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Unit Title: Pregnancy and Parenting

Stage 1: Desired Results

Standards & Indicators:

- 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
- 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
- 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
- 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.
- 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).
- 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
- 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
- 2.1.12.PP.8: Assess the skills needed to be an effective parent.
- 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
9.1.12.FP.2	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	

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9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences.	There are ways to align your investments with your personal financial goals.
9.1.12.PB.4	Explain how you would revise your budget to accommodate changing circumstances.	A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.

Central Idea/Enduring Understanding:	**Essential/Guiding Question:**
There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections. There are many decisions to be made related to pregnancy and childbirth that will have shortand long-term impacts.	Why is it important to take responsibility for your health? What lifestyle factors affect your health? Why do heredity, environment, culture, and media affect health? What communication skills are needed to maintain healthy relationships? How can refusal skills help you uphold your values? Why is it important to set personal goals?
Content:	**Skills(Objectives):**
Emotional, financial, physical, mental, and social well-being with regard to pregnancy and parenting. Stress management Prenatal care Decision making Coping skills Contraception and abstinence	Demonstrate how to take responsibility for your health Identify lifestyle factors that affect your overall health Analyze how influences such as heredity, environment, culture, media and technology impact health Demonstrate communication skills to build and maintain healthy relationships Apply decision making skills that promote individual, family and community health Describe the process involved in choosing and achieving goals.

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Interdisciplinary Connections:
Science: Biology Language Arts: persuasive writing; informational process writing (slides; brochures, etc.) Math: statistics related to suicide and mental disorders affecting teens

Stage 2: Assessment Evidence	
Performance Task(s): Teacher guided reading of text followed by class discussion Create foldable study organizer Worksheets Create vocabulary word wall Read case scenarios and engage in classroom discussions Technology-based assignments Small group activities and discussions. How to plan for Socratic circles https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport Teacher notes "Do now" writing assignments Role playing Hands on Health activities	**Other Evidence:** Unit tests Quizzes Writing assignments Response to classroom discussion Response to case scenarios Class participation Projects

Stage 3: Learning Plan	
Learning Opportunities/Strategies: ● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal communication with peers and teachers ● Situational roleplay ● Prevocational kit completion and hands-on	**Resources:** ● IEP/504s ● EverFi ● Online resources ● Teacher developed worksheets ● Journals ● Online Classroom (Google Classroom)

learning opportunities ● Student journaling and reflection ● Student and peer interviews ● Formative assessment ● Student self-assessment	● Flocabulary ● YouTube ● Central PE ● Edpuzzle LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/

Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide student videos with increased content knowledge Provide student an opportunity to demonstrate leadership role among class Individual projects that enhance greater subject knowledge Provide increased opportunity for real life experiences in the health/athletics professions Teacher interaction with students, student interaction with students Provide student with the use of diverse technology tools to increase subject knowledge Provide student with team building structure	Videos Provide notes Provide student with study guide Allow the use of technology on assignments Individual projects that enhance greater subject knowledge Allow students to collaborate in small groups Teacher interaction with students, student interaction with students	Videos Classroom models/Visual Aides Provide notes Study guides Graphic Organizers Shorten assignments Grade for content not spelling and grammar Allow extra time for assignments if student goes to tutoring Allow the use of technology on assignments Allow students to collaborate in small groups	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries

Unit Title: Nutrition

Stage 1: Desired Results

Standards & Indicators:

2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.

2.2.12.N.3: Analyze the unique contributions of each nutrition class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan

2.2.12.N.5: Research presents trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.	There are reasons and consequences to taking on debt
9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
9.1.12.FP.2	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	
9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	A budget may need to be modified as an individual's career, financial goals (e.g.,

		education, home ownership, retirement), and/or other life situations change.
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.	Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Central Idea/Enduring Understanding:	**Essential/Guiding Question:**
● Learning about food groups, nutrition, and daily healthful eating builds a basis to maintain a happy and healthy lifestyle. ● The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.	Why is nutrition important to my health? What are 'macronutrients'? What does it mean to have a balanced diet? What app can I use for healthy meals? How does eating healthy affect your overall mood (emotional and mental health)? How does nutrition improve strength? How does nutrition help prevent diseases (i.e. hypertension, diabetes, etc.)? How can I maintain a healthy eating style while on a budget? How can I eat "healthy" with limited selections in my community?
Content: Processed and unprocessed foods GMOs Types of diets Weight management Eating disorders	**Skills(Objectives):** Learners will identify food groups and the make up of a balanced daily diet. Learners will understand the importance of regularly consuming nourishing and healthful foods

Food preparation Healthy food choices Diseases related to diet (i.e. heart disease, Type II Diabetes, obesity, etc…)	Learners will understand the importance of daily hydration. Learners will read and understand the main components of a nutrition label (with a focus on ingredients for those students with allergies). Be aware of individual allergies Prevent diseases due to cross contamination while preparing food

Interdisciplinary Connections:
Science: biology
Language Arts: informational and persuasive
Math: calculating macronutrients and calories

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
● Teacher guided reading of text followed by class discussion ● Create foldable study organizer ● Worksheets ● Create vocabulary word wall ● Read case scenarios and engage in classroom discussions ● Technology-based assignments ● Small group activities and discussions. ● How to plan for Socratic circles ● https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport	 ● Unit tests ● Quizzes ● Writing assignments ● Response to classroom discussion ● Response to case scenarios ● Class participation ● Projects

Stage 3: Learning Plan

Learning Opportunities/Strategies:	**Resources:**
● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal communication with peers and teachers ● Situational roleplay ● Prevocational kit completion and hands-on learning opportunities ● Student journaling and reflection ● Student and peer interviews ● Formative assessment ● Student self-assessment	● IEP/504 ● EverFi ● Online resources ● Teacher developed worksheets ● Journals ● Online Classroom (Google Classroom) ● Flocabulary ● YouTube ● Central PE ● Edpuzzle

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Differentiation			
High-Achieving Students	**On Grade Level Students**	**Struggling Students**	**Special Needs/ELL**
Provide student videos with increased content knowledge

Provide student an opportunity to demonstrate leadership role among class

Individual projects that enhance greater subject knowledge

Provide increased opportunity for real life experiences in the health/athletics professions

Teacher interaction with students, student interaction with students

Provide student with the use of diverse technology tools to increase subject knowledge

Provide student with team building structure | Videos

Provide notes

Provide student with study guide

Allow the use of technology on assignments

Individual projects that enhance greater subject knowledge

Allow students to collaborate in small groups

Teacher interaction with students, student interaction with students | Videos

Classroom models/Visual Aides

Provide notes

Study guides

Graphic Organizers

Shorten assignments

Grade for content not spelling and grammar

Allow extra time for assignments if student goes to tutoring

Allow the use of technology on assignments

Allow students to collaborate in small groups | Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing

ELL supports should include, but are not limited to, the following:
- Extended time
- Provide visual aids
- Repeated directions
- Differentiate based on proficiency
- Provide word banks
- Allow for translators, dictionaries |

Unit Title: Community Health Services and Support

Stage 1: Desired Results

Standards & Indicators:
- 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.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.
- 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.

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- 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).
- 2.1.12.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.
- 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).
- 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
- 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.

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).	There are factors you can use to select financial institutions and professionals that are best suited for your needs.
9.1.12.FP.1 9.1.12.FI.4	Create a clear long-term financial plan to ensure its alignment with your values. Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).	To be fiscally responsible, an individual's finances should align with his or her values and goals.
9.1.12.FP.1 9.1.12.FP.2	Create a clear long-term financial plan to ensure its alignment with your values. Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
Central Idea/Enduring Understanding:	**Essential/Guiding Question:** Why is it important to take responsibility for your health?	

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Healthy individuals demonstrate the ability to identify who, when, where, and/or how to seek help for oneself or others. Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions. Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues. Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.	What lifestyle factors affect your health? Why do heredity, environment, culture, and media affect health? What communication skills are needed to maintain healthy relationships? How can refusal skills help you uphold your values? Why is it important to set personal goals? What is the purpose of first aid treatment and what is your legal implication under the good Samaritan law?
Content: CPR/AED training Mental and emotional changes First Aid training Social media impacting self-concept development Improve mental, physical, social, and emotional health	**Skills(Objectives):** Demonstrate how to take responsibility for your health Identify lifestyle factors that affect your health Analyze how influences such as heredity, environment, culture, media and technology impact health Demonstrate communication skills to build and maintain healthy relationships Describe refusal strategies and conflict resolution skills Apply decision making skills that promote individual, family and community health Describe the process involved in choosing and achieving goals. First Aid Training, including CPR/AED training and skill assessment Apply decision making skills that promote individual, family and community health
Interdisciplinary Connections: Language Arts: developing informational or persuasive narratives (brochures; slides; graphs, etc.) Science: Biology Math: graphing, developing and understanding charts	

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Stage 2: Assessment Evidence	
Performance Task(s): Teacher guided reading of text followed by class discussion Create foldable study organizer Worksheets Create vocabulary word wall Read case scenarios and engage in classroom discussions Technology-based assignments Small group activities and discussions. How to plan for Socratic circles https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport Teacher notes "Do now" writing assignments Role playing Hands on Health activities	**Other Evidence:** Unit tests Quizzes Writing assignments Response to classroom discussion Response to case scenarios Class participation Projects
Stage 3: Learning Plan	
Learning Opportunities/Strategies: ● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal communication with peers and teachers ● Situational roleplay ● Prevocational kit completion and hands-on learning opportunities ● Student journaling and reflection ● Student and peer interviews ● Think Pair Share ● Formative assessment ● Student self-assessment	**Resources:** ● IEP/504 ● EverFi ● Online resources ● Teacher developed worksheets ● Journals ● Online Classroom (Google Classroom) ● Flocabulary ● YouTube ● Central PE ● Edpuzzle

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		*LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/	
Differentiation			
High-Achieving Students	**On Grade Level Students**	**Struggling Students**	**Special Needs/ELL**
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Unit Title: Disease Awareness and Prevention
Stage 1: Desired Results
Standards & Indicators: 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).

2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.

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.

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
9.1.12.FP.7	Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).	The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.

Central Idea/Enduring Understanding:	**Essential/Guiding Question:**
Understanding ways to prevent and control the spread of diseases.	What is a communicable disease?

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| Public health policies are created to influence health promotion and disease prevention and can have global impact. | What are the types of pathogens that cause communicable diseases?

How are these pathogens transmitted?

How can you prevent the spread of these pathogens in the community?

How is an airborne transmission different from direct contact?

What are some strategies to prevent a pandemic?

How do vaccines prevent or control diseases?

Where can you access information to learn and understand diseases?

What does STD's and STI stand for?

Why are STD's a hidden epidemic?

What are risk behaviors to avoid to prevent the spread of STD's?

Why is it important to remain abstinent?

How do you avoid risky behaviors?

Which common STD's are viruses and which are bacterial?

Why is it important for people to get tested if they think they may have contracted a STD?

What are some of the symptoms and treatment of common STD's?

Where can a person go to seek help if they believe they contracted a STD?

How is the HIV transmitted? |
|---|---|
| **Content:**
Communicable diseases
STDs/STIs | **Skills(Objectives):**
 Identify the types of communicable diseases |

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Pandemics Vaccines Treatments	Describe the ways in which communicable diseases are spread Develop strategies to help prevent communicable diseases

Interdisciplinary Connections:
Language Arts: developing informational or persuasive narratives (brochures; slides; graphs, web-based short film, etc.)
Science: Biology
Math: graphing, developing and understanding charts related to incidences of communicable diseases on a local, state and national perspective

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
Teacher guided reading of text followed by class discussion	Unit tests
Create foldable study organizer	Quizzes
Worksheets	Writing assignments
Create vocabulary word wall	Response to classroom discussion
Read case scenarios and engage in classroom discussions	Response to case scenarios
Technology-based assignments	Class participation
Small group activities and discussions.	Projects
How to plan for Socratic circles https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport	
Teacher notes	
"Do now" writing assignments	
Role playing	
Hands on Health activities	

Stage 3: Learning Plan

Learning Opportunities/Strategies:	**Resources:**
● Guided instruction ● Cooperative learning	● IEP/504 ● EverFi

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- Effective verbal and nonverbal communication with peers and teachers - Situational roleplay - Prevocational kit completion and hands-on learning opportunities - Student journaling and reflection - Student and peer interviews - Think Pair Share - Formative assessment - Student self-assessment	- Online resources - Teacher developed worksheets - Journals - Online Classroom (Google Classroom) - Flocabulary - YouTube - Central PE - Edpuzzle *LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/

Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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Provide student with team building structure			

Unit Title: Alcohol, Tobacco, and Other Drugs

Stage 1: Desired Results

Standards & Indicators:

2.3.12.ATD.1: Examine the influence of drug use and misuse on an individual's social, emotional, and mental wellness.

2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).

2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.

2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).

2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.

2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
9.1.12.CP.1	Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.	Negative information in credit reports can affect a person's credit score and financial options.
9.1.12.CP.2	Identify the advantages of maintaining a positive credit history.	

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9.1.12.FI.1	Identify ways to protect yourself from identify theft	There are ways to manage your accounts that provide you with maximum benefits and protection.
9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.1.12.PB.3	Design a personal budget that will help you reach your long-term and short-term financial goals.	A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.

Central Idea/Enduring Understanding:

Identify factors that influence decisions about alcohol use and your health

Examine the physical, mental/emotional, social and legal consequences of alcohol use

Discuss the role alcohol plays in unsafe situations

Develop strategies for preventing the use of alcohol

Describe the short & long term effects of alcohol

Discuss the consequences of driving under the influence of drug/alcohol use

Describe the harmful effects of alcohol on a fetus

List community health related services for prevention and treatment of alcoholism and alcohol use

Essential/Guiding Question:

What are some factors that determine alcohol effects on different people?

What are some of the influences of why people drink?

How does alcohol affect physical, mental/emotional, social well being?

How does the body digest ethanol?

What refusal strategies can be used to avoid an unsafe situation?

How does alcohol affect our driving skills?

What should you do if you suspect someone is driving under the influence?

What is the percentage of blood alcohol concentration level to be considered under the influence?

How does alcoholism affect family and friends?

What ways can a person avoid the risks of alcoholism?

Where can a person go to seek help for alcohol-related concerns?

List the harmful substance in tobacco and tobacco smoke

Examine the harmful effects of tobacco use on the body

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List the harmful substance in tobacco and tobacco smoke	Compare the physical, mental, legal consequences of tobacco use
Examine the harmful effects of tobacco use on the body	Discuss the benefits of a tobacco free lifestyle
Compare the physical, mental, legal consequences of tobacco use	Develop strategies for preventing tobacco use
Discuss the benefits of a tobacco free lifestyle	Examine the reasons why some teens choose to smoke
Develop strategies for preventing tobacco use	Examine laws, policies, and practices that help prevent tobacco related disease
Examine the reasons why some teens choose to smoke	What factors influences decisions about drugs?
Examine laws, policies, and practices that help prevent tobacco related disease	What are the health consequences of drug use?
Describe substance abuse and examine the health risk involved	How does marijuana, inhalants, steroids, and other substances affect the body?
Examine the physical, mental/emotional and social and legal consequences of drug use	What strategies can you use to help prevent the use or abuse of harmful substances?
Identify the harmful effects of marijuana, inhalants, steroids, and other substance	Who in the community can a person go to get help?
Develop strategies to prevent the use of different drugs and other addictive substances	What activities can a person become involved in, to help discover alternatives to drug use?
Identify school and community efforts to curb drug use	
List community health related services that relate to drug addiction and abuse	
Discover alternatives to drug and substance abuse	
Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.	

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Content:
- Drug classifications
- Short term and long term effects from drug use
- Addiction
  - Risk factors
  - Signs and symptoms
  - Getting help
- Opioids
  - Define opioids
  - Dangers of misuse and abuse
  - Addiction
  - Opioid crisis
- Marijuana
  - Medical vs recreational
  - How it affects the body
- Alcohol
  - Alcoholism
  - Long-term and short-term health risks
  - Dangers of drinking and driving
- Drug use affecting social health

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Skills(Objectives):

List the harmful substance in tobacco and tobacco smoke

Examine the harmful effects of tobacco use on the body

Compare the physical, mental, legal consequences of tobacco use

Discuss the benefits of a tobacco free lifestyle

Develop strategies for preventing tobacco use

Examine the reasons why some teens choose to smoke

Examine laws, policies, and practices that help prevent tobacco related disease

Identify factors that influence decisions about alcohol use and your health

Examine the physical, mental/emotional, social and legal consequences of alcohol use

Discuss the role alcohol plays in unsafe situations

Develop strategies for preventing the use of alcohol

Describe the short & long term effects of alcohol

Discuss the consequences of driving under the influence of drug/alcohol use

Describe the harmful effects of alcohol on a fetus

List community health related services for prevention and treatment of alcoholism and alcohol use

Describe substance abuse and examine the health risk involved

Examine the physical, mental/emotional and social and legal consequences of drug use

Identify the harmful effects of marijuana, inhalants, steroids, and other substance

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	Develop strategies to prevent the use of different drugs and other addictive substances
	Identify school and community efforts to curb drug use
	List community health related services that relate to drug addiction and abuse
	Discover alternatives to drug and substance abuse

Interdisciplinary Connections:
Science: Biology
Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)
Math: compare and contrast percentages related to addiction statistics based on local, state and national data.

Stage 2: Assessment Evidence

Performance Task(s):
Teacher guided reading of text followed by class discussion

Create foldable study organizer

Worksheets

Create vocabulary word wall

Read case scenarios and engage in classroom discussions

Technology-based assignments

Small group activities and discussions.

How to plan for Socratic circles
https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport

Teacher notes

"Do now" writing assignments

Other Evidence:
Unit tests

Quizzes

Writing assignments

Response to classroom discussion

Response to case scenarios

Class participation

Projects

Role playing	
Hands on Health activities	

Stage 3: Learning Plan

Learning Opportunities/Strategies: ● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal communication with peers and teachers ● Situational roleplay ● Prevocational kit completion and hands-on learning opportunities ● Student journaling and reflection ● Student and peer interviews ● Think Pair Share ● Formative assessment ● Student self-assessment	**Resources:** ● IEP ● EverFi ● Online resources ● Teacher developed worksheets ● Journals ● Online Classroom (Google Classroom) ● Flocabulary ● YouTube ● Central PE ● Edpuzzle

Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide student videos with increased content knowledge Provide student an opportunity to demonstrate leadership role among class Individual projects that enhance greater subject knowledge Provide increased opportunity for real life experiences in the health/athletics professions Teacher interaction with students, student interaction with students	Videos Provide notes Provide student with study guide Allow the use of technology on assignments Individual projects that enhance greater subject knowledge Allow students to collaborate in small groups Teacher interaction with students, student interaction with students	Videos Classroom models/Visual Aides Provide notes Study guides Graphic Organizers Shorten assignments Grade for content not spelling and grammar Allow extra time for assignments if student goes to tutoring	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries

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Provide student with the use of diverse technology tools to increase subject knowledge Provide student with team building structure		Allow the use of technology on assignments Allow students to collaborate in small groups	

Unit Title: Safety & Social and Sexual Health

Stage 1: Desired Results

Standards & Indicators:
- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
- 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.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).
- 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.
- 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
- 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
- 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
- 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
- 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.
- 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
- 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.*
  *This content will be delivered via a scripted lesson
- 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. *
  *This will be an optional activity for students to participate in as a member of the GSA.
- • 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

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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.

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.DC.3

9.4.12.DC.4: | Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1)

Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3). | Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. |

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9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.	Cultivating online reputations for employers and academia requires separating private and professional digital identities.

Central Idea/Enduring Understanding:

The impact of social media on adolescent self-concept.

Effective and ethical communication related to peer-to-peer, adult, and technology.

Sexual orientation and gender identity related to policy and cultural norms.

The role of abstinence in maintaining one's health and self-concept (e.g., peer pressure; home culture; goal attainment, etc.)

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.

State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.

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

How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.

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.

Essential/Guiding Question:

How does social media influence adolescent self-concept and interactions with diverse peers?

What are the three styles of communication?

Which style of communication is the most effective?

How do your core values play a role in relationships and interactions with peers and adults?

How can the environment affect your sexual identity?

What current policies are in effect to protect diverse gender identity and sexual orientation?

How many genders are currently recognized by policy makers?

How does culture impact gender identity and acceptance?

What is abstinence?

What are the dangers of sexting?

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Content:	Skills(Objectives):
- Communication skills - Passive, assertive, aggressive - Conflict resolution - Healthy relationships - Respect - Boundaries - Personal identity - Respecting people of all genders, gender expression, sexual orientations, and gender identities - Effect of social media to personal relationships and self-concept	Compare and contrast the three forms of communication. Explain current school policies related to promoting dignity and respect for people of all genders expressions, gender identities, and sexual orientations. Evaluate one's perspective of what elements constitute health relationships with peers and adults. Analyze one's access to diverse social media platforms and self-concept development (e.g., Instagram; Snapchat; Tik Tok; etc.)

Interdisciplinary Connections:
Science: Biology
Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)
Math: ability to analyze charts and percentages related to gender identity statistics and prevalence of social media in adolescent and adult populations

Stage 2: Assessment Evidence

Performance Task(s):	Other Evidence:
Teacher guided reading of text followed by class discussion Create foldable study organizer Worksheets Create vocabulary word wall Read case scenarios and engage in classroom discussions Technology-based assignments Small group activities and discussions. How to plan for Socratic circles https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport Teacher notes "Do now" writing assignments	Unit tests Quizzes Writing assignments Response to classroom discussion Response to case scenarios Class participation Projects

Role playing Hands on Health activities	

Stage 3: Learning Plan	
Learning Opportunities/Strategies: ● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal communication with peers and teachers ● Situational roleplay ● Prevocational kit completion and hands-on learning opportunities ● Student journaling and reflection ● Student and peer interviews ● Think Pair Share ● Formative assessment ● Student self-assessment	**Resources:** ● IEP/504 ● EverFi ● Online resources ● Teacher developed worksheets ● Journals ● Online Classroom (Google Classroom) ● Flocabulary ● YouTube ● Central PE ● Edpuzzle LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/

Differentiation

High-Achieving Students	**On Grade Level Students**	**Struggling Students**	**Special Needs/ELL**
Provide student videos with increased content knowledge Provide student an opportunity to demonstrate leadership role among class Individual projects that enhance greater subject knowledge Provide increased opportunity for real life experiences in the health/athletics professions Teacher interaction with students, student	Videos Provide notes Provide student with study guide Allow the use of technology on assignments Individual projects that enhance greater subject knowledge Allow students to collaborate in small groups Teacher interaction with students,	Videos Classroom models/Visual Aides Provide notes Study guides Graphic Organizers Shorten assignments Grade for content not spelling and grammar Allow extra time for assignments if	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries

interaction with students	student interaction with students	student goes to tutoring	
Provide student with the use of diverse technology tools to increase subject knowledge Provide student with team building structure		Allow the use of technology on assignments Allow students to collaborate in small groups	

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Pacing Guide

Course Name	Resource	Standards
MP		
UNIT: Pregnancy and Parenting 4 days	Google Slides YouTube EdPuzzles Glencoe Health CDC **Assessments:** Tests, project, essay, brochures, Google Slide presentations, and quizzes	2.1.12.PP.1 2.1.12.PP.2 2.1.12.PP.3 2.1.12.PP.4 2.1.12.PP.5 2.1.12.PP.6 2.1.12.PP.7 2.1.12.PP.1 2.1.12.PP.8 2.1.12.PP.9 2.1.12.PP.10
MP		
UNIT: Nutrition 4 days	**CHAPTERS: 4, 5, & 6 of text** Google Slides YouTube EdPuzzles Glencoe Health CDC **Assessments:** Tests, project, essay, brochures, Google Slide presentations, and quizzes	2.2.12.N.1 2.2.12.N.2 2.2.12.N.3 **2.2.12.N.4** 2.2.12.N.5
MP		
UNIT: Community Health Services and Support 4 days	Unit Online Assessment:	2.1.12.CHSS.1 2.1.12.CHSS.2 2.1.12.CHSS.3 2.1.12.CHSS.4 2.1.12.CHSS.5 2.1.12.CHSS.6 2.1.12.CHSS.7 2.1.12.CHSS.8 2.1.12.CHSS.9
MP		
UNIT: Disease Awareness and Prevention	**CHAPTERS: 24 and 25** Google Slides	2.3.12.HCDM.1 **2.3.12.HCDM.2** 2.3.12.HCDM.3 2.3.12.HCDM.4

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5 days	YouTube EdPuzzles Glencoe Health CDC **Assessments:** Tests, project, essay, brochures, Google Slide presentations, and quizzes	2.3.12.HCDM.5 2.3.12.HCDM.6 2.1.12.CHSS.8 2.1.12.CHSS.9
MP		
UNIT: Alcohol, Tobacco, & Other Drugs: 7 days	**CHAPTERS: 21, 22, & 23** Google Slides YouTube EdPuzzles Glencoe Health CDC **Assessments:** Tests, project, essay, brochures, Google Slide presentations, and quizzes	2.3.12.ATD.1 2.3.12.ATD.2 2.3.12.ATD.3 2.3.12.DSDT.1 2.3.12.DSDT.2 2.3.12.DSDT.3 2.3.12.DSDT.4 **2.3.12.DSDT.5** 2.1.12.CHSS.6
MP		
UNIT: Safety & Social and Sexual Health 6 days	**CHAPTERS: 10, 11, 12, & 13 of text** Google Slides YouTube EdPuzzles Glencoe Health CDC **Assessments:** Tests, project, essay, brochures, Google Slide presentations, and quizzes	2.3.12.PS.1 2.3.12.PS.2 2.3.12.PS.3 2.3.12.PS.4 2.3.12.PS.5 2.3.12.PS.6 2.3.12.PS.8 2.3.12.PS.9 2.3.12.PS.10 2.1.12.SSH.1 2.1.12.SSH.2 2.1.12.SSH.3 2.1.12.SSH.4 2.1.12.SSH.5 2.1.12.SSH.6 2.1.12.SSH.7 2.1.12.SSH.8 2.1.12.SSH.9 2.1.12.SSH.10