |
| <b>Curriculum Development Resources/Technology Resources:</b><br><i>Click the links below to access additional resources used to design this unit:</i><br><a href="http://www.joinonelove.org">www.joinonelove.org</a><br><a href="http://www.cdc.gov">www.cdc.gov</a><br><a href="http://www.dayofsilence.org">www.dayofsilence.org</a><br><a href="http://www.Edpuzzle.com">www.Edpuzzle.com</a> |                      |



### Lesson Plan 1 Template

Content Area: Health      Lesson Title: Dating Violence      Time Frame: 42 min/1 class

### Lesson Components

#### 21<sup>st</sup> Century Themes

- ☐ Global Awareness      ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy      ☒ Health Literacy

#### 21<sup>st</sup> Century Skills

- ☐ Creativity and Innovation      ☒ Critical Thinking and Problem Solving ☒ Information Literacy  
☒ Life and Career Skills ☒ Communication and Collaboration      ☐ Media Literacy      ☐ ICT Literacy

**Interdisciplinary Connections:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.

#### **Integration of Technology:**

Students will use the class website to access pre-approved resources about dating violence.

#### **Equipment Needed:**

Student laptops, Projector

| Goals/Objectives                                                                                                                                                                                                                            | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Formative Assessment Tasks                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <p>Students will:</p> <ul style="list-style-type: none"> <li>Determine effective prevention and intervention strategies to address domestic or dating violence.</li> <li>Recognize the warning signs of an abusive relationship.</li> </ul> | <p>Lesson Sequence</p> <ol style="list-style-type: none"> <li>The class will begin by showing an iMovie about the murder of college student Yardley Love.</li> <li>Group/independent activity - Students will brainstorm a list of appropriate and inappropriate traits of a relationship, and tag them "That's Love, or "That's Not Love".</li> <li>Students will use slips of paper and staple their statement to the appropriate side of the bulletin board.</li> <li>We will watch One Love's #BehindThePost video and discuss how what is portrayed on social media</li> </ol> | <ul style="list-style-type: none"> <li>Observation</li> <li>Oral questioning</li> <li>Written Work</li> </ul> |



is not always what is happening in "real life." Students will be given a worksheet with examples of different types of behavior. During the video students will write examples next to each sign of a healthy/unhealthy relationship that they saw in the video.

5. Closure - As a large group, we will go over the answers to the worksheet.

**Differentiation:**

Students will be given additional examples of each specific behavior.

**Resources Provided:**

- <https://www.joinonelove.org/>- videos and worksheet



### Lesson Plan 2 Template

Content Area: Health      Lesson Title: Types of Marriage      Time Frame: 42 min/1 class

### Lesson Components

#### 21<sup>st</sup> Century Themes

☒ Global Awareness    ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☒ Civic Literacy      ☒ Health Literacy

#### 21<sup>st</sup> Century Skills

☐ Creativity and Innovation    ☐ Critical Thinking and Problem Solving    ☒ Information Literacy  
☒ Life and Career Skills    ☒ Communication and Collaboration    ☒ Media Literacy    ☐ ICT Literacy

**Interdisciplinary Connections:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.

**Integration of Technology:** Students will use the class website to access pre-approved resources for information on marriage. An EdPuzzle video will be used to assess student knowledge.

#### **Equipment Needed:**

Student laptops, Projector

| Goals/Objectives                                                                                                                                                                                                                                                                                                                          | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Formative Assessment Tasks                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <p>Students will:</p> <ul style="list-style-type: none"> <li>Compare and contrast the current and historical role of life commitments, such as marriage.</li> <li>Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.</li> </ul> | <p>Lesson Sequence</p> <ol style="list-style-type: none"> <li>Attendance &amp; Do Now - Students will watch the assigned class video posted in EdPuzzle. Throughout the video, students will be required to answer the questions embedded in the video.</li> <li>We will have a short class discussion on the various types of marriage, and how they have changed over time/what laws have been put in place.</li> <li>Students will refer to their activity list to choose one of the marriage activities to complete in class. They will use the class website to access the necessary articles and questions.</li> </ol> | <ul style="list-style-type: none"> <li>Group work</li> <li>Oral questioning</li> <li>EdPuzzle</li> </ul> |



- |  |                                                                                                                                                                                                                                                                                   |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>4. Closure - Individually, students will be directed to answer the following questions as their "Ticket Out" of class: Why do societies make laws about marriage? How have cohabitation, heterosexual marriage and homosexual marriage changed over the past few decades?"</p> |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Differentiation:**

Jigsaw, One-on-one time with students

**Resources Provided:**

- <https://sites.google.com/site/salmonhealth4jdhhs/> - posted worksheets
- [Edpuzzle.com](http://Edpuzzle.com) - marriage video



### Lesson Plan 3 Template

Content Area: Health      Lesson Title: Tolerance      Time Frame: 42 min/1 class

### Lesson Components

#### 21<sup>st</sup> Century Themes

☒ Global Awareness    ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy      ☒ Health Literacy

#### 21<sup>st</sup> Century Skills

☐ Creativity and Innovation    ☐ Critical Thinking and Problem Solving    ☐ Information Literacy  
☒ Life and Career Skills      ☒ Communication and Collaboration    ☒ Media Literacy    ☐ ICT Literacy

**Interdisciplinary Connections:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.

**Integration of Technology:** Use of resources, such as class website

#### **Equipment Needed:**

Student Laptops, Projector

| Goals/Objectives                                                                                                                                                                                                          | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Formative Assessment Tasks                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <p>Students will:</p> <ul style="list-style-type: none"> <li>Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.</li> </ul> | <p>Lesson Sequence</p> <ol style="list-style-type: none"> <li>Do Now - Students will answer 2 questions while attendance is taken:<br/>"What does LGBTQ stand for? What homophobic slang terms do you hear frequently that could be considered offensive to some people?"</li> <li>LGBT activity - As a large group, we will go over the Do Now questions.</li> <li>Next, students will be directed to two signs on either side of the classroom. The signs will read, "Agree" and "Disagree" (I will also have Agree and Disagree written on the board with arrows pointing in the correct direction for students who need more assistance). I will read a</li> </ol> | <ul style="list-style-type: none"> <li>Observation</li> <li>Discussion</li> <li>Written Work</li> </ul> |



statement aloud, and students will have to decide whether they agree with it, or disagree with it, and will have to move to that corresponding side of the room. Once students have decided, I will ask a few from each side to defend why they chose the side they did. Statements such as "Some people defend 'that's so gay' by saying that it is not meant to insult LGBTQ people", "It is safe for someone in this school to 'come out of the closet'", "Same sex couples should be allowed to marry and adopt kids", "It's ok to call a friend 'gay' or 'faggot' because they are your friend", etc.

4. Discussion/Closure - Students will answer an "Exit Card" question: "How can you reduce homophobia in your school and local community?"

5. Closure.

**Differentiation:**

Students may write their responses down and hand them to me if they do not wish to say them aloud.

**Resources Provided:**

- [www.dayofsilence.org](http://www.dayofsilence.org) - class questions
- [www.cdc.gov](http://www.cdc.gov)- available data & statistics to discuss with the class



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### Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

| Lesson Activities                                                                                                    | Strongly | Moderately | Weakly |
|----------------------------------------------------------------------------------------------------------------------|----------|------------|--------|
| Are challenging <b>Strongly</b> and require higher order thinking and problem solving skills                         | <b>X</b> |            |        |
| Allow for student choice                                                                                             | <b>X</b> |            |        |
| Provide scaffolding for acquiring targeted knowledge/skills                                                          | <b>X</b> |            |        |
| Integrate global perspectives                                                                                        | <b>X</b> |            |        |
| Integrate 21st century skills                                                                                        | <b>X</b> |            |        |
| Provide opportunities for interdisciplinary connection and transfer of knowledge and skills                          | <b>X</b> |            |        |
| Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills            | <b>X</b> |            |        |
| Are varied to address different student learning styles and preferences                                              | <b>X</b> |            |        |
| Are differentiated based on student needs                                                                            | <b>X</b> |            |        |
| Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process    | <b>X</b> |            |        |
| Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives | <b>X</b> |            |        |
| Provide opportunities for student reflection and self- assessment                                                    | <b>X</b> |            |        |
| Provide data to inform and adjust instruction to better meet the varying needs of learners                           | <b>X</b> |            |        |

### Curriculum Design Template

|                              |                           |                                  |
|------------------------------|---------------------------|----------------------------------|
| <b>Content Area:</b> Health  | <b>Grade Level:</b> 12    | <b>Unit Title:</b> Relationships |
| <b>Created:</b> January 2022 | <b>Board Approved on:</b> | Type Here                        |



### Unit Overview Template

|                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |                     |    |                    |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------------|----|--------------------|-----------------------|
| <b>Content Area:</b>                                                                                                                                                                                                                                                                                                                                                                                                             | Health | <b>Grade Level:</b> | 12 | <b>Unit Title:</b> | Pregnancy & Parenting |
| <b>Unit Summary:</b> This unit covers fetal development, pregnancy, pregnancy termination, legal rights, and parenting strategies.                                                                                                                                                                                                                                                                                               |        |                     |    |                    |                       |
| <b>Primary Interdisciplinary Connections:</b> Language Arts                                                                                                                                                                                                                                                                                                                                                                      |        |                     |    |                    |                       |
| <b>21<sup>st</sup> Century Themes</b> <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> ICT Literacy<br><input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Life and Career Skills <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Media Literacy |        |                     |    |                    |                       |
| <b>Career Readiness (Standard 9):</b> 9.1 Importance of fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.                                                        |        |                     |    |                    |                       |
| <b>Unit Rationale:</b> Students will be able to make responsible decisions regarding prenatal care during pregnancy, analyze birthing options, and evaluate parenting strategies used at different stages of child development based on valid sources of information.                                                                                                                                                            |        |                     |    |                    |                       |

### Learning Targets

|                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standards:</b>                                                                         | 2.1 Personal and Mental Health                                                                                                                                                                                                                                                                                                                                                 |
| <b>Statutes:</b>                                                                          | New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)                                                                                                                                                                                                                                                                                               |
| <b>Core Idea:</b><br>Pregnancy and Parenting<br><br>Community Health Services and Support | There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.<br><br>There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts<br><br>Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others. |
| <b>PE #</b>                                                                               | <b>Performance Expectations</b>                                                                                                                                                                                                                                                                                                                                                |
| 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. CHSS.3 | Explain the purpose of the Safe Haven Law and identify locations in your community.                                                                             |

**Unit Essential Questions:**

- What methods and resources are available to confirm pregnancy?
- What is the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination?
- Does an individual's lifestyle choices during pregnancy affect the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities?
- Do adolescents have legal rights and responsibilities in New Jersey regarding pregnancy, abortion, and parenting?

**Unit Enduring Understandings:**

- Parents' lifestyle choices will affect the growth and development of a fetus, and will continue to affect the child as he/she grows.
- There are physical, social, emotional, cultural, religious, ethical, and legal issues that have an impact on elective pregnancy termination.
- Parenting strategies will differ both from parent to parent and during the various stages of child development.
- There are familial, financial, cultural, religious and social factors that affect the decision to become a parent.

**Unit Learning Targets:**

*Students will....*

Identify embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.

Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.

Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.



### Evidence of Learning

**Summative Assessment:** 10 days-Final Project, Test/Quiz

**Equipment Needed:** Projector, Laptop

**Teacher Resources:** [www.sites.google.com/site/jdhealth4](http://www.sites.google.com/site/jdhealth4)

[www.edpuzzle.com](http://www.edpuzzle.com)

Video: Fertilization- <https://www.youtube.com/watch?v=BFrVmDgh4v4>

[www.marchofdimes.org](http://www.marchofdimes.org)

TED Talk video- Conception to Birth Animation:

[https://www.ted.com/talks/alexander\\_tsiaras\\_conception\\_to\\_birth\\_visualized?language=en](https://www.ted.com/talks/alexander_tsiaras_conception_to_birth_visualized?language=en)

### Formative Assessments:

- Rubric
- Pre-assessment
- Observation
- Quiz
- Test
- Prezi
- Group work
- Presentation

### Lesson Plans

| Lesson                         | Time Frame     |
|--------------------------------|----------------|
| Lesson 1 Fetal Development     | 42 min/1 class |
| Lesson 2 Birth Defects         | 42 min/1 class |
| Lesson 3 Pregnancy Termination | 42 min/1 class |

### Teacher Notes:

### Curriculum Development Resources/Technology Resources:

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

[www.sites.google.com/site/jdhealth4](http://www.sites.google.com/site/jdhealth4) - additional student resources

[www.edpuzzle.com](http://www.edpuzzle.com) - video assessments

<https://www.youtube.com/watch?v=BFrVmDgh4v4> - Fertilization Video

[https://www.ted.com/talks/alexander\\_tsiaras\\_conception\\_to\\_birth\\_visualized?language=en](https://www.ted.com/talks/alexander_tsiaras_conception_to_birth_visualized?language=en) - TED talk- conception animation



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### Lesson Plan 1 Template

Content Area: Health      Lesson Title: Fetal development      Time Frame: 42 min/1 class

### Lesson Components

#### 21<sup>st</sup> Century Themes

- ☐ Global Awareness      ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy      ☒ Health Literacy

#### 21<sup>st</sup> Century Skills

- ☐ Creativity and Innovation      ☐ Critical Thinking and Problem Solving      ☒ Information Literacy  
☒ Life and Career Skills      ☐ Communication and Collaboration      ☐ Media Literacy      ☐ ICT Literacy

**Interdisciplinary Connections:** ELA Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.

**Integration of Technology:** Students will use the class website to access pre-approved resources about our unit.

**Equipment Needed:** Student laptops, Projector

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Formative Assessment Tasks                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <p>Students will:</p> <ul style="list-style-type: none"> <li>Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.</li> <li>Evaluate the methods and resources available to confirm pregnancy.</li> <li>Determine the impact of physical, social, emotional, cultural, religious, ethical and legal issues on elective pregnancy termination.</li> <li>Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion and parenting.</li> </ul> | <p>Lesson Sequence</p> <ol style="list-style-type: none"> <li>Attendance/Do Now - At the beginning of each week, four questions will be posted on the board. Within each group of four, students will decide who will be assigned which question.</li> <li>Group/independent activity - Students will begin/continue their research of their question. By the end of the week, students are to create a newsletter and a mini quiz on their topic/question. Each student is expected to present their information to their group, then hand out their mini quiz to their group members. Each group member will repeat this process.</li> </ol> | <ul style="list-style-type: none"> <li>Observation</li> <li>Oral questioning</li> <li>Written work</li> </ul> |



Pre-approved resources are posted on the class website. In the rear of the room, the teacher will be holding mini lessons on each question. If a student needs clarification of the subject matter, they can sign-up for a mini lesson. The questions/talking points include: 1) Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality. 2) Evaluate the methods and resources available to confirm pregnancy. 3) Determine the impact of physical, social, emotional, cultural, religious, ethical and legal issues on elective pregnancy termination. 4) Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion and parenting.

3. Closure - After each student has finished, the teacher will review the four questions from the week as a whole group activity. Students will be encouraged to participate in the discussion.



**Differentiation:**

- Jigsaw
- Varied product choices
- One-on-one time with students

**Resources Provided:**

- [www.cdc.gov](http://www.cdc.gov) - statistics on pregnancy
- [www.teenhealth.org](http://www.teenhealth.org)- various articles on pregnancy development for students to access
- [www.edpuzzle.com](http://www.edpuzzle.com) - pregnancy development videos



### Lesson Plan 2 Template

Content Area: Health      Lesson Title: Birth Defects      Time Frame: 42 minutes/1 class

### Lesson Components

#### 21<sup>st</sup> Century Themes

- ☐ Global Awareness      ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy      ☒ Health Literacy

#### 21<sup>st</sup> Century Skills

- ☐ Creativity and Innovation      ☐ Critical Thinking and Problem Solving      ☐ Information Literacy  
☒ Life and Career Skills      ☐ Communication and Collaboration      ☐ Media Literacy      ☐ ICT Literacy

**Interdisciplinary Connections:** ELA Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.

**Integration of Technology:** Students will use the class website to access pre-approved resources about our unit.

**Equipment Needed:** Laptops, Projector

| Goals/Objectives                                                                                                                                                                                                                        | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Formative Assessment Tasks                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <p>Students will:</p> <ul style="list-style-type: none"> <li>Be able to analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, and other birth defects.</li> </ul> | <p>Lesson Sequence</p> <ol style="list-style-type: none"> <li>Attendance/Do Now - Students will be directed to answer the Do Now questions on the board "What do you know about birth defects? How are they caused, and how can they be prevented?"</li> <li>Directive - After a few minutes, the Do Now questions will be discussed as a whole group. Points to include in the discussion will be: lifestyle choices of both parents, prenatal care, genetics, etc.</li> <li>Group/independent Activity - Students will be able to choose a birth defect to research. Their research will then be</li> </ol> | <ul style="list-style-type: none"> <li>Observation</li> <li>Oral questioning</li> <li>Written work</li> </ul> |



reorganized into either a PowerPoint or a Poster, which will be presented to the class. The presentation is described as follows: "There are many causes of birth defects, some known and some unknown. There are also several different types of birth defects. This project will give you the chance to explore birth defects, what causes them and how to treat them, if they can be treated. Students will choose a birth defect and create a poster or PowerPoint presentation on the chosen topic and present it to the class. Your complete project should include the following: Definition of the birth defect, causes, symptoms, tests/diagnosis of birth defect, treatment and/or prevention of birth defect, and pictures if available. Students are also to provide 3 other resources for further research on their chosen birth defect."

4. Closure - Students will let the teacher know what birth defect they have chosen, and the 2-3 resources they will use to research their topic. If there are any further questions about the



assignment, they will be  
answered.

**Differentiation:**

Jigsaw, Varied product choice, One on one time with students

**Resources Provided:**

- [www.marchofdimes.org](http://www.marchofdimes.org)- used as a class resource for student research
- [www.cdc.gov](http://www.cdc.gov)- used as a class resource for student research
- [www.mayoclinic.com](http://www.mayoclinic.com)- used as a class resource for student research



| <b>Lesson Plan 3 Template</b>                                                                                                                                                                                                                                                                                                                                        |        |               |                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------|------------------------|
| Content Area:                                                                                                                                                                                                                                                                                                                                                        | Health | Lesson Title: | Pregnancy Terminations |
|                                                                                                                                                                                                                                                                                                                                                                      |        | Time Frame:   | 42 minutes/1 class     |
| <b>Lesson Components</b>                                                                                                                                                                                                                                                                                                                                             |        |               |                        |
| <b><u>21<sup>st</sup> Century Themes</u></b>                                                                                                                                                                                                                                                                                                                         |        |               |                        |
| <input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy<br><input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health Literacy                                                                                                                                         |        |               |                        |
| <b><u>21<sup>st</sup> Century Skills</u></b>                                                                                                                                                                                                                                                                                                                         |        |               |                        |
| <input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Information Literacy<br><input type="checkbox"/> Life and Career Skills <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Media Literacy <input type="checkbox"/> ICT Literacy |        |               |                        |
| <b>Interdisciplinary Connections:</b> ELA Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.                                                                |        |               |                        |
| <b>Integration of Technology:</b> Students will use the class website to access pre-approved resources about our unit.                                                                                                                                                                                                                                               |        |               |                        |
| <b>Equipment Needed:</b><br>Student Laptops, Projector                                                                                                                                                                                                                                                                                                               |        |               |                        |

| <b>Goals/Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Learning Activities/<br/>Instructional Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Formative Assessment Tasks</b>                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>• Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.</li> <li>• Analyze factors that affect the decision to become a parent.</li> <li>• Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>1. Attendance/Do Now- Students will be directed to take out their notebook/laptop so that they can take detailed notes (journal) on the movie they will be viewing.</li> <li>2. Directive - Students will be keeping a journal on the different decades of abortion laws in the movie "If These Walls Could Talk".</li> <li>3. Activity - Students will take notes on the movie "If These Walls Could Talk", a movie that</li> </ol> | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral questioning</li> <li>• Written work</li> </ul> |



depicts the struggles of women in three different decades, and how the abortion laws have evolved. Students will need to keep a journal about each woman. At the end of each period, students will use their journals to answer questions about each specific decade, and the laws of that era.

4. Closure - At the start of the following class, we will have a group discussion about that era, and the decision to become a parent in that time period.

**Differentiation:**

- Jigsaw
- Varied product choice

**Resources Provided:**

- <https://sites.google.com/site/salmonhealth4jdhs/> - additional information on the topic for students to reference



### Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

| Lesson Activities                                                                                                    | Strongly | Moderately | Weakly |
|----------------------------------------------------------------------------------------------------------------------|----------|------------|--------|
| Are challenging <b>Strongly</b> and require higher order thinking and problem solving skills                         | X        |            |        |
| Allow for student choice                                                                                             | X        |            |        |
| Provide scaffolding for acquiring targeted knowledge/skills                                                          | X        |            |        |
| Integrate global perspectives                                                                                        |          | X          |        |
| Integrate 21st century skills                                                                                        | X        |            |        |
| Provide opportunities for interdisciplinary connection and transfer of knowledge and skills                          | X        |            |        |
| Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills            | X        |            |        |
| Are varied to address different student learning styles and preferences                                              | X        |            |        |
| Are differentiated based on student needs                                                                            | X        |            |        |
| Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process    | X        |            |        |
| Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives | X        |            |        |
| Provide opportunities for student reflection and self- assessment                                                    | X        |            |        |
| Provide data to inform and adjust instruction to better meet the varying needs of learners                           | X        |            |        |

### Curriculum Design Template

|                      |                  |                           |           |                    |                       |
|----------------------|------------------|---------------------------|-----------|--------------------|-----------------------|
| <b>Content Area:</b> | Health Education | <b>Grade Level:</b>       | 12        | <b>Unit Title:</b> | Pregnancy & Parenting |
| <b>Created:</b>      | January 2022     | <b>Board Approved on:</b> | Type Here |                    |                       |



### Unit Overview Template

**Content Area:** Health      **Grade Level:** 12      **Unit Title:** Social & Sexual Health

**Unit Summary:** All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality. Students will apply these concepts to support a healthy, active lifestyle. Students will be able to predict the possible long-term effects of adolescent sex on their future and overall wellness, and evaluate information that supports abstinence. Students will analyze the various types of contraception and preventative health care strategies of the male/female reproductive systems. Students will compare and contrast attitudes and beliefs about gender identity and gender equality across cultures.

**Primary Interdisciplinary Connections:** Language Arts

**21<sup>st</sup> Century Themes**   ☐ Creativity and Innovation   ☒ Critical Thinking and Problem Solving   ☐ ICT Literacy

☒ Information Literacy   ☒ Life and Career Skills   ☐ Communication and Collaboration   ☐ Media Literacy

**Career Readiness (Standard 9):** 9.4- Key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

**Unit Rationale:** Students will be able to discuss why responsible decisions regarding sexual behavior impact the health of oneself and others. Students will be able to discuss varying viewpoints on gender identity, gender equality and sexual orientation in a safe, supportive environment where sensitivity and respect is shown toward all.

### Learning Targets

**Standards:**    2.1 Personal and Mental Health  
                      2.3 Safety

**Statutes:**    Breast Self-Examination (N.J.S.A. 18A:35-5.4)  
                      Sexting (N.J.S.A. 18A:35-4.33)  
                      Stress Abstinence (N.J.S.A. 18A:35-4.19-20)

**Core Idea:**

Social and Sexual Health      Healthy Individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.

There are many factors that influence how we feel about ourselves and the decisions that we make.

There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.

Community Health Services and Support      Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.



**Personal Safety**

Consideration of the short-and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.

Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.

| <b>PE #</b>   | <b>Performance Expectations</b>                                                                                                                                                                                                                          |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.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.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.10  | Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.                                                                                                              |

**Unit Essential Questions:**

- What reliable research data supports abstinence from sexual activity?
- What factors influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies?
- How do attitudes and beliefs about gender identity, sexual orientation, and gender equity compare across cultures?

**Unit Enduring Understandings:**

- Good healthcare strategies of male/female reproductive systems lead to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, HPV vaccine).
- Abstinence from sexual activity is a preventative measure in terms of pregnancy and disease.
- Creating discussions on varying viewpoints of gender identity, gender equality and sexual orientation will increase awareness of these viewpoints and foster a safe, supportive environment.



**Unit Learning Targets:**

Students will....

- Evaluate information that supports abstinence from sexual activity using reliable research data.
- Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, HPV vaccine).



### Evidence of Learning

**Summative Assessment:** 10 days-Final Project, Test/Quiz

**Equipment Needed:** Projector, Laptop

**Teacher Resources:** [www.sites.google.com/site/jdhealth4](http://www.sites.google.com/site/jdhealth4)

[www.prezi.com](http://www.prezi.com)

[www.edpuzzle.com](http://www.edpuzzle.com)

<https://www.guttmacher.org>

#### Formative Assessments:

- Rubric
- Pre-assessment
- Observation
- Quiz
- Test
- Prezi
- Group work
- Presentations
- Jigsaw

### Lesson Plans

| Lesson                       | Time Frame          |
|------------------------------|---------------------|
| Lesson 1 Abstinence          | 1/ 42 minute period |
| Lesson 2 Contraception       | 1/ 42 minute period |
| Lesson 3 Reproductive health | 1/ 42 minute period |

#### Teacher Notes:

Type Here

#### Curriculum Development Resources/Technology Resources:

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

[www.cdc.gov](http://www.cdc.gov)

[www.kidshealth.org](http://www.kidshealth.org)

<https://sites.google.com/site/salmonhealth4jdhs>

[www.sites.google.com/site/jdhealth4](http://www.sites.google.com/site/jdhealth4)

[www.prezi.com](http://www.prezi.com)

[www.edpuzzle.com](http://www.edpuzzle.com)

<https://www.guttmacher.org>



| Lesson Plan 1 Template                                                                                                                                                                                                                                                                                                                                    |                          |                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------|
| Content Area: Health                                                                                                                                                                                                                                                                                                                                      | Lesson Title: Abstinence | Time Frame: 42 min/1 class |
| Lesson Components                                                                                                                                                                                                                                                                                                                                         |                          |                            |
| <b><u>21<sup>st</sup> Century Themes</u></b>                                                                                                                                                                                                                                                                                                              |                          |                            |
| <input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy<br><input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health Literacy                                                                                                                              |                          |                            |
| <b><u>21<sup>st</sup> Century Skills</u></b>                                                                                                                                                                                                                                                                                                              |                          |                            |
| <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Information Literacy<br><input type="checkbox"/> Life and Career Skills <input type="checkbox"/> Communication and Collaboration    Media Literacy <input type="checkbox"/> ICT Literacy |                          |                            |
| <b>Interdisciplinary Connections:</b> ELA Propel conversations by posing and responding to question that probe reasoning and evidence.                                                                                                                                                                                                                    |                          |                            |
| <b>Integration of Technology:</b> Students will use the class website to access pre-approved resources about abstinence.                                                                                                                                                                                                                                  |                          |                            |
| <b>Equipment Needed:</b> Student laptops, Projector                                                                                                                                                                                                                                                                                                       |                          |                            |

| Goals/Objectives                                                                                                                                                                                                                                                                                                     | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Formative Assessment Tasks                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Evaluate information that supports abstinence from sexual activity using reliable research data.</li> <li>Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Attendance/Do Now - Students will be asked 5 questions:<br/>               What is abstinence?<br/>               Why might people choose abstinence?<br/>               Why might they not choose abstinence?<br/>               What is necessary to make abstinence work?<br/>               What information would be helpful if abstinence fails?<br/>               Students will answer these questions individually. We will then discuss as a large group.</li> <li>Directive - Students will be given a worksheet in which they will fill in the</li> </ol> | <ul style="list-style-type: none"> <li>Observation</li> <li>Oral questioning</li> <li>Journal</li> <li>Written work</li> </ul> |



- “Top 10 Reasons for Choosing Abstinence”
3. Students will each share 1 reason for choosing abstinence.
  4. As a class, we will go through what research has shown to be the top ten reasons for choosing abstinence.
  5. Students will read two articles, both from Sex, ETC; A Newsletter By Teens For Teens. The articles are entitled "Learning to Say 'No' to Sex" and "Sex Regrets: Why Some Teens Wish They Hadn't". Both articles will be available as hard copies, and on OnCourse.
  6. Students will answer questions on these two articles, and our discussion about abstinence will continue.
  7. Closure - We will end our discussion with an Exit Card Question, "If you were a parent of a 14 year old, what would you say to them about abstinence?"

**Differentiation:**

Varied product choices

One on one time with students

Working with partners

**Resources Provided:**

- <https://kidshealth.org/>- additional resource for information on abstinence



### Lesson Plan 2 Template

Content Area: Health      Lesson Title: Contraception      Time Frame: 42 min/1 class

### Lesson Components

#### 21<sup>st</sup> Century Themes

- ☐ Global Awareness      ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy      ☒ Health Literacy

#### 21<sup>st</sup> Century Skills

- ☐ Creativity and Innovation      ☐ Critical Thinking and Problem Solving      ☒ Information Literacy  
☒ Life and Career Skills      ☐ Communication and Collaboration      ☐ Media Literacy      ☐ ICT Literacy

**Interdisciplinary Connections:** ELA Propel conversations by posing and responding to questions that probe reasoning and evidence.

**Integration of Technology:** Students will use the class website to access pre-approved resources about contraception.

**Equipment Needed:** Student Laptops, Projector

| Goals/Objectives                                                                                                                                                                                                      | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Formative Assessment Tasks                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <p>Students will:</p> <ul style="list-style-type: none"> <li>Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.</li> </ul> | <p>Lesson Sequence</p> <ol style="list-style-type: none"> <li>Attendance/Do Now - Students will be asked to make a list of contraception options that they know about, and how they work. We will go over their lists as a whole group.</li> <li>Directive - Students will be given a packet on contraception, and will be directed to start reading the information in the packet, and write down talking points and/or questions. As we talk about each point, students are encouraged to add to the discussion/ask questions.</li> </ol> | <ul style="list-style-type: none"> <li>Observation</li> <li>Oral questioning</li> <li>Journal</li> <li>Written work</li> </ul> |



3. Group/independent activity - Students will receive a packet on contraception. The packet begins with a brief history of contraception and some debates for the class-should people be forced to use contraception? Is contraception solely the woman's responsibility? From there, we will discuss the different types of contraception, including behavior methods, barrier methods, and hormonal and surgery methods. Advantages and disadvantages of each will be discussed. Students will follow along in their packet, filling in information as needed.
4. A prezi will be provided for students on the class website to access additional information.
5. Closure - We will end our lesson with students making a quick-reference list/guide of which contraceptive options belong in each group (hormonal, barrier, surgical, and behavioral).

**Differentiation:**  
Varied product choices



Work alone/partner

Individual Instruction with students

**Resources Provided:**

- [www.itsyoursexlife.org](http://www.itsyoursexlife.org)- information on birth control methods
- [www.teenhealth.org](http://www.teenhealth.org)- articles on each type of contraceptive method
- [www.prezi.com](http://www.prezi.com)- created for students to reference with information and statistics on each method



### Lesson Plan 3 Template

Content Area: Health      Lesson Title: Reproductive Health      Time Frame: 42 min/1 class

### Lesson Components

#### 21<sup>st</sup> Century Themes

- ☐ Global Awareness    ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy      ☒ Health Literacy

#### 21<sup>st</sup> Century Skills

- ☐ Creativity and Innovation    ☐ Critical Thinking and Problem Solving      ☒ Information Literacy  
☒ Life and Career Skills    ☐ Communication and Collaboration    ☐ Media Literacy      ☐ ICT Literacy

**Interdisciplinary Connections:** ELA Propel conversations by posing and responding to questions that probe reasoning and evidence.

**Integration of Technology:** Students will use the class website to access pre-approved resources about reproductive health.

**Equipment Needed:** Student Laptops, Projector

| Goals/Objectives                                                                                                                                                                                                                                          | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Formative Assessment Tasks                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <p>Students will:</p> <ul style="list-style-type: none"> <li>Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, HPV vaccine).</li> </ul> | <p>Lesson Sequence</p> <ol style="list-style-type: none"> <li>Attendance/Do Now - At the beginning of each week, four questions will be posted on the board. Within each group of four, students will decide who will be assigned which question.</li> <li>Directive - As students enter the room, they will get into their groups of four, and look at the board to decide who is responsible for which question.</li> <li>Group/Independent work - Students will begin/continue their</li> </ol> | <ul style="list-style-type: none"> <li>Observation</li> <li>Oral questioning</li> <li>Journal</li> <li>Written work</li> </ul> |



research of their question. By the end of the week, students are to create a newsletter and a mini quiz on their topic/question. Each student is expected to present their information to their group, then hand out their mini quiz to their group members. Each group member will repeat this process. Pre Approved resources are posted on the class website. In the rear of the room, the teacher will be holding mini lessons on each question. If a student needs clarification of the subject matter, they can sign-up for a mini lesson. The questions/talking points include: 1) Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, HPV vaccine). 2) Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation. 3) Determine the effect of



|                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                                                                                                                                   | <p>accessibility and affordability of healthcare on family, community and global health. 4) Predict the possible long-term effects of adolescent sex on future education, career plans and on the various dimensions of wellness.</p> <p>4. Closure - After each student has finished, the teacher will review the four questions from the week as a whole group activity. Students will be encouraged to participate in the discussion.</p> |  |
| <b>Differentiation:</b> <ul style="list-style-type: none"><li>• Varied work product</li><li>• One-on-one time with students</li></ul>                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Resources Provided:</b> <ul style="list-style-type: none"><li>• <a href="https://www.cdc.gov">cdc.gov</a>- students can use to find data &amp; statistics for their project</li><li>• <a href="https://www.edpuzzle.com">Edpuzzle.com</a>- information on healthcare</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |



### Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

| Lesson Activities                                                                                                    | Strongly | Moderately | Weakly |
|----------------------------------------------------------------------------------------------------------------------|----------|------------|--------|
| Are challenging <b>Strongly</b> and require higher order thinking and problem solving skills                         | X        |            |        |
| Allow for student choice                                                                                             | X        |            |        |
| Provide scaffolding for acquiring targeted knowledge/skills                                                          | X        |            |        |
| Integrate global perspectives                                                                                        |          | X          |        |
| Integrate 21st century skills                                                                                        | X        |            |        |
| Provide opportunities for interdisciplinary connection and transfer of knowledge and skills                          | X        |            |        |
| Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills            | X        |            |        |
| Are varied to address different student learning styles and preferences                                              | X        |            |        |
| Are differentiated based on student needs                                                                            | X        |            |        |
| Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process    | X        |            |        |
| Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives | X        |            |        |
| Provide opportunities for student reflection and self- assessment                                                    | X        |            |        |
| Provide data to inform and adjust instruction to better meet the varying needs of learners                           | X        |            |        |

### Curriculum Design Template

|                              |                                     |                                           |
|------------------------------|-------------------------------------|-------------------------------------------|
| <b>Content Area:</b> Health  | <b>Grade Level:</b> 12              | <b>Unit Title:</b> Social & Sexual Health |
| <b>Created:</b> January 2022 | <b>Board Approved on:</b> Type Here |                                           |



### Unit Overview Template

**Content Area:** Health      **Grade Level:** 12      **Unit Title:** Community Health Services & Support

**Unit Summary:** This unit covers potential solutions to health issues which are dependent on health literacy and available resources.

**Primary Interdisciplinary Connections:** Language Arts

**21<sup>st</sup> Century Themes**   ☐ Creativity and Innovation   ☒ Critical Thinking and Problem Solving   ☐ ICT Literacy  
☒ Information Literacy   ☒ Life and Career Skills   ☐ Communication and Collaboration   ☐ Media Literacy

**Career Readiness (Standard 9):** 9.1 Importance of fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

**Unit Rationale:** It is important for students to realize that potential solutions to health issues are dependent on health literacy and available resources. If students know where/what these resources are, they are more likely to be proactive in their health, and the health of their families.

### Learning Targets

**Standards:** 2.3 Safety

**Core Idea:**

|                                           |                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Community Health Services and Support     | Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.                                                                                                                                                                                                                         |
| Health Conditions, Diseases and Medicines | <p>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</p> <p>Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.</p> <p>Public health policies are created to influence health promotion and disease prevention and can have global impact.</p> |

| PE #          | Performance Expectations                                                                                                                                           |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1.12.CHSS.5 | Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community |



|                |                                                                                                                                                                                                                             |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products)                                                                                                           |
| 2.1.12.CHSS.6  | Evaluate the validity of health information, resources, services, in school, home and in the community.                                                                                                                     |
| 2.3.12.HCD M.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.HCD M.3 | Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).                                                                                          |
| 2.3.12.HCD M.5 | Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis). |

**Unit Essential Questions:**

- Why is it difficult for some people to access healthcare?
- How do you know when you need help?
- What's more important: prevention or cure?

**Unit Enduring Understandings:**

- Knowing how and when to navigate the healthcare system is critical to maintaining wellness.
- The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs.

**Unit Learning Targets:**

Students will....

Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

**Evidence of Learning**

**Summative Assessment:** 2 days-Website Project, Test/Quiz

**Equipment Needed:** Projector, Laptop

**Teacher Resources:** [www.sites.google.com/site/jdhealth4](http://www.sites.google.com/site/jdhealth4)  
[www.mayoclinic.com](http://www.mayoclinic.com)  
[www.teenhealth.org](http://www.teenhealth.org)  
[www.marchofdimes.org](http://www.marchofdimes.org)

**Formative Assessments:**

- Rubric
- Pre-assessment
- Observation
- Quiz
- Test



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- Prezi
- Group work
- Presentation
- Jigsaw



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**Lesson Plans**

| <b>Lesson</b>                             | <b>Time Frame</b> |
|-------------------------------------------|-------------------|
| Lesson 1 Healthcare accessibility         | 42 min/ 1 class   |
| Lesson 2 Healthcare products and services | 42 min/ 1 class   |
| Lesson 3 Healthcare affordability         | 42 min/ 1 class   |

**Teacher Notes:** N/A

**Curriculum Development Resources/Technology Resources:**

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

[www.marchofdimes.com](http://www.marchofdimes.com)

[www.cdc.gov](http://www.cdc.gov)

[www.teenhealth.org](http://www.teenhealth.org)

[www.mayoclinic.org](http://www.mayoclinic.org)



### Lesson Plan 1 Template

|                      |                                        |                                |
|----------------------|----------------------------------------|--------------------------------|
| Content Area: Health | Lesson Title: Healthcare accessibility | Time Frame: 42 minutes/1 class |
|----------------------|----------------------------------------|--------------------------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

- ☐ Global Awareness    ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy        ☒ Health Literacy

#### 21<sup>st</sup> Century Skills

- ☐ Creativity and Innovation        ☐ Critical Thinking and Problem Solving ☒ Information Literacy  
☒ Life and Career Skills    ☐ Communication and Collaboration    ☐ Media Literacy    ☐ ICT Literacy

**Interdisciplinary Connections:** ELA Respond thoughtfully to diverse perspectives.

**Integration of Technology:** Students will use the class website to access pre-approved resources about the health services unit. Students will use MacBook applications to create a private website.

**Equipment Needed:** Student laptops, Projector

| Goals/Objectives                                                                                                                                                                                                                                                                                               | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Formative Assessment Tasks                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Develop an advocacy web page outlining recommendations to improve healthcare for a particular issue or population and justify the recommendations using valid and reliable sources.</li> <li>Include an international youth advocacy website.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Attendance/Do Now</li> <li>Directive -Develop an advocacy web page outlining recommendations to improve healthcare for a particular issue or population and justify the recommendations using valid and reliable sources</li> <li>Group/independent activity - This is Day One of a 3-6 day Healthcare Products and Services project (each component of the project may take 1-2 days for students to complete). At the start of each week, a set of</li> </ol> | <ul style="list-style-type: none"> <li>Observation</li> <li>Oral questioning</li> <li>Website-iWeb</li> </ul> |



questions will be posted on the board. Students will be broken up into groups. Each group is responsible for answering all the questions. Each day, the teacher will hold mini-lessons in the rear of the room: if students need clarification on the subject matter, they can sign-up for that mini-lesson. The questions/talking points for this project are:

- 1) Develop an advocacy web page outlining recommendations to improve healthcare for a particular issue or population and justify the recommendations using valid and reliable sources.
- 2) Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
- 3) Create a household budget, including medical expenses, and a healthcare plan.
4. Closure - Once the Healthcare Products and Services project is complete, groups will present their research/findings to the class in a newsletter or Powerpoint format.

**Differentiation:**  
Jigsaw



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Varied product choices

One on one time with students

**Resources Provided:**

- [Edpuzzle.com](https://edpuzzle.com)- videos provided to assist students in their research
- [www.cdc.gov](https://www.cdc.gov)- information on healthcare
- [www.teenhealth.org](https://www.teenhealth.org)- health insurance basics



### Lesson Plan 2 Template

Content Area: Health      Lesson Title: Healthcare products and services      Time Frame: 42 minutes/1 class

### Lesson Components

#### 21<sup>st</sup> Century Themes

- ☐ Global Awareness    ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy      ☒ Health Literacy

#### 21<sup>st</sup> Century Skills

- ☐ Creativity and Innovation    ☐ Critical Thinking and Problem Solving    ☐ Information Literacy  
☒ Life and Career Skills    ☒ Communication and Collaboration    ☐ Media Literacy    ☐ ICT Literacy

**Interdisciplinary Connections:** ELA Respond thoughtfully to diverse perspectives.

**Integration of Technology:** Students will use the class website to access pre-approved resources about the health services unit.

**Equipment Needed:** Laptops, Projector

| Goals/Objectives                                                                                                                                                                                   | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Formative Assessment Tasks                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <p>Students will:</p> <ul style="list-style-type: none"> <li>Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.</li> </ul> | <p>Lesson Sequence</p> <ol style="list-style-type: none"> <li>Attendance/Do Now</li> <li>Directive- Students will browse the government website for NJ healthcare plans. They will be given a fictional person, and decide what type of coverage to purchase.</li> <li>Group/Independent Activity - This is the second question/part of the Healthcare Products and Services project. Students will have 1-2 days to complete this section of the project. Each day, the teacher will hold mini-lessons. If students need</li> </ol> | <ul style="list-style-type: none"> <li>Observation</li> <li>Oral questioning</li> <li>Written work</li> </ul> |



clarification on the subject matter, they can sign up for that mini lesson.

4. Closure - Once the Healthcare Products and Services project is complete, the groups will present their research/findings to the class in a newsletter or Powerpoint format.

**Differentiation:**

Jigsaw

Varied product choice

Individualized instruction / Teacher guided

**Resources Provided:**

- Edpuzzle.com- videos provided to assist students in their research
- [www.cdc.gov](http://www.cdc.gov)- information on healthcare
- [www.teenhealth.org](http://www.teenhealth.org)- health insurance basics
- NJ website for healthcare plans-
  - [https://www.state.nj.us/dobi/division\\_insurance/ihcseh/ihcrates.htm](https://www.state.nj.us/dobi/division_insurance/ihcseh/ihcrates.htm)
  - [https://www.state.nj.us/dobi/division\\_insurance/ihcseh/shop\\_ihc.htm](https://www.state.nj.us/dobi/division_insurance/ihcseh/shop_ihc.htm)



### Lesson Plan 3 Template

Content Area: Health      Lesson Title: Healthcare affordability      Time Frame: 42 minutes/1 class

### Lesson Components

#### 21<sup>st</sup> Century Themes

- ☐ Global Awareness      ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy      ☒ Health Literacy

#### 21<sup>st</sup> Century Skills

- ☐ Creativity and Innovation      ☐ Critical Thinking and Problem Solving      ☒ Information Literacy  
☐ Life and Career Skills      ☐ Communication and Collaboration      ☐ Media Literacy      ☐ ICT Literacy

**Interdisciplinary Connections:** ELA Respond thoughtfully to diverse perspectives.

**Integration of Technology:** Students will use the class website to access pre-approved resources about the health services unit.

**Equipment Needed:** Laptop, Projector

| Goals/Objectives                                                                                                                               | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Formative Assessment Tasks                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Create a household budget, including medical expenses, and a healthcare plan.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Attendance/Do Now</li> <li>Directive- Students will create a household budget, and include medical expenses, prescription drugs, and healthcare plans they chose from the previous lesson.</li> <li>Group/Independent Activity - This is the third question/part of the Healthcare Products and Services project. Students will have 1-2 days to complete this section of the project. Each day, the teacher will hold mini-lessons.</li> </ol> | <ul style="list-style-type: none"> <li>Observation</li> <li>Oral questioning</li> <li>Written work</li> </ul> |



|                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                                                                                                                                  | <p>Students needing clarification on the subject matter can sign up for that mini lesson.</p> <p>4. Closure - Students will present their Healthcare Products and Services project in a newsletter or Powerpoint format to the class. Groups will also be required to create a mini-quiz based on their project. Groups will go over the quiz with the class after their presentation. After each group has finished, the teacher will review the four questions from the week.</p> |  |
| <p><b>Differentiation:</b></p> <ul style="list-style-type: none"><li>● Jigsaw</li><li>● Varied product choice</li><li>● One-on-one time with students</li></ul>                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p><b>Resources Provided:</b></p> <ul style="list-style-type: none"><li>● <a href="https://www.state.nj.us/dobi/division_insurance/ihcseh/ihcrates.htm">https://www.state.nj.us/dobi/division_insurance/ihcseh/ihcrates.htm</a> -NJ website for healthcare plans/rates</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |



### Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

| Lesson Activities                                                                                                    | Strongly | Moderately | Weakly |
|----------------------------------------------------------------------------------------------------------------------|----------|------------|--------|
| Are challenging <b>Strongly</b> and require higher order thinking and problem solving skills                         | <b>X</b> |            |        |
| Allow for student choice                                                                                             | <b>X</b> |            |        |
| Provide scaffolding for acquiring targeted knowledge/skills                                                          | <b>X</b> |            |        |
| Integrate global perspectives                                                                                        |          | <b>X</b>   |        |
| Integrate 21st century skills                                                                                        | <b>X</b> |            |        |
| Provide opportunities for interdisciplinary connection and transfer of knowledge and skills                          | <b>X</b> |            |        |
| Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills            | <b>X</b> |            |        |
| Are varied to address different student learning styles and preferences                                              | <b>X</b> |            |        |
| Are differentiated based on student needs                                                                            | <b>X</b> |            |        |
| Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process    | <b>X</b> |            |        |
| Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives | <b>X</b> |            |        |
| Provide opportunities for student reflection and self- assessment                                                    | <b>X</b> |            |        |
| Provide data to inform and adjust instruction to better meet the varying needs of learners                           | <b>X</b> |            |        |

### Curriculum Design Template

|                              |                           |                                                        |
|------------------------------|---------------------------|--------------------------------------------------------|
| <b>Content Area:</b> Health  | <b>Grade Level:</b> 12    | <b>Unit Title:</b> Community Health Services & Support |
| <b>Created:</b> January 2022 | <b>Board Approved on:</b> | Type Here                                              |



## SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS

### **IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:**

Large print textbooks  
Textbooks for at-home use  
Additional time for assignments  
Review of directions  
Use of mnemonics  
Have student restate information  
Concrete examples  
Adaptive writing utensils  
Support auditory presentations with visuals  
Use of a study carrel  
Assistance in maintaining uncluttered space  
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)  
Space for movement or breaks  
Study sheets and teacher outlines  
Extra visual and verbal cues and prompts  
Math sheets with highlighted instructions  
Graph paper to assist in organizing or lining up math problems  
Use of computers and calculators  
Books on tape  
Graphic organizers  
Quiet corner or room to calm down and relax when anxious  
Preferential seating  
Alteration of the classroom arrangement  
Reduction of distractions  
Answers to be dictated  
Hands-on activities  
Use of manipulatives  
No penalty for spelling errors or sloppy handwriting  
Follow a routine/schedule  
Alternate quiet and active time  
Teach time management skills  
Rest breaks  
Verbal and visual cues regarding directions and staying on task  
Agenda book and checklists  
Adjusted assignment timelines  
Visual daily schedule



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

Varied reinforcement procedures  
Immediate feedback  
Work-in-progress check  
Personalized examples

### **TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:**

Answers to be dictated  
Frequent rest breaks  
Additional time  
Oral testing  
Untimed tests  
Choice of test format (multiple-choice, essay, true-false)  
Alternate ways to evaluate (projects or oral presentations instead of written tests)  
Accept short answers  
Open-book tests  
Read test and directions to student  
Provide study outline prior to tests  
Highlight key directions  
Test in alternative site  
Use of calculator  
Extra credit option  
Preview test procedures  
Simplified test wording; rephrased test questions and/or directions

### **GENERAL ACCOMMODATIONS AND MODIFICATIONS:**

Use of alternative books or materials on the topic being studied  
Computerized spell-check support  
Word bank of choices for answers to test questions  
Provision of calculator and/or number line for math tests  
Reworded questions in simpler language  
Projects instead of written reports  
Highlighting important words or phrases in reading assignments  
Modified workload or length of assignments/tests  
Modified time demands  
Modified grades based on IEP

### **BEHAVIOR ACCOMMODATIONS MODIFICATIONS:**



## **SPRINGFIELD PUBLIC SCHOOLS**

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GLOBAL SKILLS**

Breaks between tasks  
Cue expected behavior  
Daily feedback to student  
Have contingency plans  
Use de-escalating strategies  
Use positive reinforcement  
Use proximity/touch control  
Use peer supports and mentoring  
Model expected behavior by adults  
Have parent sign homework  
Have parent sign behavior chart  
Set and post class rules  
Chart progress and maintain data



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

### **IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:**

Large print textbooks  
Textbooks for at-home use  
Additional time for assignments  
A locker with adapted lock  
Review of directions  
Review sessions  
Use of mnemonics  
Have student restate information  
Provision of notes or outlines  
Concrete examples  
Adaptive writing utensils  
Support auditory presentations with visuals  
Weekly or bi-weekly home-school communication  
Space for movement or breaks  
Study sheets and teacher outlines  
Extra visual and verbal cues and prompts  
Lab and math sheets with highlighted instructions  
Graph paper to assist in organizing or lining up math problems  
Use of tape recorder for lectures  
Use of Interactive notebook  
Use of a scribe  
Use of computers and calculators  
Books on tape  
Graphic organizers  
Quiet corner or room to calm down and relax when anxious  
Preferential seating  
Alteration of the classroom arrangement  
Reduction of distractions  
Answers to be dictated  
Hands-on activities  
Ability to type all assignments  
Follow a routine/schedule  
Teach time management and organizational skills  
Rest breaks  
Verbal and visual cues regarding directions and staying on task  
Agenda book and checklists  
Daily check-in with case manager or special education teacher  
Adjusted assignment timelines  
Visual daily schedule



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

Varied reinforcement procedures  
Immediate feedback  
Work-in-progress check  
Personalized examples

### **TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:**

Answers to be dictated  
Frequent rest breaks  
Additional time  
Oral testing  
Choice of test format (multiple-choice, essay, true-false)  
Alternate ways to evaluate (projects or oral presentations instead of written tests)  
Accept short answers  
Open-book or open-note tests  
Read test and directions to student  
Provide study guides prior to tests  
Highlight key directions  
Test in alternative site  
Use of calculator  
Extra credit option  
Pace long-term projects  
Preview test procedures  
Simplified test wording; rephrased test questions and/or directions

### **GENERAL ACCOMMODATIONS AND MODIFICATIONS:**

Allow outlining, instead of writing for an essay or major project  
Use of alternative books or materials on the topic being studied  
Computerized spell-check support  
Word bank of choices for answers to test questions  
Provision of calculator for math tests  
Film or video supplements in place of reading text  
Reworded questions in simpler language  
Projects instead of written reports  
Highlighting important words or phrases in reading assignments  
Modified workload or length of assignments/tests  
Modified time demands



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

### **BEHAVIOR ACCOMMODATIONS FOR STUDENTS:**

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



## SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS

### Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension