Board Approval Date: 8/2023
Course Title: Health 9
Course Description: To gain an understanding of a variety of health topics centered around healthy relationships, interpersonal skills, finding valid and reliable sources of health information, and self-advocacy.

Course Sequence & Pacing			
Estimated Number of Blocks	**Marking Period 2**	**Estimated Number of Blocks**	**Marking Period 3**
3	Personal Growth and Development/Decision Making		
5	Social and Sexual Health: Dating and Relationships		
4	Disease Prevention: STDs, Contraception, Cancer		
5	Pregnancy and Parenting		
4	Lifelines: Suicide Prevention		
Estimated Number of Blocks	**Marking Period 1**	**Estimated Number of Blocks**	**Marking Period 4**

Stage 1 Desired Results

Unit Title #1: Personal Growth and Development/Decision Making

Unit Summary:

This unit will address the following topics:

- Appropriate behaviors to support a healthy lifestyle
- Specific practices to foster positive mental, social and emotional health
- Creating a health care routine
- Unhealthy behaviors and their negative effect on health
- Cognitive development goals toward early adulthood
- Healthy and unhealthy behaviors impact on cognitive development

Unit Learning Targets

NJSLS Standards:

- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact the physical, social, and emotional stages of early adulthood.
- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

Computer Science & Design Thinking *(CS & DT)***:**

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Interdisciplinary Connections ELA, Math, VPA, etc :

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*

Holocaust & Amistad: *(ELA & SS ONLY) Embedded in learning activities or leave here*

Unit Essential Questions:

- What behaviors contribute to positive overall health?
- How can negative behaviors have an impact on our health?
- What is the importance of having health care routines?
- What negative consequences can arise from unhealthy behaviors?
- How do unhealthy behaviors impact brain development?

Unit Enduring Understandings:

- Healthy behaviors lead to positive physical, mental, social, emotional, and cognitive growth.
- Creating a health care plan is essential to lifelong health.
- Unhealthy behaviors have lasting impacts on our health.

Students will know:

- Decisions one makes can influence an individual's growth and development in all dimensions of wellness.
- Specific practices to build a positive health care routine.
- The negative impact unhealthy behaviors can have on all dimensions of wellness.

Students will be able to:

- Identify healthy behaviors
- Compare and contrast healthy and unhealthy behaviors
- Create a personal health care plan
- Evaluate how healthy and unhealthy behaviors affect brain development

Stage 2 Assessment Evidence

Summative Assessments:

Poster Project: Develop a health care plan outlining healthy behaviors for each aspect of health

Journal Prompt: Identify an unhealthy behavior and develop a course of action

Formative Assessments: Teacher observation

Common Benchmark Assessments: District created multiple-choice, matching, and essay assessment.

Alternative Assessments: Verbal explanation, teacher observation

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
2.1.12.PGD.1	Develop a health plan exhibiting positive behaviors for mental, social, emotional, and physical health.	• *Identify healthy behaviors* • *Evaluate health care needs throughout stages of life* • *Poster Project: Create a Health Care Plan*	1day
2.1.12.PGD.2 2.3.12.PS.1	Understand the role of healthy and unhealthy behaviors and how they impact the growth and development of mental, social, physical, and brain health. Use good decision-making skills to identify the consequences of poor health choices.	• *Discuss healthy vs. unhealthy behaviors* • *Identify consequences of poor health* • *Journal Prompt: Identify an unhealthy behavior and develop a course of action*	1day

Core Instructional & Supplemental Materials (including various levels of texts)

Texts	*Notes*
Glencoe: Human Sexuality	

Accommodations and Modifications:

Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share

- Cooperative learning groups

Stage 1 Desired Results

Unit Title #2: Social and Sexual Healthy: Dating and Relationships

Unit Summary:

This unit will address the following topics:

- Stages and characteristics of healthy relationships
- Stages and characteristics of unhealthy relationships
- Steps to a healthy intimate relationship
- Effective interpersonal communication
- Technology and the diversity of communication
- Effective communication to express boundaries
- Problem solving to address and resolve conflict in relationships

Unit Learning Targets

NJSLS Standards:

2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. •
2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.

2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.

2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).

2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.

2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.

2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.

2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.

2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.

2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.

2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).

2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.

2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.

2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).

2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.

2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

Computer Science & Design Thinking *(CS & DT)***:**

8.2.5.ITH.1: Explain how societal needs and wants to influence the development and function of a product and a system.

Interdisciplinary Connections ELA, Math, VPA, etc:

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
● What does good communication in a relationship mean? ● What are the different types of relationships? ● What skills do I need to make my relationship better? ● What are the signs of a healthy and unhealthy relationship? ● How can I end a relationship?	● Identify the stages/characteristics of healthy relationships ● Identify types and characteristics of unhealthy relationships ● Identify steps to develop a healthy intimate relationship ● Effective interpersonal communication encompasses respect and acceptance for individuals.

• How does technology affect my relationships? • How do my relationships affect my health and overall wellness?	• Technology increases the capacity of individuals to communicate in multiple and diverse ways. • Healthy relationships can support an individual's ability to maintain a balanced, healthy, active lifestyle. • Good communication is an essential component of a healthy relationship. • Ending a relationship may be difficult and painful
Students will know: • How to identify the stages of a healthy relationship • How to identify steps to develop an intimate relationship. • Effective prevention and intervention strategies to address unhealthy relationships and relationship conflicts • How to communicate effectively to have healthy relationships	**Students will be able to:** • Learn how to work through conflict or break-ups. • Evaluate the positive and negative effects of relationships. • Explain appropriate ways to end a relationship. • Develop strategies for identifying unhealthy relationships. • Determine effective communication skills. • Predict how relationships evolve over time.

Stage 2 Assessment Evidence

Summative Assessments:
Worksheets
Journal Prompts
Unit Test

Formative Assessments: Teacher Observation

Common Benchmark Assessments: District created multiple-choice, matching, and essay assessments.

Alternative Assessments: Provide a list of specific assessments in the curriculum.

Create a digital Assessment folder for staff only.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
2.1.12.SSH.1 2.1.12.SSH.2 2.1.12.SSH.3 2.1.12.SSH.4	Demonstrate skills to resolve conflict	*C1 Lesson 1: Sexuality and Making Responsible Decisions*	*1 day*
2.1.12.SSH.5	Demonstrate respect for sexual boundaries Understand the laws of consent	*C2 Lesson 1: Relationships and Communication*	1 day
2.1.12.SSH.6 2.1.12.SSH.7	Analyze benefits of abstinence	*C2 Lesson 2: Decisions about Sexual Relationships*	*1day*
2.1.12.SSH.8 2.1.12.SSH.9 2.1.12.SSH.10	Determine what keeps someone from leaving an unhealthy relationship	*C1 Lesson 2: Adolescence-and Development*	1 day

Core Instructional & Supplemental Materials (including various levels of texts)

Texts	*Notes*
Glencoe: Human Sexuality	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results
Unit Title #3: Disease Prevention: STDs, Contraception, and Cancer
Unit Summary: Students will evaluate symptoms, treatment, transmission and prevention of various sexually transmitted diseases, HIV/AIDs and other diseases related to the reproductive system.
Unit Learning Targets
NJSLS Standards: 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention. 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine). 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body. 2.3.12.HCDM.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.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,). 2.3.12.HCDM.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). 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
Computer Science & Design Thinking *(CS & DT)***:**

8.2.5.ITH.1: Explain how societal needs and wants to influence the development and function of a product and a system.
Interdisciplinary Connections ELA, Math, VPA, etc: RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*
Holocaust & Amistad: *(ELA & SS ONLY) Embedded in learning activities or leave here*

Unit Essential Questions:	**Unit Enduring Understandings:**
• What are the symptoms commonly associated with STDs? • How can teens reduce the risk of STDs? • Why is it important to seek medical treatment for STDs • What are the most common symptoms of STDs? • What is the difference between HIV and AIDS? • What diseases are associated with the reproductive systems? • What contraceptives can help prevent disease?	• Discuss the causes and methods of transmission of common STDs • Identify symptoms and characteristics of common sexually transmitted diseases. • Discuss transmission/prevention and myths of HIV/AIDS • Identify strategies to prevent sexually transmitted diseases • Utilize resources to prevent, manage and treat diseases
Students will know:	**Students will be able to:**
• Abstinence is the 100% effective method of preventing STDs. • STD's can cause permanent damage. • High risk behaviors for getting STD's include being sexually active, having multiple partners, and using alcohol or other drugs. • It is possible to have an STD and show no symptoms. (asymptomatic) • Anyone who is sexually active should be screened regularly for STD's • Symptoms may disappear without treatment, but the STD still remains. (i.e. Herpes)	• Identify signs and symptoms, dangers, and treatments of various STDS. • Explain why teenagers are at risk for contracting STDs • Identify ways to prevent or minimize the risk of contracting and STD. • Describe the responsibilities of people who think they might have an STD. • Name ways HIV is transmitted.

Stage 2 Assessment Evidence
Summative Assessments: Worksheets, quizzes, unit test
Formative Assessments: Teacher observation, class participation
Common Benchmark Assessments:
Alternative Assessments:

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
2.1.12.PP.1	Compare and contrast contraceptives for disease prevention	*Ch 6 Lesson 1: Contraception*	*1 day*
2.1.12.PP.2	Develop a plan to reduce risk of unintended pregnancy and STDs.	*Ch 6 Real World Connections*	1 day
2.3.12.HCDM.1 2.3.12.HCDM.2 2.3.12.HCDM.3	Develop a health care plan for disease prevention Evaluate methods of protection	*Ch 7 Sexually Transmitted Diseases* *Lesson 1- Common Sexually Transmitted Diseases* *Helping a Friend Solve a Problem* *Lesson 2: Other Sexually Transmitted Diseases*	3 days

Core Instructional & Supplemental Materials

(including various levels of texts)	
Texts	*Notes*
Glencoe Text: Human Sexuuality	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #4: Pregnancy and Parenting

Unit Summary: This unit covers a wide variety of topics relating to pregnancy and parenting including fetal development, factors that impact development, safe pregnancy options, skills needed to parent and the impact on social, emotional, physical and financial health of a new parent.

Unit Learning Targets

NJSLS Standards:

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.

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).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

Computer Science & Design Thinking *(CS & DT)***:**

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Interdisciplinary Connections ELA, Math, VPA, etc :

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*

Holocaust & Amistad: *(ELA & SS ONLY) Embedded in learning activities or leave here*

Unit Essential Questions:	**Unit Enduring Understandings:**
• Who are trusted adults who can assist in pregnancy and other health topics? • What are the major milestones of each trimester of fetal development? • What factors can impact the health of the baby? • What factors could influence decisions about pregnancy options, parenting, abortion, safe haven and adoption?	• There are a variety of resources among family, school staff, and health care professionals to trust with health issues. • Fetal development occurs in trimesters and many factors can impact the health of the baby. • There are a variety of options regarding pregnancy that should be discussed with a trusted adult. • A young adult parent will need much support from trusted adults, family and community resources.

• What challenges would a young parents face mentally, socially, physically and financially? • What is the Safe Haven Law?	• Safe Haven Law
Students will know: • How to identify trusted adults. • Fetal development takes place over trimesters. • Various factors can have an impact on the health of the baby. • Pregnancy options and community and school resources to have open discussions. • Safe Haven Law	**Students will be able to:** *(Verb Bloom's Taxonomy)* • Identify trusted adults to assist in health issues. • Identify the major milestones of each trimester of fetal development. • Recognize and discuss pregnancy options with a trusted adult. • Discuss skills needed to be a young parent and the impact it will have on their physical, mental, social and financial health. • Understand and identify Safe Haven Law

Stage 2 Assessment Evidence

Summative Assessments: Hand-outs, unit tests, journal prompts, projects

Formative Assessments: Teacher observation, class participation

Common Benchmark Assessments: Provide a list of specific assessments in the curriculum.
Create a digital Assessment folder for staff only.

Alternative Assessments: Provide a list of specific assessments in the curriculum.
Create a digital Assessment folder for staff only.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*

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.	Chapter 5- Pregnancy and Childbirth Real World Connection- Health Information in the News	1 day
2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate information.	Lesson 1- Prenatal Development Lesson 2- Prenatal Care Lesson 3- Childbirth	3 day
2.1.12.PP.5	Analyze factors that can impact the health of a baby		
2.1.12.PP.6:	Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.	Chapter 4- Marriage and Parenthood Lesson 1	1 day
2.1.12.PP.7:	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.	Chapter 4 Marriage and Parenthood Lesson 2	1 day
2.1.12.PP.8	Determine skills needed to be a young parent.		

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Glencoe: Human Sexuality	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit***

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #5: Lifelines :A Suicide Prevention Program

Unit Summary: Lifelines Prevention targets the whole school community by providing suicide awareness resources for administrators, faculty and staff, parents, and students. Lifelines Prevention educates students on the facts about suicide and students' role in suicide prevention. It provides information on where to find suicide prevention resources in the school and community.

Unit Learning Targets

NJSLS Standards:

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.

2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.3

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

Computer Science & Design Thinking *(CS & DT)***:**

8.2.5.ITH.1: Explain how societal needs and wants to influence the development and function of a product and a system.

Interdisciplinary Connections ELA, Math, VPA, etc:

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*
Holocaust & Amistad: *(ELA & SS ONLY) Embedded in learning activities or leave here*

Unit Essential Questions: (*Open-ended, Higher-order, Thought Provoking)* ● How do you identify the warning signs of someone who is suicidal? ● Who are trusted adults? ● How are depression and suicide linked?	**Unit Enduring Understandings:** ● Relevant facts about suicide, including warning signs, can help to provide assistance before an attempt takes place. ● The long-lasting impact suicide has on those who knew the person who has committed suicide. i.e. fault and responsibility ● Depression can cause suicide.
Students will know: *(Content, Noun)* ● How to identify suicide warning signs. ● How to respond to a person in need. ● Depression symptoms and the link to suicide. ● Demonstrating positive attitudes about interventions can help in seeking assistance. ● How to identify resources, their response, and be able to name one helpful adult. ● How to manage conflict and implement resolution strategies. ● There are interrelationships of emotional, intellectual, physical, and social health in adolescence. ● Healthy and unhealthy behaviors impact personal health. ● Steps to help someone who is suicidal. ● The effects can suicide have on people left behind.	**Students will be able to:** *(Verb Bloom's Taxonomy)* ● Describe the warning signs of suicide. ● Demonstrate how they would respond to a person in need. ● Analyze the relationship between healthy behaviors and personal health. ● Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. ● Demonstrate effective conflict management or resolution strategies. ● Describe how to maintain a positive attitude about intervention and help-seeking behaviors. ● Identify helpful resources and how helpful adults will respond. ● Demonstrate positive attitudes about intervention and help-seeking behaviors.

Stage 2 Assessment Evidence
Summative Assessments: Warning Signs and FACTS handout, What would you do? T/F Questionnaire
Formative Assessments: Teacher Observation
Common Benchmark Assessments:
Alternative Assessments: Provide a list of specific assessments in the curriculum. Create a digital Assessment folder for staff only.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
2.1.12.EH.1 2.1.12.EH.2 2.1.12.EH.3 2.2.12.EH.4	Recognize personal traits and strengths to support a healthy lifestyle. Recognize factors of mental illness that impact the family Describe strategies to deal with life stressors	Lifelines Suicide Prevention Lesson 1: When is a Friend in Trouble? Lesson 2: How Do I Help a Friend? Lesson 3: Where Can I Go For Help? Lesson 4: How Can I Use What I Learned?	4 days

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Lifelines Suicide Prevention Curriculum	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers

- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups