

Glen Ridge Board of Education
Family Life
Grade 12
Required
Semester

New Jersey Student Learning Standards

Health & Physical Education Mission Statement:

The purpose of physical education is to empower all students to sustain life-long fitness skills and concepts that will enhance their wellness. Physical Education is a significant part of the learning process that promotes social, emotional and physical well-being and is the foundation for a healthy, productive and fulfilling life. It is our goal as physical educators to develop and enhance gross motor skills, physical fitness skills, social and life skills, as well as the learners' ability to think and problem solve. We will provide an active, caring, and supportive atmosphere so students can successfully obtain these skills. We recognize the need for character education through the development of positive attitudes, good sportsmanship and fair play. Students must be given the opportunity for self development, to learn to follow directions, to cooperate with others, as well as to develop leadership ability. We must teach our students through a variety of learning experiences at appropriate developmental levels so they can realistically succeed in managing challenges of learning, growing, and developing in today's world.

Course Description: Family Life at this level is designed to help students learn about the different aspects of human sexuality and interpersonal relationships. It provided the students with knowledge of pregnancy, childbirth, and family life. The course includes abstinence as well as contraceptive methods and integrates attitudes, values, and skills that are crucial for making decisions regarding sexuality through life. The course also includes information and understanding of STI's and HIV/AIDS prevention. This course will cover units on parenting, conflicts, suicide, drugs and tobacco.

Name of Course		
Unit 1: Drugs, Alcohol and Tobacco		
Time Allotted (days of instruction): 2 weeks		
New Jersey Student Learning Standards (NJSLS) 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle		
Essential Questions	Student Learning Objectives	Activities

<ul style="list-style-type: none"> ● What are the immediate and long-term consequences of risky behavior associated with substance abuse. ● What are the physical, psychological and social costs of substance abuse? ● How can I avoid using harmful substances? ● What are the physical signs of abuse or addiction? ● What do we understand about tobacco use/abuse? ● Can my family’s medical history affect my future health? 	<ul style="list-style-type: none"> ● Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries. ● Correlate increased alcohol use with challenges that may occur at various life stages ● Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy. ● Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis. ● Analyze the societal impact of substance abuse on the individual, family, and community 	<ul style="list-style-type: none"> ● Note taking ● Worksheets & Discussions: <ul style="list-style-type: none"> ○ Over the Counter Medicines ○ Prescription medicines ○ Alcohol effects on the body & mind ○ Tobacco effects on the body & mind ○ Illegal Drugs ● Videos ● Multimedia presentations ● Class Discussions ● Tests on all Topics
Resources/Materials	<ul style="list-style-type: none"> ● Teacher Webpage /Google Classroom ● Internet ● Human Sexuality, Sizer-Webb, Whitney, DeBruyne Publishing, Copyright 1999 ● Pearson Health. Pruitt, Allegrante, Prothrow-Stith, Publishing. Copyright, 2014 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research. 	
21st Century Life and Careers	Standard 9.1 21st-Century Life & Career Skills <ul style="list-style-type: none"> ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 	
Technology Standards	<ul style="list-style-type: none"> ● Standard 8.2 Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment 	

	<ul style="list-style-type: none"> ● Standard 8.1 Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems
Diversity/Inclusion	<ul style="list-style-type: none"> ● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. ● Students will participate in classroom discussion about access to drugs, alcohol and tobacco use and how they are shaped by the surrounding socioeconomic and cultural environment.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework Assignments 	<ul style="list-style-type: none"> ● Written Tests ● Currents Events ● Research Paper ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Pre and Post tests per unit ● Surveys 	<ul style="list-style-type: none"> ● Study guides provided ● Word bank for assessments provided ● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications ● Provide alternative testing site ● Response Format and Procedures ● Use of preferred mode (e.g., oral testing, use of illustrations, posters, diagram) ● Adjusted format; group similar problems together ● Extended time ● Fewer items per page ● Highlight and bold action words

			<ul style="list-style-type: none"> ● Break up multi-step instructions by providing space between questions ● Provide extended time on assessments ● Rephrase test questions verbally ● Allow assessments to be typed
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Make lessons visual. ● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ● Cooperative and partner activities. ● Give students a job in a group. Monitor that they are participating ● Determine key concepts for the unit and define language and content objects for each lesson. ● Highlighting action words within the directions. 	<ul style="list-style-type: none"> ● At teacher discretion, shorten assignment to focus on mastery of key concepts ● Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc) 	<ul style="list-style-type: none"> ● Tiered Assignments ● Cooperative learning assignments

Name of Course
Unit 2: Reproduction, Pregnancy, Parenting and Childbirth
Time Allotted (days of instruction): 2 Weeks

New Jersey Student Learning Standards (NJSLS) Standard: 2.1 Personal and Mental Health by the end of Grade 12

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others. ● Why is it important for teens to know about the reproductive system, prenatal development and birth? ● What challenges related to sexuality do teens face? ● What are the factors that influence a teen’s ability to raise a child 	<ul style="list-style-type: none"> ● 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.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information. ● 2.1.12.PP.8: Assess the skills needed to be an effective parent. ● 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.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. ● 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources ● 2.1.12.PP.3: Identify trusted adults, 	<ul style="list-style-type: none"> ● Note taking ● Worksheets & Discussions: <ul style="list-style-type: none"> ○ Male and Female Reproduction ○ Abortion ○ Pregnancy ○ Childbirth ● Videos ● Multimedia Presentations ● Class Discussions ● Labeling Reproductive Diagrams ● Baby Think It Over Project ● Current Event ● Tests on all topics

	<p>including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.</p> <ul style="list-style-type: none"> ● 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community ● 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care). 	
Resources/Materials	<ul style="list-style-type: none"> ● Teacher Webpage /Google Classroom ● Internet ● Human Sexuality, Sizer-Webb, Whitney, DeBruyne Publishing, Copyright 1999 ● Pearson Health. Pruitt, Allegrante, Prothrow-Stith, Publishing. Copyright, 2014 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research. 	
21st Century Life and Careers	<p>Standard 9.1 21st-Century Life & Career Skills</p> <ul style="list-style-type: none"> ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 	
Technology Standards	<ul style="list-style-type: none"> ● Standard 8.2 Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment ● Standard 8.1 Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems 	
Diversity/Inclusion	<ul style="list-style-type: none"> ● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent 	

in living in an interconnected world.

- Students will participate in activities(quizzes, surveys, discussions) related abortion, pregnancy and reproduction and how it compares to the socioeconomic status, gender and race.

Assessments

Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework Assignments 	<ul style="list-style-type: none"> ● Written Tests ● Currents Events ● Research Paper ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Pre and Post tests per unit ● Surveys 	<ul style="list-style-type: none"> ● Study guides provided ● Word bank for assessments provided ● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications ● Provide alternative testing site ● Response Format and Procedures ● Use of preferred mode (e.g., oral testing, use of illustrations, posters, diagram) ● Adjusted format; group similar problems together ● Extended time ● Fewer items per page ● Highlight and bold action words ● Break up multi-step instructions by providing space between questions ● Provide extended time on assessments

			<ul style="list-style-type: none"> ● Rephrase test questions verbally ● Allow assessments to be typed
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Make lessons visual. ● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ● Cooperative and partner activities. ● Give students a job in a group. Monitor that they are participating ● Determine key concepts for the unit and define language and content objects for each lesson. ● Highlighting action words within the directions. 	<ul style="list-style-type: none"> ● At teacher discretion, shorten assignment to focus on mastery of key concepts ● Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc) 	<ul style="list-style-type: none"> ● Tiered Assignments ● Cooperative learning assignments

Name of Course
Unit 3: Relationships
Time Allotted (days of instruction): 2 weeks
New Jersey Student Learning Standards (NJSLS) Standard: 2.1 Personal and Mental Health by the end of Grade 12
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How do individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.? ● How does technology impact the capacity of individuals to develop and maintain interpersonal relationships? ● How can I have safe and healthy relationships with others? ● What are various forms of violence and what can be done to reduce violence? 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Note taking ● Worksheets & Discussions: <ul style="list-style-type: none"> ○ Family Structures ○ Marriage and Dating ○ Dating Violence ● Videos ● Multimedia Presentations ● Current Event ● Tests on all topics
Resources/Materials	<ul style="list-style-type: none"> ● Teacher Webpage /Google Classroom ● Internet ● Human Sexuality, Sizer-Webb, Whitney, DeBruyne Publishing, Copyright 1999 ● Pearson Health. Pruitt, Allegrante, Prothrow-Stith, Publishing. Copyright, 2014 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research. 	
21st Century Life and Careers	Standard 9.1 21st-Century Life & Career Skills <ul style="list-style-type: none"> ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 	
Technology Standards	<ul style="list-style-type: none"> ● Standard 8.2 Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment 	

	<ul style="list-style-type: none"> ● Standard 8.1 Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems
Diversity/Inclusion	<ul style="list-style-type: none"> ● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. ● Students will participate in an activity that relates to the awareness into themselves and others; about your identity and others. ● Test your students' understanding of race, gender, and socioeconomic class with quizzes/surveys, leading into class discussions about stereotypes, misinformation, and prejudices .

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework Assignments 	<ul style="list-style-type: none"> ● Written Tests ● Currents Events ● Research Paper ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Pre and Post tests per unit ● Surveys 	<ul style="list-style-type: none"> ● Study guides provided ● Word bank for assessments provided ● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications ● Provide alternative testing site ● Response Format and Procedures ● Use of preferred mode (e.g., oral testing, use of illustrations, posters, diagram) ● Adjusted format; group similar problems together ● Extended time ● Fewer items per page ● Highlight and bold action words

			<ul style="list-style-type: none"> ● Break up multi-step instructions by providing space between questions ● Provide extended time on assessments ● Rephrase test questions verbally ● Allow assessments to be typed
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Make lessons visual. ● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ● Cooperative and partner activities. ● Give students a job in a group. Monitor that they are participating ● Determine key concepts for the unit and define language and content objects for each lesson. ● Highlighting action words within the directions. 	<ul style="list-style-type: none"> ● At teacher discretion, shorten assignment to focus on mastery of key concepts ● Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc) 	<ul style="list-style-type: none"> ● Tiered Assignments ● Cooperative learning assignments

Name of Course
Unit 4: Contraception and STI's
Time Allotted (days of instruction): 1 week
New Jersey Student Learning Standards (NJSLS) 2.1 Personal and Mental Health by the end of Grade 12

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">● How does the decision to become sexually active affect one's physical, social, and emotional health?● What are the responsible actions regarding sexual behavior that impact the health of oneself and others?● How to know the early detection strategies and regular physical exams that can assist in the prevention and treatment of illness or disease?	<ul style="list-style-type: none">● 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.6: Analyze the benefits of abstinence from sexual activity using reliable resources● 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure● 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.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	<ul style="list-style-type: none">● Note taking● Worksheets & Discussions:<ul style="list-style-type: none">○ Disease Transmission○ Methods of Contraception● Videos● Multimedia Presentations● Current Event● Tests on all topics

	<p>self-examination, CPR/AED, life skills training, menstrual products).</p> <ul style="list-style-type: none"> ● 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.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams) ● 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.. 	
Resources/Materials	<ul style="list-style-type: none"> ● Teacher Webpage /Google Classroom ● Internet ● Human Sexuality, Sizer-Webb, Whitney, DeBruyne Publishing, Copyright 1999 ● Pearson Health. Pruitt, Allegrante, Prothrow-Stith, Publishing. Copyright, 2014 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research. 	
21st Century Life and Careers	<p>Standard 9.1 21st-Century Life & Career Skills</p> <ul style="list-style-type: none"> ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 	
Technology Standards	<ul style="list-style-type: none"> ● Standard 8.2 Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment ● Standard 8.1 Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems 	

Diversity/Inclusion	<ul style="list-style-type: none"> • All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. • Students will participate in classroom discussion about contraceptive knowledge and access and how they are shaped by the surrounding socioeconomic and cultural environment.
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Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> • In Class Discussions • Group Work • Exit Tickets • Teacher Observation • Homework Assignments 	<ul style="list-style-type: none"> • Written Tests • Currents Events • Research Paper • Multimedia Presentations 	<ul style="list-style-type: none"> • Pre and Post tests per unit • Surveys 	<ul style="list-style-type: none"> • Study guides provided • Word bank for assessments provided • Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications • Provide alternative testing site • Response Format and Procedures • Use of preferred mode (e.g., oral testing, use of illustrations, posters, diagram) • Adjusted format; group similar problems together • Extended time • Fewer items per page • Highlight and bold action words • Break up multi-step instructions by providing space between questions • Provide extended time on assessments

			<ul style="list-style-type: none"> ● Rephrase test questions verbally ● Allow assessments to be typed
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Make lessons visual. ● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ● Cooperative and partner activities. ● Give students a job in a group. Monitor that they are participating ● Determine key concepts for the unit and define language and content objects for each lesson. ● Highlighting action words within the directions. 	<ul style="list-style-type: none"> ● At teacher discretion, shorten assignment to focus on mastery of key concepts ● Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc) 	<ul style="list-style-type: none"> ● Tiered Assignments ● Cooperative learning assignments

Name of Course
Unit 5: Wellness
Time Allotted (days of instruction): 3 Weeks
New Jersey Student Learning Standards (NJSLS) 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How does effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue? ● What are the components of wellness? ● How do the decisions I make affect my health? ● How do I relate to the important people in my life? ● What does it mean to be mentally healthy? ● What are some symptoms of mental illness? ● How can I keep myself healthy? How can I learn to manage stress? ● How can I learn to respect and accept all individuals within society? 	<ul style="list-style-type: none"> ● Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation. ● Analyze how interpersonal communication affects relationships ● Utilize strategies to overcome barriers when communicating information, ideas, emotions, and opinions about health issues. ● Examine the impact of technology, research, and medical advances on personal, family and community health ● Demonstrate the ability to utilize strategies when making decisions related to health needs and risks to young adults ● Predict immediate and long term impact of mental issues on the individual, family and community. ● Identify resources for information, assessment and treatment of mental illnesses. ● Demonstrate, evaluate, and analyze strategies to manage stress ● Formulate positive ways to manage stressful situations. ● Illustrate characteristics that exemplify core ethical values. ● Analyze the current issues facing the disability community and how to address those issues 	<ul style="list-style-type: none"> ● Note taking ● Worksheets & Discussions: <ul style="list-style-type: none"> ○ Communication ○ Stress ○ Mental Disorders ○ Suicide Prevention ○ Organ Donation ● Videos ● Multimedia Presentations ● Class Discussions ● Tests on all topics ● Speaker from NJ Sharing Network does a presentation
Resources/Materials	<ul style="list-style-type: none"> ● Teacher Webpage /Google Classroom ● Internet ● Human Sexuality, Sizer-Webb, Whitney, DeBruyne Publishing, Copyright 1999 	

	<ul style="list-style-type: none"> ● Pearson Health. Pruitt, Allegrante, Prothrow-Stith, Publishing. Copyright, 2014
Interdisciplinary Connections	<ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJSLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research.
21st Century Life and Careers	<p>Standard 9.1 21st-Century Life & Career Skills</p> <ul style="list-style-type: none"> ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Technology Standards	<ul style="list-style-type: none"> ● Standard 8.2 Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment ● Standard 8.1 Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems
Diversity/Inclusion	<ul style="list-style-type: none"> ● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. ● Students will participate in “I Am....” Exercise: Students have 60 seconds to use words to describe themselves ● Students will read and discuss true stories that one person CAN make a difference

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework Assignments 	<ul style="list-style-type: none"> ● Written Tests ● Currents Events ● Research Paper ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Pre and Post tests per unit ● Surveys 	<ul style="list-style-type: none"> ● Study guides provided ● Word bank for assessments provided ● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications ● Provide alternative testing site

			<ul style="list-style-type: none"> ● Response Format and Procedures ● Use of preferred mode (e.g., oral testing, use of illustrations, posters, diagram) ● Adjusted format; group similar problems together ● Extended time ● Fewer items per page ● Highlight and bold action words ● Break up multi-step instructions by providing space between questions ● Provide extended time on assessments ● Rephrase test questions verbally ● Allow assessments to be typed
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Make lessons visual. ● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ● Cooperative and partner activities. 	<ul style="list-style-type: none"> ● At teacher discretion, shorten assignment to focus on mastery of key concepts ● Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc) 	<ul style="list-style-type: none"> ● Tiered Assignments ● Cooperative learning assignments

<ul style="list-style-type: none"> • Give students a job in a group. Monitor that they are participating • Determine key concepts for the unit and define language and content objects for each lesson. • Highlighting action words within the directions. 		
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Name of Course

Unit 6:

Time Allotted (days of instruction):

New Jersey Student Learning Standards (NJSLS)
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Essential Questions		
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Resources/Materials	
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Interdisciplinary Connections	•
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21st Century Life and Careers	•
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Technology Standards	•
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Diversity/Inclusion	
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Assessments			
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Formative	Summative	Benchmarks	Alternative
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Modifications		
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English Language Learners	Special Education/504	Gifted and Talented
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Name of Course

Unit 7:

Time Allotted (days of instruction):

New Jersey Student Learning Standards (NJSLS)

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Essential Questions

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Student Learning Objectives

•

Activities

•

Resources/Materials

Interdisciplinary Connections

21st Century Life and Careers

Technology Standards

Diversity/Inclusion

Assessments

Formative

•

Summative

•

Benchmarks

•

Alternative

•

Modifications

English Language Learners

•

Special Education/504

•

Gifted and Talented

•

Name of Course

Unit 8:

Time Allotted (days of instruction):

New Jersey Student Learning Standards (NJSLS)

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Essential Questions	Student Learning Objectives	Activities
•	•	•
Resources/Materials		
Interdisciplinary Connections		
21st Century Life and Careers		
Technology Standards		
Diversity/Inclusion		

Assessments			
Formative	Summative	Benchmarks	Alternative
•	•	•	•

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
•	•	•

Name of Course
Unit 9:
Time Allotted (days of instruction):
New Jersey Student Learning Standards (NJSLS)
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Essential Questions	Student Learning Objectives	Activities
•	•	•
Resources/Materials		
Interdisciplinary Connections		
21st Century Life and Careers		
Technology Standards		
Diversity/Inclusion		

Assessments

Formative	Summative	Benchmarks	Alternative
•	•	•	•

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
•	•	•

Name of Course
Unit 10:
Time Allotted (days of instruction):
New Jersey Student Learning Standards (NJSLS)

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Essential Questions	Student Learning Objectives	Activities
•	•	•
Resources/Materials		
Interdisciplinary Connections		
21st Century Life and Careers		
Technology Standards		
Diversity/Inclusion		

Assessments			
Formative	Summative	Benchmarks	Alternative
•	•	•	•

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
•	•	•